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Challenges and new Perspectives of Teacher Training in Azerbaijan

Farida Huseynova
Leading specialist, Accreditation Department,
Accreditation and Nostrification Office Ministry of Education
E-mail: feridehuseynova21@gmail.com

Aim of the Presentation:

- To clarify the definition of Teacher Development policy;

- to define general context for Teacher Training policy at schools;

- to highlight the main challenges on this issue in urban

  and rural areas;

- to present strategies for overcoming the challenges;
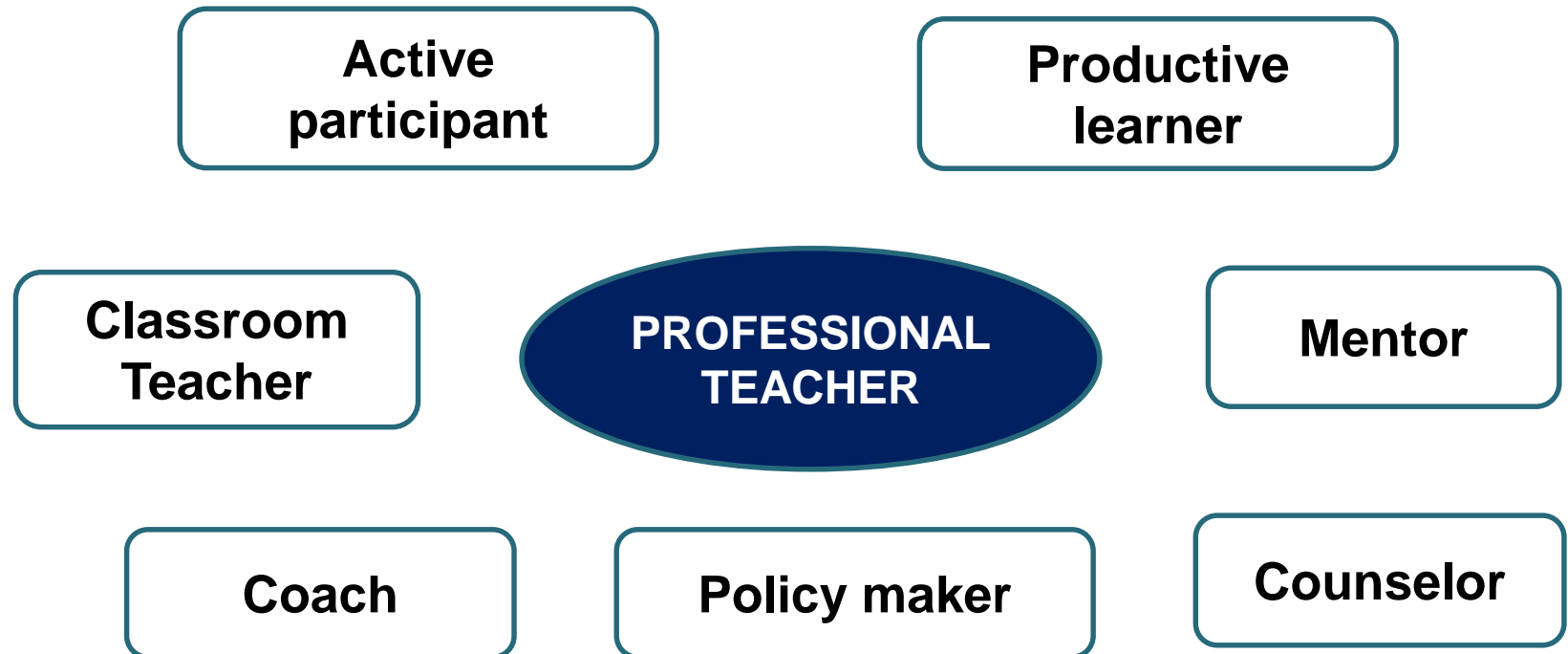
- to share recommendations in Teacher Training policy
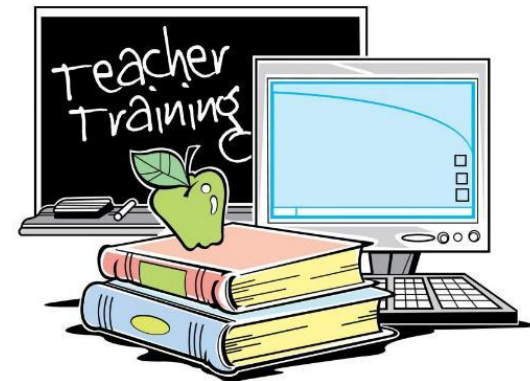
CHARACTERISTICS OF TRAINED TEACHER

RESEARCH QUESTIONS

- What attitudes do teachers have to new pedagogical approach of teaching standards and program (curriculum) at secondary schools?

