



UDC 387.37.65

STATE ADMINISTRATION OF PROFESSIONAL GROWTH OF PEDAGOGICAL EMPLOYEES IN FOREIGN COUNTRIES: EXPERIENCE FOR UKRAINE

Milana PAKHOMOVA,
Candidate of the Chair of Humanitarian Disciplines
of the Donetsk State University of Administration

SUMMARY

The article analyzes the peculiarities of state administration of the professional growth of pedagogical workers in the United States, Great Britain, Germany and France, based on that elements of effective state management of professional development abroad are proposed that can be used during the reform of the Ukrainian education sphere.

Key words: state administration of professional growth of pedagogical employees, effective mechanisms of state administration, advanced training, attestation.

ГОСУДАРСТВЕННОЕ УПРАВЛЕНИЕ ПРОФЕССИОНАЛЬНЫМ РОСТОМ ПЕДАГОГИЧЕСКИХ РАБОТНИКОВ В ЗАРУБЕЖНЫХ СТРАНАХ: ОПЫТ ДЛЯ УКРАИНЫ

Милана ПАХОМОВА,
соискатель кафедры гуманитарных дисциплин
Донецкого государственного университета управления

АННОТАЦИЯ

В статье осуществлен анализ особенностей государственного управления профессиональным ростом педагогических работников в США, Великобритании, Германии и Франции, на основе которого предложены элементы эффективного государственного управления профессиональным развитием за рубежом, которые могут использоваться во время реформирования украинской сферы образования.

Ключевые слова: государственное управление профессиональным ростом педагогических работников, эффективные механизмы государственного управления, повышение квалификации, аттестация.

REZUMAT

Articolul analizează caracteristicile de guvernare de dezvoltare profesională a cadrelor didactice din Statele Unite ale Americii, Marea Britanie, Germania și Franța, pe baza cărora elementele propuse ale bunei guvernări de dezvoltare profesională în străinătate, care pot fi utilizate în timpul reformei învățământului din Ucraina.

Cuvinte cheie: managementul statului de creștere profesională a lucrătorilor pedagogici, mecanisme eficiente ale administrației de stat, îmbunătățirea calificării, atestarea.

Presentation of the problem. For modern Ukraine the desire for change is inherent. The branch of education is one of the most important spheres, because it affects the consciousness of the new generation and the formation of intellectual potential of the nation. Therefore, the emphasis of the state and society on the quality of staffing in educational institutions is appropriate and timely. Most countries in Europe and the United States have already completed major educational reforms and have some experience, that can be adapted to the Ukrainian educational environment.

The topicality of the issue of improving mechanisms of public administration by the professional development of pedagogical employees is conditioned

by the adoption of the new Law of Ukraine "On Education", modernization changes in the educational sphere and the modern requirements of the state and society to the figure of the teacher as an "agent of change" in the Ukrainian educational environment. It attracted attention to the foreign experience of public administration by the professional development of pedagogical employees.

Purpose: to analyze the peculiarities of public administration by the professional development of pedagogical employees, as a result to determine which elements of foreign models of professional development can be adapted in Ukrainian realities.

Statement of basic materials. Changing the paradigm in teacher training

and further professional development led to the need to improve the processes associated with professional development and teacher's career. It is depicted in the Law of Ukraine "On Education" (2017), the Law of Ukraine "On Higher Education" (2014), the National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013), the Branch Concept for the Development of Continuing Pedagogical Education (2013), the Strategy of Sustainable Development "Ukraine-2020" (2014), Resolution of the Cabinet of Ministers of Ukraine "On Approval of the National Qualifications Framework" (2011), international documents: "Common European Principles and Approaches to Teacher Competencies and Qualifications"



(2005), Recommendations of the European Parliament and the Council Europe concerning the formation of key competencies of education throughout life (2006), "Improving the Quality of Pedagogical Education" (2007), "Improving Competences for the 21st Century: An Agenda for European Cooperation in School Education"(2008).

In accordance with the Law of Ukraine "On Education" of 2017, education is defined as a state priority, which ensures innovative, socio-economic and cultural development of society [1]. Thus, problem of professional competence of pedagogical employees is a matter of state importance.

Scientific researches of Mr. G. Atamanchuk, Mr. V. Bakumenko, Mr. A. Voloshchuk, Mr. A. Iordanov, Mr. V. Lugovy, Mr. V. Kremin, Mr. V. Oliynyk, Ms. N. Protasova, Mr. M. Romanenko, Mr. K. Romanenko, Mr. V. Shvidun and others are dedicated to issues of the state administration of professional development of pedagogical employees in Ukraine. Foreign professional development models were researched Mr. S. Sinenko, Mr. N. Mukan, Mr. T. Desiatov, Mr. N. Avshenyuk, Ms. L. Pukhovskaya and others. However, the amendment of legislation outlined new approaches to the research of this issue.

