PROJECT RELEASE: Towards achieving Self REgulated LEArning as a core in teachers' In-SErvice training in Cyprus

Presentation made by
Frosoula Patsalidou, researcher, University of Cyprus and
Prof. Mary Koutselini, scientific coordinator
E.U. PRIORITIES FOR QUALITY EDUCATORS’ IN-SERVICE TRAINING PROGRAMMES

- Ensuring that all teachers have access to the knowledge, attitudes and pedagogic skills that they require to be effective;
- Ensuring that provision for teachers' education and professional development is coordinated, coherent, and adequately resourced;
- Promoting a culture of reflective practice and research among teachers;
- Promoting the status and recognition of the teaching profession and
- Supporting the professionalisation of teaching (Commission of the European Communities, 2007: 16)
This project aims to help revise and upgrade the educators’ in-service training program in Cyprus, according to the priorities set by the E.U. To accomplish this aim:

i. The effective components of educators’ in-service training programs’ are studied.

ii. The Cypriot educators’ in-service training program is examined to identify its strengths, weaknesses, opportunities and threats.

iii. Primary and secondary school leaders are trained to guide the implementation of effective in-service teacher training practices.
iv. Teachers are trained to use action research helping for their professional development and engage in pedagogical discussions at the school and at the platform level.

v. Decision makers are involved in the project’s development and in the discussion sessions, planning measures for the upgrade of the existing in-service training program.
Teachers’ participation


- Theophilides et al. (2008): Teacher participation in in-service training activities is limited under 50%.

- Karagiorgi et al. (2008): During the school year 2005-2006, only 1467 teachers participated in the voluntary in-service training activities of the Pedagogical Institute.
THE EDUCATORS’ IN-SERVICE TRAINING PROGRAM IN CYPRUS

- Program Coherence and Coordination

  - Response need to the new educational challenges (Theophilides et al., 2008; Karagiorgi et al. 2008)

  - More time needed for reflection and active learning (Theophilides et al., 2008; Karagiorgi et al., 2008)
THE EDUCATORS’ IN-SERVICE TRAINING PROGRAM IN CYPRUS

- Promoting a culture of reflective practice and research among teachers
  - Teacher participation in in-service training activities mainly occurs for understanding acquisition purposes (Theophilides, et al., 2008).

- Promoting the status and recognition of the teaching profession
  - The opportunities for the educators’ work to be seen and recognized are very limited and not formally foreseen.
SPACE FOR IMPROVEMENTS ACCORDING TO THE EXISTING STRATEGIC PLAN FOR EDUCATION

- Greater opportunities for teachers to have access to In-Service Training at the school level
  - Two Year Induction Phase
  - Experienced teachers undertaking the mentor’s role
  - Senior teachers in each school in the mentor’s or trainer’s role
  - Production and Dissemination of Educational Material

- Greater coherence and respect to the teachers’ needs
  - Formative assessment
  - School Self-Assessment procedures
  - In-Service Training Programmes for teachers at a different stage of their career
PROJECT RELEASE: 1ST STAGE

- March-May 2012

- Metaanalytic research studying the effectiveness of various in-service training programmes/practices

- Production of a checklist for the revision of the in-service training programmes’ quality
RESEARCH QUESTIONS

- What data arise about the effective components of educators’ in-service training practices?

- How compatible and congruent are the results about the effectiveness of different educators’ in-service training practices?
RESEARCH METHODOLOGY

- Phase 1: Collection of research articles with the subject of educators’ in-service training programmes or practices and their effectiveness
  - Database “Academic Search Complete”
    - Keywords «teachers» and «in-service training»
    - Filtering of the articles published between 2007 and 2011
  - Immediate Article Collection from Scientific Journals
    - Professional Development Journal, volumes 2007-2011
  - Inclusion of the latest International research study “Teaching and Learning International Survey (TALIS)” in the project’s sample
RESEARCH METHODOLOGY

- **Phase 2**: Selection of publications interrogating the effectiveness of the developed programs or practices

- **Phase 3**: Data collection and analysis
RESULTS

- **Teaching and Learning International Survey (TALIS):** Factors affecting the positive teachers’ estimations about the impact of the in-service training program

<table>
<thead>
<tr>
<th>Activities length</th>
<th>Positive School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of various activities</td>
<td>Regular Feedback</td>
</tr>
<tr>
<td>Teachers’ self perceived need for participation</td>
<td></td>
</tr>
</tbody>
</table>