- What strategies that bring with new experiences, their benefits of teaching?

- How about teachers' attending trainings, conferences, workshops, seminars, visits to other schools?

TEACHER QUALITY IS THE MOST IMPORTANT IN-SCHOOL FACTOR AFFECTING STUDENT ACHIEVEMENT AND SUCCESS

Active participant		Productive learner
Classroom Teacher	**PROFESSIONAL TEACHER**	Mentor
Coach	Policy maker	Counselor

(Barcan, A. (1995, Loughran J., 2014)

Teacher Training Finland, Singapore, South Korea, Ontario

The best school systems are those that have the best teachers. Countries and regions such as Finland, Singapore, South Korea, Ontario and others **recruit** teachers from the top echelon of graduates each year,

they **pay them well** and they **create and maintain teacher training with a quality** throughout teachers' careers that imbues the whole school system.

Barber, M., and Mourshed, M., (2008) How the world's best performing school systems come out on top
London and New York: McKinsey

Teacher Training Reforms of ME (2009-2016)

Ministry of Education with different NGOs have implemented wide range trainings by the financial support World Bank on teaching standards and programs of different subjects (General Education Teaching Standards and Program (National Curriculum) 2010 Ministry of Education).

Teachers' Diagnostic Tests: (2011- present time)

Reflect teachers' knowledge and skills, optimizes procedures teachers could gain their own levels in the ranking system differential salary points, (ME, 2017).

- Teachers' Recruitment process
- Teachers' Attestation/ Certification

Stakeholders of Teacher Training:

- British Council in Azerbaijan

- Teachers' Professional Development Institute

- Innovation Technology in Education

- Azerbaijan Teacher Development Centre

- Baku American Center-American English Webinar courses

- Azerbaijan English Teachers Association

METHODOLOGY

➢ As urban school #5 Nesimi region (4 teachers) and rural schools in Buzovna #26 and Kurdakhani # 113 were selected for the research.

➢The data were gathered in 7 focus groups from January to March 2017 with urban and rural teachers (3 urban and 2 rural teachers) in Baku.

➢Focus group include 7 teachers working in lower and upper secondary(Public schools).

➢Diversity of the subject teachers taught, whether the teacher is a full time teacher and teachers' years of experience were taken into consideration