Undoubtedly, the new Law of Ukraine "On Education" No. 2145-VIII of September 5, 2017 stipulated significant changes in education, but also contributed to the emergence of issues in the professional development of teachers, which nowadays teachers or school chiefs have no clear answers to:

- the emergence of new types of education - informal, informational (Article 8 of part 1 of the Law of Ukraine "On Education") – and the lack of a tool for legitimizing the results of such education at the state level;

- determination of the necessity of professional standards (Article 39 of part III of the Law of Ukraine „On Education”), – in the absence of the State Professional Standard of the teacher;

- definition of adult education as a "component of life-long education, that aims at implementing the right of every adult to continuous education, taking into account his or her personal needs, priorities of social development and the needs of the economy" (paragraph 2 of

Article 10 of part II of the Law of Ukraine "On Education"), – in the absence of the law "On Education of Adults";

- the separation of specialized secondary education into a separate level of education (in accordance with paragraph 2 of Article 10 of Part II of the Law "On Education", paragraph 3 of Article 12 of the part II of the Law of Ukraine "On Education") – and the lack of qualification requirements and level of competence a teacher, who will work in this school, recognized by the state of subjects, who will prepare a specialist of this level;

- proclamation of the certification of pedagogical employees (Article 51 of part III of the Law of Ukraine "On Education") in the absence of tools for the implementation of this procedure, etc. [1].

European countries and the USA have already passed the stages, that take place in the Ukrainian educational environment, so we can draw attention to certain trends of public administration by professional development of education employees.

The issue of the quality of training of branch employees in American pedagogical institutions of education is controlled by the state, which is implemented in the requirement for graduates of the higher education to pass exam on professional compliance. Thus, obtaining a diploma of a pedagogical university in the USA is not an admission to work in educational institutions. A novice teacher receives a temporary license and works for several years under the guidance of an experienced colleague until he demonstrates an independent level of professional skills. Professional compliance is determined by testing of the knowledge of the state (English) language, mathematics (regardless of the chosen specialty) and creative work. While moving to another state, the competitor must pass tests again.

An American teacher who wants to receive higher salaries can apply to the National Board for Professional Teaching Standards, and if he successfully passes exams, he will receive a national license that will enable him to work in any US state [2].

In US normative documents, the concept of "postgraduate education of a teacher" is defined as "the professional growth of teachers, which is achieved as a result of obtaining extensive practical

experience and systematic study of teaching experience" [3].

The concept of "continuous professional development", instead of which the concept of "in-service training" and "on-the-job training" were used, is wider than the previous two and defines a fundamentally different approach, because the subject of education (training) is a mentor, and the subject of professional development is the teacher himself [4, p.291], that is, the essence of the process of raising skills of the teacher is radically changing, because the main task becomes not the transfer of knowledges, but the creation of conditions for self-development of the teacher. The degree of mastering the acquired knowledge and skills during a course of advanced training is determined by the state certification of teachers conducted by the Education Testing Service.

Annual Advanced Certification or Advanced Credentialing Program, which conducted by the US Department of Education, is part of the system of continuous professional development of teachers. The program is designed for the certification or attestation of teachers by the National Board for Professional Teaching Standards or other nationally recognized certification and attestation organizations. The aim of the program is to encourage and support teachers, who need higher-level certification within the framework of high-quality professional programs aimed at improving teaching and learning [5].

The standardization of education contributed to increasing the responsibility of the administration of educational institutions and pedagogical staff for the quality of educational services and enhancing the accountability of teachers to the public for results of their activities, which establishes the principles of democratization and the development of state-civil education management.

There is also the possibility of professional development and grant government programs for teachers. Therefore, the national nonprofit organization - New Leaders for New Schools – develops qualitatively new school leaders and elaborates policies and practices for effective leadership for school systems throughout the country. Their theory is that strong school principals ensure a powerful multiplier



effect, greatly improving the quality of teaching and improving the performance of school pupils. Their mission is to ensure the high success of all children, especially those living in poverty, through the development of qualitatively new school leaders and the promotion of policies and practices that enable strong leaders to succeed. Teachers, who are studying according to this program, teach teachers in their schools, have the opportunity to receive rewards for their activities. 90% of teachers, who studied under this program, are becoming school principals [6].

The common tendencies of influence on the professional development of teaching staff in Germany and Ukraine are administrative-territorial changes (the fall of the wall and the unification of the GDR and the FRG), the influence of political regimes (national-socialist ideas – in the fascist period, the ideology of Marxism-Leninism - during the republican system in East Germany).