- (European Union, 2010)
## RESULTS

<table>
<thead>
<tr>
<th>Practices</th>
<th>Positive Influences</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development of</td>
<td>Educational Practices'</td>
<td>Improvement in Students'</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional</td>
<td>Development</td>
<td>learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consciousness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigation &amp; Reflection Practices</td>
<td>18 (64%)</td>
<td>14 (58%)</td>
<td>5 (50%)</td>
<td>37 (61%)</td>
</tr>
<tr>
<td>Constructive feedback</td>
<td>11 (39%)</td>
<td>12 (50%)</td>
<td>4 (40%)</td>
<td>27 (44%)</td>
</tr>
<tr>
<td>Responsive feedback</td>
<td>5 (18%)</td>
<td>3 (13%)</td>
<td>0</td>
<td>8 (13%)</td>
</tr>
<tr>
<td>General Feedback</td>
<td>14 (50%)</td>
<td>12 (50%)</td>
<td>4 (40%)</td>
<td>30 (49%)</td>
</tr>
<tr>
<td>General Interaction</td>
<td>14 (50%)</td>
<td>2 (8%)</td>
<td>6 (60%)</td>
<td>22 (36%)</td>
</tr>
<tr>
<td>Supportive Climate</td>
<td>10 (36%)</td>
<td>8 (33%)</td>
<td>4 (40%)</td>
<td>22 (36%)</td>
</tr>
<tr>
<td>General Interaction and Supportive</td>
<td>18 (64%)</td>
<td>9 (38%)</td>
<td>7 (70%)</td>
<td>34 (56%)</td>
</tr>
</tbody>
</table>
## RESULTS

<table>
<thead>
<tr>
<th>Practices</th>
<th>Development of Professional Consciousness</th>
<th>Educational Practices' Development</th>
<th>Improvement in Students' learning</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Self-Perceived Efficacy</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>4 (40%)</td>
<td>4 (7%)</td>
</tr>
<tr>
<td>Suitable Content and use of supportive material</td>
<td>12 (43%)</td>
<td>15 (63%)</td>
<td>6 (60%)</td>
<td>33 (53%)</td>
</tr>
<tr>
<td>Sufficient Organisation and Communication of the objectives</td>
<td>6 (21%)</td>
<td>3 (13%)</td>
<td>0</td>
<td>9 (15%)</td>
</tr>
<tr>
<td>Effective Motivation - Use of Incentives</td>
<td>4 (14%)</td>
<td>2 (8%)</td>
<td>1 (10%)</td>
<td>7 (11%)</td>
</tr>
<tr>
<td>Duration</td>
<td>4 (14%)</td>
<td>3 (13%)</td>
<td>4 (40%)</td>
<td>11 (18%)</td>
</tr>
</tbody>
</table>
EVALUATION CRITERIA FOR EACH PRACTICE

- **Use of Investigation and Reflective Practices**
  - The program encourages
    - regular collection of data relating to the progress of the students on key language competences
    - the collaboration between teachers for the trial and testing of specific innovative teaching practices aiming to improve students’ learning outcomes
    - the collection of data relating to the students’ progress in specific folders
    - reflection on a regular basis based on the students’ learning outcomes
    - It provides for coordination time between teachers for the investigation of specific teaching and learning methods
EVALUATION CRITERIA FOR EACH PRACTICE

- **Constructive and responsive feedback**
  - The program provides for the regular educators’ feedback.
  - The provided feedback is clearly based on the students’ learning outcomes.
  - The feedback uses information from the specific learning situation to make clear and specific suggestions for improvement.
  - The feedback given primarily welcomes the lessons’ positive elements and positive learning outcomes.
  - Different feedback methods are used based on the teachers’ needs, eg. lesson observation by a peer friend etc, co-teaching with more experienced teachers, exchange of ideas between teachers that teach in similar classrooms.
  - Co-teaching and co-planning are also used as a means of building trust and ensuring mutual responsibility between the senior teacher and the teachers.
  - The program provides also for teacher invited calls for feedback.
EVALUATION CRITERIA FOR EACH PRACTICE

- **Interaction / Supportive Climate**
  - The school program provides time for the organization of regular meetings providing a dialoguing space for the discussion of pedagogical issues.
  - The methods used for the formation of the different groups avoid possible risk factors that may lead to the lack of a genuine dialogue.
  - The methods used for the formation of the different dialoguing spaces encourage exchanges between teachers teaching in the same class and between teachers teaching similar lessons.
  - The original meetings do not necessarily lead to a specific solution of the issues discussed, but they also encourage reflection.
  - The discussions build on the experiential knowledge teachers have.
  - The dedication, reliability and receptiveness on the part of the managers/trainers is expressed in every exchange.
EVALUATION CRITERIA FOR EACH PRACTICE

○ Suitable Content and use of supportive material
  The program focuses:
  • on effective teaching and learning skills
  • on areas in which teachers face difficulties
  The program provides for sources which
  • facilitate its implementation and
  • help teachers acquire a deep understanding of pedagogical issues.

○ Sufficient Organisation
  The in-service training events
  • encourage active learning and build on teachers’ experience
  • use collaboration and discussion in small groups
  • effectively communicate their objectives to the participants
  • Take into account the participants’ evaluation and improvement suggestions.
EVALUATION CRITERIA FOR EACH PRACTICE

- **Effective motivation**
  
  The program
  
  - encourages teachers’ enthusiastic participation
  - does not result in an increased workload
  - In the case of teachers with high in-service training needs, e.g. newly qualified teachers, additional incentives are offered, such as reduction of teaching time

- **Duration**
  
  - Multiple activities
  - Sufficient Duration