➢ Survey

➢ Questionnaire

➢ Interview
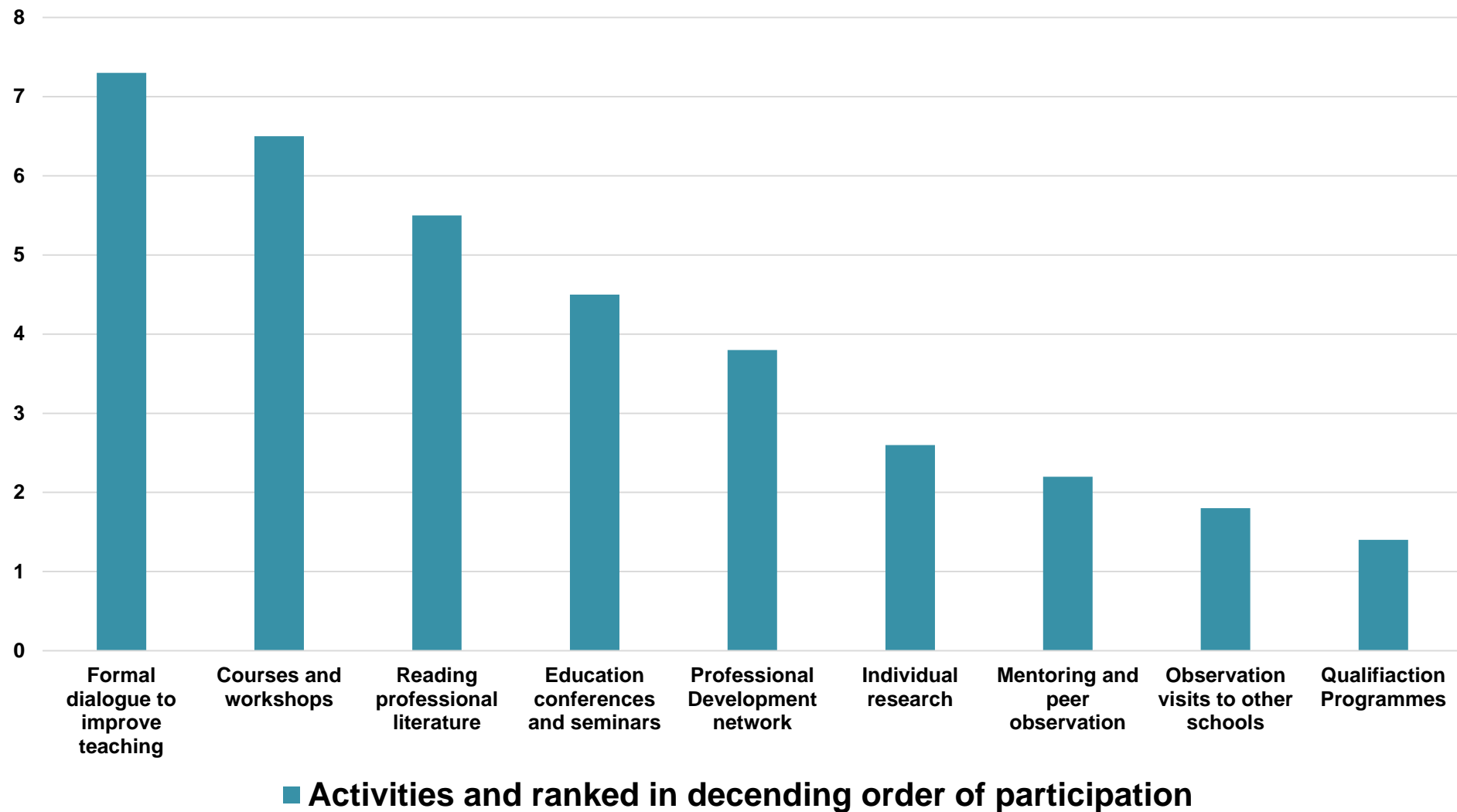
➢ Classroom Observation

➢ Focus Group Discussion

Challenges in the area of Teacher Training

- Misunderstanding of Effectiveness of Teacher Training Policy

- Teachers' Recruitment, teachers' selection processes;

- Teachers' status, qualification, professional ranking,

- No authority of schools in preparing Teaching Program, but annual Planning (Syllabus);

- Not holding School-based-training, outside different content training model;

- Low level of Teacher Training strategies

Teacher Training Policy in Azerbaijan

First Survey results of participation rates by types of professional development activity – 2016-2017

Chart showing participation rates (y-axis 0 to 8) by activity type:
- Formal dialogue to improve teaching: ~7.3
- Courses and workshops: ~6.5
- Reading professional literature: ~5.5
- Education conferences and seminars: ~4.5
- Professional Development network: ~3.8
- Individual research: ~2.6
- Mentoring and peer observation: ~2.2
- Observation visits to other schools: ~1.8
- Qualifiaction Programmes: ~1.4

■ **Activities and ranked in decending order of participation**

Findings- 1 (Autonomy)

Understanding of Teacher Training policy

➢ Most of respondents see the Azerbaijan education system as highly centralized - the *most important decisions are made centrally*, and only *executive decisions are left to the schools*.

➢ The general attitude is that the policy makers have no clear vision of the future development of educational system, and that is why *every innovation is of "short breath"*.

➢ *Standards* are recognised as another *administrative request* coming from the policy makers.

➢ Majority states standard based approach in education is not a "real" change!

➢ Current educational reform has a rather negative connotation - ***teacher feel as the reform exists only on paper!***

Findings- 2 (Autonomy)

➢ There are *pressures* in *adapting* to *global trends* in education development, as well as pressures to adapt to actual *context* and individual students.

➢ *Teachers* have *not* confirmed they are included *in governing* schools through participation and partnership.

