

Professional education of teaching staff

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Abstract

The article describes individual forms and possibilities of teacher education at present. It focuses on the previous model of the credit system and the current model of professional education, which entered into force in the autumn of 2019. It also compares these forms and explains their advantages and disadvantages, respectively positive and negative aspects.

Berufsausbildung des Lehrpersonals

Zusammenfassung (optional)

Der Artikel beschreibt derzeit individuelle Formen und Möglichkeiten der Lehrerausbildung. Es konzentriert sich auf das bisherige Modell des Kreditsystems und das derzeitige Modell der Berufsbildung, das im Herbst 2019 in Kraft getreten ist. Es vergleicht auch diese Formen und erläutert ihre Vor- und Nachteile sowie positive und negative Aspekte.

Keywords:

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professional education

Schlüsselwörter:

Lehrer Ausbildung
Berufsausbildung

1 Introduction

Teacher education is a very important part of the educational process. As a leading element in the process of learning pupils and students, the teacher should ensure that his / her professional skills and competences are constantly developed. Until recently, a system of continuous education for pedagogical employees was implemented in Slovakia, which was also incorporated in Act No. 317/2009 Coll. on teaching staff. This system has been slightly modified by the amendment of the Act as of 1 September 2019 (Act No. 138/2019 Coll.), But its substance remained valid even after the last amendment of the Act.

2 Education credit system

The continuous education credit system itself consisted of the principle of "collecting" credits. The main motivating element consisted of a supplement for the pedagogical employee who opted for education. In the following way:

- An employee was entitled to a 6% credit surcharge if he / she earned 30 credits during a period of education,
- An employee was entitled to a 12% credit surcharge if he / she earned 60 credits during a period of education.
- In order to qualify for the higher grade, the teaching staff could apply these credits (60 credits) for passing the 1st Qualification Exam or earning the first attestation,
- After earning an additional 60 credits, the teaching staff could also pass the second qualification exam after receiving their first attestation,

- After obtaining the second attestation and following the promotion to a higher grade, the staff member could continue in the continuing education process by obtaining a maximum of 60 additional credits and applying a 12% credit premium, which was the remuneration ceiling.

The primary objective of continuous education of pedagogical staff was to motivate teachers to continuously educate themselves and the subsequent benefit was in their remuneration.

The possibility of learning for teachers has led in two main ways. The first option was to complete continuous education within a specified time range and subsequently obtain the appropriate number of credits, eg. they could receive 7 credits for 25-hour training, or 10 credits for 40-hour training. Individual types of continuing education were divided into several modules, which included regular education as well as distance education. After completing the module, the participants usually worked out an assignment or output that met the requirements of the module. At the end of continuous education, they passed the final exam, either in the form of a final thesis or by a presentation to a lecturer and group members. Upon successful completion of the training, the participants received a certificate of completion, indicating, among other data, the appropriate number of credits for the training in question.

Another way of obtaining credits was through professional competence verification, which was actually an opportunity for teachers to prove that certain professional competences already and did not have to complete their education, but only presented their skills, skills and knowledge in the form of a final exam or final work. However, this method of continuous education turned into a collector system of credits after some time and for this reason the Ministry of Education of the Slovak Republic decided not to support accreditation of continuous education with this way of completion of CV in the future. 317/2009 Coll. on teaching staff.

2.1 Professional development

In the new wording of Act no. 138/2019 Coll. on Pedagogical Staff and Professional Employees and on amendments and supplements to certain acts, continuous education of pedagogical staff is referred to as professional development. Professional development is characterized as a process:

- deepening, improving and broadening professional competences,
- the acquisition of professional competences for the pursuit of specialized activities or for the performance of the activity of head of teaching staff or of the activity of head of professional staff,
- acquiring professional competences of a higher career level,
- verification of professional competences to be promoted,
- obtaining education to meet the qualification requirements for the pursuit of another occupational activity, or
- use and evaluation of acquired professional competences.

Professional development is carried out according to professional standards and in accordance with current scientific knowledge, professional and social requirements for the performance of work.

Professional development is carried out through:

- education,
- creative activities linked to the pursuit of a professional activity, in particular scientific, research,
- publication or artistic,
- self - education and employment, or
- completion of a professional placement aimed at upgrading professional competences.

Professional development is guided by a professional development plan, which results from the focus of the school, school facility or social care facility. The professional development plan shall be issued by the director after consultation with the founder, staff representatives and, where established, the pedagogical board. On the basis of the professional development plan, the director issues an annual training plan for teaching staff and professional staff. The annual education plan can be supplemented and changed during its validity in accordance with the current possibilities and needs of the school and school facility.

The training of teaching staff and professional staff is organized as:

- qualification training,
- functional education,
- specialized training,
- adaptive education,
- pre-certification education,
- innovative education,
- update training.

Education is provided as:

- a) a simple training program which is a coherent program for the identification, achievement and verification of the objectives, content, methods and forms of training, its evaluation, organization and management, or
- b) a modular training program; the module of the training program is a separate, comprehensive, binding, time and content unit.

The module-based training program shall comprise a core module and at least one extension module. Passing the basic module is a prerequisite for completing the extension module.

The possibilities of current education of pedagogical staff are very wide and it seems sufficient for the needs of the educational process. It is important to choose the right program and form of education, although there is still room for innovation. In our conditions, the main motivating factor is still the financial aspect, which of course the current wording of the law takes into account in a similar regime to the previous one. Changes in remuneration are at the same level as in the previous model. The current model is easier for graduates in terms of time. In order to earn enough credits in the previous model, participants had to complete training within a certain time period. This condition no longer exists in its current form, as the Act does not impose a condition of training time for the granting of a bonus for professional development. In practice, this means that the participant chooses the type of training that suits him / her professionally and not according to the time available, which we consider to be a great advantage in choosing the type of training.

To sum up and look at it globally, the new model of vocational training has made it much easier for educational staff to learn and choose different types of education, while also removing the timeframe needed to receive a bonus for professional development. We see these steps as positive and we hope that this trend will continue.

References

1. Act no. 138/2019 Coll. on pedagogical and professional staff and on amendments to certain acts.