The difference between German teachers and Ukrainian colleagues is, first, that German teachers are civil servants. In addition, the modern model of preparation of German teachers is not unique for all 16 federal lands. Each of them has its own structure of educational institutions, its peculiarities of a differentiated approach in the professional training of pedagogical staff, taking into account the state of general education in the country and having its own financing forms. In general, studying time at German pedagogical universities is longer than in Ukraine. Thus, the average length of study at universities is 14 semesters, and in branch institutes - more than nine. In Ukraine, students complete the university at the age of 22, in Germany – at 28.5 years [7, p. 15]. The age gap of 6.5 years, in most cases, indicates a higher level of readiness to perform professional duties by an adult.

In accordance with the Constitution of Germany, lands own the rule of law in the field of education. Therefore, the elaboration of legislation, the creation of educational systems and management of them, is mainly a sphere of competence and responsibility of individual lands. It also applies to the professional development of teachers.

The system of postgraduate pedagogical education in Germany is characterized by decentralization of

management, vertical administrative and organizational differentiation [8, p. 84], and in each of the 16 federal lands subjects of the federation, it is realized at the inter-national (federal), land (central improvement of qualification), local (local advanced training) and individual (personal advanced training) levels.

The system of public administration of education in France is characterized as centralized with a clear hierarchical structure, but with a wide range of local authorities, besides that, it is in the stage of reforming-transition to a decentralized model of management of the education system. The transition to a decentralized education management system in France is gradually and subject to adjustments in line with trends in the development of the world and, above all, the European educational environment. Reforms in the education system of France, proclaimed and enshrined in law almost 30 years ago, continue today [9, p. 233].

As in Germany, the teaching staff of France belong to the corps of civil servants. In addition, to become a teacher in France can only Frenchman.

The cost of salaries for teaching staff and the professional development of French teachers is carried out at the expense of the state. The fact that education in France is a priority in the state can be evidenced by the fact that in 2017 the French government spent about 70 billion euros on school education, about 41 billion euros on defense and 20 billion euros on national security [10].

The average salary of a teacher in 2017 is 2332 euros, which corresponds to the average salary level in the country, including bonuses (10%) – 2,241 euros. According to the Ministry of National Education, there are differences between men's wages (2664 euros) and women (2,371 euros), as well as between state-owned educational institutions (on average 2,511 euros) and private (about 2,188 euros), due to different levels of employment and the duration of the working day of teachers [11].

Postgraduate education in France is a personal affair of a teacher. The duration of all periods of advanced training in France for a budget or institution from the beginning of active professional life to the time of retirement should be one year (or 1200 hours, if the improvement of qualification is carried out without

interruption from performance of production or service duties) [12, p. 25-29]. Any activities within the framework of the professional development process for teachers are regulated by the Ministry of National Education of France and coordinated by the regional educational department.

In France, the information management mechanism of education is widely used. The Ministry of National Education through the “eduscol” service proposes a set of sites and specialized services for informing and supporting educational professionals, pedagogical, didactic and scientific tools for a progressive educational institution. In partnership with the National Education Inspectorate, these resources are elaborated by expert groups. Results of the work were the creation of almost 50 expert groups, where about 400 teachers work together under the auspices of the Directorate General for School Education in close cooperation with the General Inspector of National Education, which are presented on the Internet for the purpose of studying and using in educational institutions.

The Great Britain became one of the first states to embark on the implementation of the principles proclaimed by the Bologna Declaration. This is probably due to the rather rigid mechanisms of public administration education, especially in the field of professional development of pedagogical employees. Even in the 90 years of the twentieth century, the government initiated a check of the quality of staffing provision for educational institutions. This has given rise to significant changes. First, it concerned financial and motivational mechanisms of public administration education.

Funding for pedagogical universities in the UK depends on the number of graduates who worked at the school for at least 5 years. This not only demonstrates the degree of responsibility of pedagogical higher education to society and the state, it is a kind of challenge to the university for continuous improvement [13].

From the state budget, at least 5% of the total investment in the reform of the educational sphere are foreseen for the professional development of teachers. In addition, according to the Law on Education Reform, schools have the right to go out of custody of local



departments of education and, united in an association, to form their own budget. This allows schools themselves and without intermediaries in departments of education to conclude contracts with all providers of educational programs. Educational institutions pay up to 18 days of professional development per teacher per year if they wish to increase their qualification period, then they must pay for it from wages or apply for a grant to funds funded by professional associations, private donors, etc. The Teacher Training Commission on behalf of the government defines the winners of the right to receive education through grants. The government does not finance all training programs, but only those that meet national priorities [14, p. 89-91].

Attestation of teachers in the UK is mandatory every two years after the proposed previous cycle of two-year training. For teachers, who successfully pass the certification material incentives are foreseen. The essence of the attestation procedure in the UK is in assessing the level of professional development of the teacher, and not in determining the relevance of the position, as in Ukraine.

The Teacher Training Agency is occupied with professional development in the UK is.