➢ Majority of the teachers state that *most autonomy to them is given in the classroom* and that they do not feel they have autonomy outside of it.

➢ *Teachers' obligations and professional responsibilities are increased.*

➢ In every focus group, teachers emphasize that the main problem is they feel they are losing valuable time performing administrative tasks brought about through the decentralization of responsibilities, while *spending less and less time in direct work with their students.*

Findings- 3 (Autonomy)

Challenges in Pre-Service & In-Service Teacher Training

➤ Teacher development is determined **pre-service** and in-service teacher training that needs to be followed each other in some objectives.

➤ Less partnership or relations between universities and schools;

➤ Pre-service teachers feel themselves unprepared for the classroom teaching.

➤ pre-service education does not prepare teachers for contemporary classroom challenges, have short time to demonstrate effective teaching

➤ There is no Postgraduate Certification degree for pre-service teaching

(McNergney, Robert F. and Herbert, Joanne M. 2001).

Teacher Training in the UK (England):

'University-led' programmes:

Bachelor of Education (BEd) (3 or 4 years)
Master Degree (MBA; MA; MS 1- 2 years)
Postgraduate Certificate of Education (PGCE) (1 year)

'School-led' programmes:

1.Teach First (1 year – training 'on the job')
2.School Direct (1 year – salaried trainees train 'on the job' and unsalaried trainees usually join a PGCE programme)

AREAS OF TEACHER TRAINING - LAST 3 YEARS

Legend: Pre-service teacher training, In-service teacher training, Mentoring at school
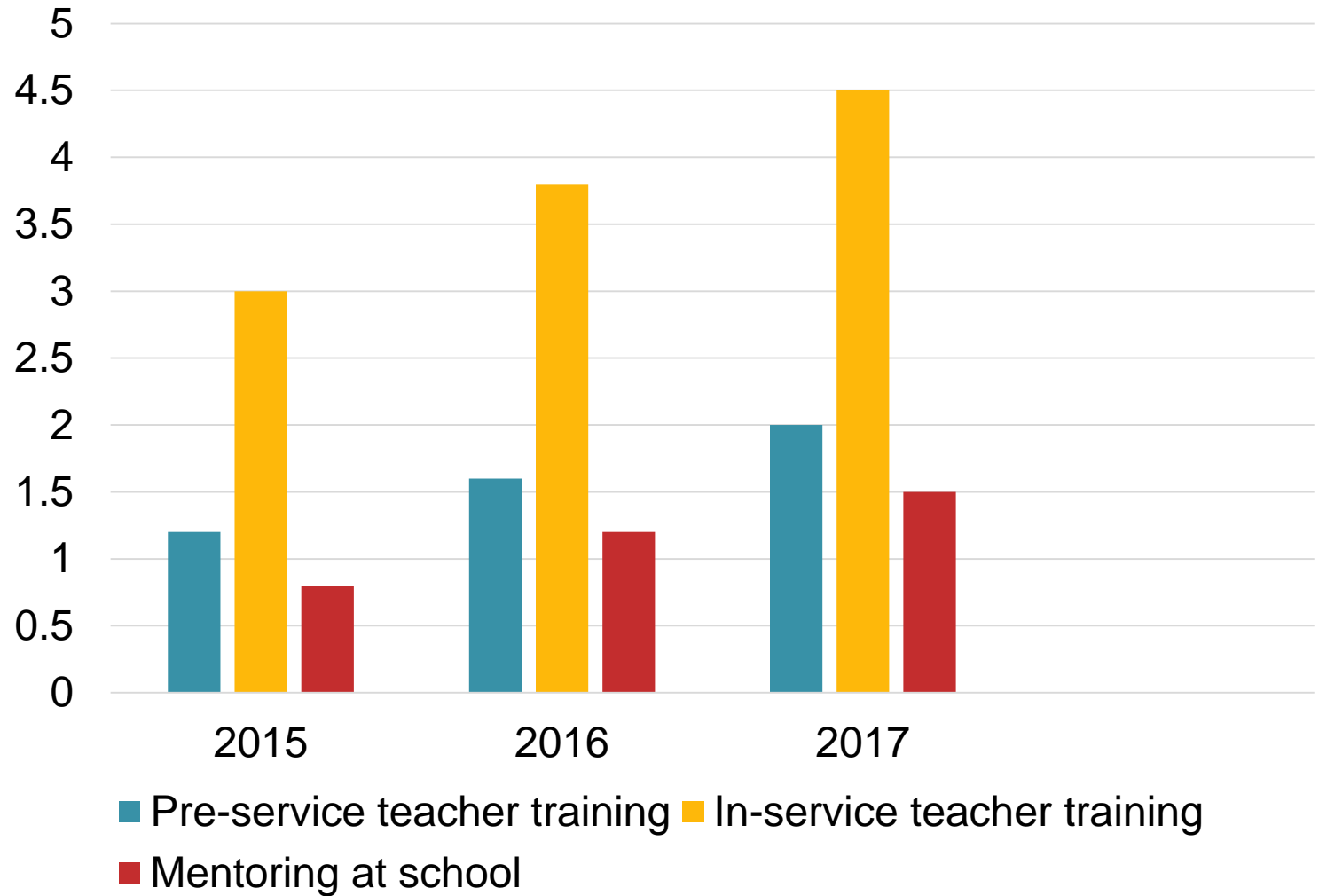
Findings- 4 (Autonomy) Urban and Rural teachers' challenges

Teachers	Different content trainings	Busy time schedule	Classroom assessment	Demonstrate collaboration	ICT skills
Urban	55-65%	75-80%	24-35%	29-38%	39-55%
Rural	35-53%	35-40%	12- 20%	12- 24%	32- 45%

- to undergo teacher-training courses on different content
- Urban teachers require attending short in-service training courses because of busy time-schedule.
- most urban teachers have low practice in classroom teaching, but tutoring at home, as their low income of teaching at schools, or weak efforts of students' engagements in learning process
- rural teachers have difficulties in using ICT skills in teaching, choosing appropriate strategies ad assessment techniques in realizing teaching standards and demonstrating collaboration in learning process

(Richard, Ingersoll, M, Smith, Thomas 2004).

Diagnostic Test Results of Teachers (Buzovna, Kurdakhani, Baku school # 5, for 2017

	Developing skills in Teacher Training	Urban teachers	Rural teachers
Subject competences	To reflect a new theory on subject-specific areas, getting new knowledge and subject implications	**58 %**	**39 %**
Social competences	Adaptation of new situation, be flexible, implement productive options or activities at school	**39 %**	**24 %**
Method competences	Having communication skills and cooperation in work, attending conferences and trainings	**28%**	**20%**

Teachers Training results for 2017
(5 teachers and 7 focus group members)

Category	rural teachers	urban teachers
individual reserch	1.0	1.8
participation in a network	1.2	2.5
attending trainings	2.2	3.5
observation visits to other schools	2.4	4.3