The peculiarity of professional development in the UK is the target orientation for teacher training in the UK is its compliance with two standards – the academic standard of higher education and professional and the lack of a unified national system for assessing teacher training.

The so-called “system of training”, which includes various non-governmental organizations, local administrations, professional associations, publishing houses, who support and promote the development of pedagogical education in the country, in particular the improvement of pedagogical competence, should be regarded as a national heritage of English experience.

Conclusion. Taking into account abovementioned, we consider it appropriate to undertake the following measures in the field of public administration of professional development of teachers that are capable of positively influencing the quality of staffing of the education sector and used in the Ukrainian educational environment:

1. While forecasting expenditures for the maintenance of pedagogical institutes of higher education from the state budget, take into account the indicators on the employment of their graduates in their specialty.

2. To promote the creation of a teacher’s professional development system with the involvement of non-governmental organizations, professional associations, publishing houses, having ensured the control over the compliance of their activities with state policy in this field.

3. To ensure financial incentives for communities, where innovative educational programs are implemented and experimental work is carried out.

4. To accelerate the adoption of the Law “On the Education of Adults”.

5. To introduce government grant programs for Ukrainian pedagogical staff.

References:

1. Закон України «Про освіту» № 2145-VIII від 05.09.2017 р. - [Електронний ресурс]. – Режим доступу: <http://zakon3.rada.gov.ua>

2. Ткачук Т. Потрібна сертифікація освітян // Освітня політика. Портал громадських експертів. [Електронний ресурс]. – Режим доступу: <http://education-ua.org>

3. Glatthorn A. Teacher development / Glatthorn A. ; in: Anderson, L. (Ed.); International Encyclopedia of teaching and teacher education. – second edition. – London: Corwin Press, 1995.

4. Evaluating CPD: an Overview / Muijs D., Day C., Harris A., Lindsay G. // International Handbook on the Continuing Professional Development of Teachers / Ed. By C. Day, J. Sachs. – Glasgow : Open University Press, 2004. –291–309 p.

5. Advanced Certification or Advanced Credentialing, U.S. Department of Education / [On-line resource]/access mode: <http://www2.ed.gov/programs/credentialing/index.html?exp=0>

6. Edge J. Cooperative development: Professional development through cooperation with colleagues. – Harlow: Longman, 1991. – 24-28 p.

7. Козак Н.В. Дидактичні основи професійної підготовки майбутніх учителів у ФРН (II половина XVIII – кінець XX ст.): Автореф. дис... канд. пед. наук: К. – 2000. – 17 с.

8. Heimerer L., Lohrer K. Dezentralen regionale Lehrerfortbildung // Dieberufsbildung der Schule 48(2000)12. – 644-658 p.

9. Зигало О.А. Особливості децентралізованої системи управління сферою освіти: досвід Франції [Електронний ресурс] / О. А. Зигало // Актуальні проблеми державного управління. – 2010. – № 2. – 233-239 с. – Режим доступу: http://nbuv.gov.ua/UJRN/apdy_2010_2_32.

10. Répartition du budget de l'État en France en 2017, en fonction du poste de dépense (en millions d'euros) // Statista mode d'accès aux ressources électroniques. [Ressource électronique]. – Mode d'accès: <https://fr.statista.com/statistiques/477617/repartition-budget-etat-selon-poste-depense-france/>

11. Salaire moyen en France en 2017: net, brut, par sexe, par CSP // JDN. Mis à jour le 09/11/17. [Ressource électronique]. – Mode d'accès: www.journaldunet.com/media/publishers/1205911-pourquoi-le-rachat-d-aufeminin-est-un-beau-coup-pour-tf1/

12. Maria Andritsou. La formation continue des professeurs de langues étrangères // Le français dans le monde. – 2005. – № 325. La formation continue des professeurs de langues étrangères // Le français dans le monde. – 2005. – № 325.

13. Орлова-Семенец І. Великобританія: нові вчителі для нового суспільства // [Електронний ресурс] / Освітня політика: портал громадських експертів. <http://education-ua.org/ua/porivnyalna-pedagogika/460-velikobritaniya-novi-vchiteli-dlya-novogo-suspilstva>

14. Hargreaves A., Shirley D. The Fourth Way: The Inspiring Future for Educational Change / A. Hargreaves, D. Shirley. – Corwin and SAGE Publishing, 2009 – 168 p.

INFORMATION ABOUT THE AUTHOR

Pakhomova Milana Vladymyrovna – Candidate of the Chair of Humanitarian Disciplines of the Donetsk State University of Administration

ИНФОРМАЦИЯ ОБ АВТОРЕ

Пахомова Милана Владимировна – соискатель кафедры гуманитарных дисциплин Донецкого государственного университета управления

milanapakhomova5@gmail.com