■ rural teachers   ■ urban teachers
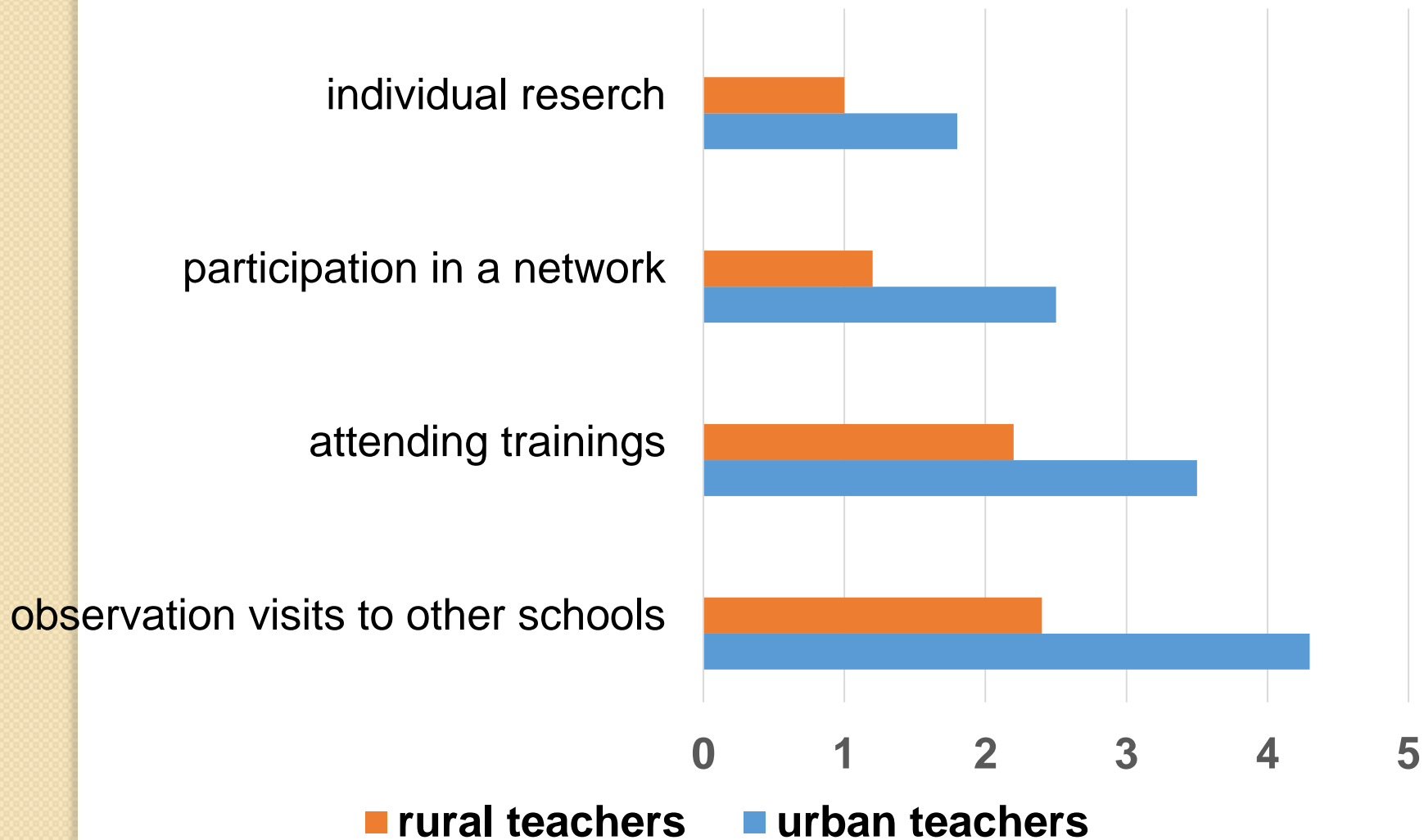
Teacher Training Policy in Azerbaijan

**A REAL CONTEXT: TEACHER DEVELOPMENT AND TEACHER TRAINING – 2016-2017**
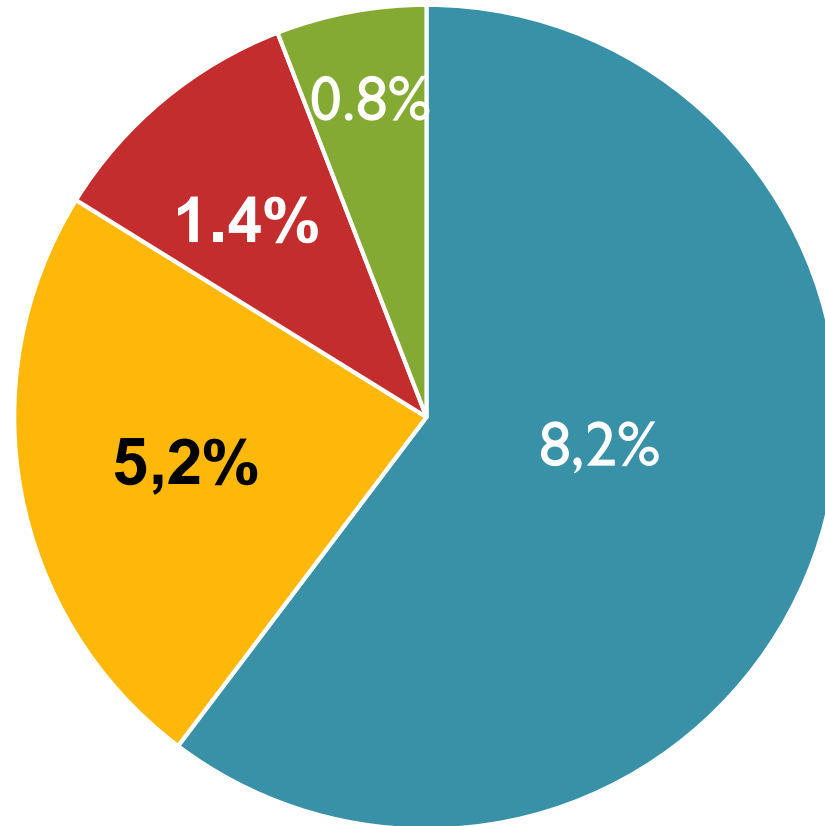
- ■ **Tutoring at home**
- ■ **Attending subject-oriented courses**
- ■ **Self-professional**
- ■ **School-based training**

Findings- 5 (Autonomy)

Teacher Recruitment challenge: TR Exam on three levels:

- giving exams having subject-oriented knowledge and skills, curriculum development, pedagogical approaches and doing logical tests on a short time.

- many of new teachers attended preparation courses only for passing examination tests in a short time, not to be practical, but theoretical

- school principals require only high-quality employees from among these applicants.

- They want to see all teachers prepared not supportive, they have to understand that in-service teaching should be developed practicing training, learning and applying curriculum requirements

- Teachers need to have a long time to develop or improve their practical skills (OECD, 2015)

Teachers' view: Teacher Training Process results - 2017
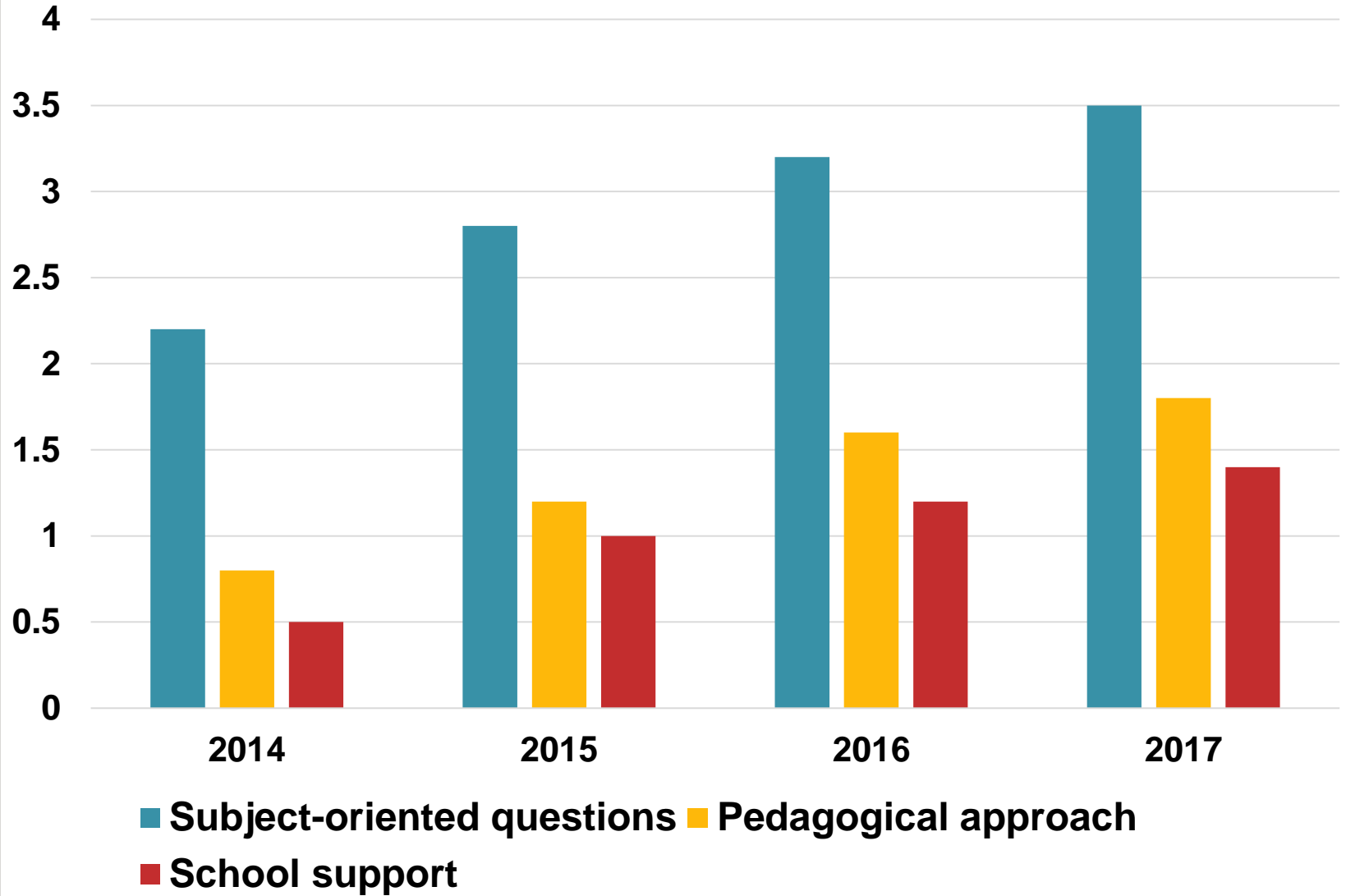
Findings- 6 (Autonomy)

Challenge of School Teaching Program

- To work under centralized, underdeveloped systems and ineffective teaching programs, lower rates of teachers' participation in trainings, workshops, seminars and qualification programmes;

- There is no effective teaching programs in the subject matter, but only academic planning based on textbook content, doesn't meet to the needs of teachers in a classroom;

- There is a gap between teaching supply and demand that results ineffective teaching;

- Teaching program is limited to the subject matter and planning some exam tasks and questions that achieving only high staking test results.

NETHERLAND – School-Based Training

- School-based trainings have functioning as module-credit system with a small schedule for teachers one or two times a week to get credits after classes at school.

- They could demonstrate training requirements into the classroom as a task, a short report or reflective essay for effectiveness

- School-based training reflect teachers' collaborative culture and support, as well (OECD report, 2015)

FINLAND- Teacher Training Framework

➤ A **continuum** of teacher learning - framework of standards framework functioning systematically on a Teacher's Professional standards in the development of teacher training as a strategic priority, for country's national social and economic development **(**West, E., & Jones, P. 2007).

TEACHERS' CERTIFICATION – THE UK Model 2017

	Subject oriented	Social competency	Mentoring, Coaching	Pedagogical approach	Online participation
Newly qualified teachers	Simple Subject knowledge	Social competency	Peer-mentoring	Initial Pedag-al approach	Participating online courses
Successful teachers	Having upper level Subject knowledge	Demonstrate ICT or high classroom management skills	Conducting workshops for young teachers	Publish research articles on education reforms	Doing online projects with students
Professional teachers	Having advanced level on Subject knowledge	Planning tasks or methodic supplies, teaching aids	Apply good classroom assessment techniques	Demonstrate research skills in innovation	Mentoring or coordinating online projects
Expert teachers	Have high-level of expertise of subject	Participate in Government reforms	Conducting teacher trainings for all teachers	Engage in well-researched innovation	Having online publishing of international level

Conclusion and Recommendation

- The Teacher Training has not obviously succeeded in the implementation of effective teaching process with many issues in the secondary schools.

- Teachers in urban and rural schools have some challenges with lack of time-schedule, workload, providing with instructional materials for adequate preparation at school.

- The great confusion has realized while researching according to trainers' levels on classroom management, using modern techniques and technology.

- The lack of teachers' collaborative culture, discussion and practice regarding to learn international experiences during the training

Recommendation

- Developing Teacher Training **Framework** (TTF-UK Model)

- Designing Teacher Development **Standards**

- Having partnership: universities and schools

- Preparing a **Teaching Program** for School teachers (Curriculum)

- Preparing Teachers' on **Module Credit System** on Subject Matter

- Shifting to a new training method – **School-Based Training Model**

- **Time Scheduled** for a Training for Teachers' interests and needs

- Provide **supporting factors** of conducting training

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1. *Curriculum Framework for education qualifications of teachers of general education establishments, approved by the order No. 1668 of Ministry of Education of Azerbaijan Republic on 17 December 2010,*

2. *Ministry of Education, 2013.***"National Strategy for the Development of Education in the Republic of Azerbaijan"**

3. *NEPC policy lab report : " Teaching profession - policies & challenges" Baku, Azerbaijan, 20 and 21 May 2014*

4. *OECD report, 2009 Creating Effective Teaching and Learning Environments: First Results from TALIS – ISBN 978-92-64-05605-3*

THANK YOU