

PROFESSIONAL DEVELOPMENT OF ELEMENTARY SCHOOL TEACHERS

Poklicni razvoj učitelja v osnovni šoli

Melita Moretti

*PhD student at the Faculty of Management Koper,
University of Primorska,
melita.moretti@amis.net*

Ivan Ropar

*Studied at the Faculty of Management Koper,
University of Primorska
ivan@ropar.si*

Adi Moretti

*Student at the Faculty of Arts,
University of Ljubljana
adi.moretti@amis.net*

Abstract

Knowledge societies make new demands and expectations of teachers that require changes in their roles and abilities. Teachers must be open to change, prepared to improve their qualifications, and motivated for constant professional development. This also requires the support of head teachers. Through quantitative research, we were able to get a closer look at the opinions elementary school teachers have of their own possibilities for professional development as well as the obstacles they face along the way. The results of the research were compared with theoretical findings, and directions and recommendations for practice were suggested.

Keywords: Teacher, elementary school, career, development, work experience.

Izvleček

Družba znanja postavlja pred učitelje nove zahteve in pričakovanja, ki zahtevajo spremembe v učiteljevi vlogi in njegovi usposobljenosti zanje. Učitelji morajo biti odprti za spremembe, krepiti morajo različne kompetence in biti motivirani za svoj stalni poklicni razvoj. Pri tem pa morajo imeti tudi podporo ravnatelja. S kvantitativno raziskavo smo pridobili ožji, bolj poglobljen pogled učiteljev osnovnih šol na možnosti za poklicni razvoj in na spodbude ter ovire, s katerimi se pri tem srečujejo. Pridobljene podatke smo primerjali z izsledki v teoriji ter predlagali usmeritve in priporočila za prakso.

Ključne besede: učitelj, osnovna šola, kariera, razvoj, delovne izkušnje

1 Introduction

We live in a knowledge society. It is a society of constant change, quick decision making, and lifelong learning, where a different set of skills than that in the past is needed for a quality life. The basic condition for the successful development and acquirement of skills is an efficient and quality education system run by highly trained teachers (Pekljaj, 2008). Schools that produce the best results use development strategies to improve school and teacher progress as well as student achievement (Sentočnik, 2006). They recognize that cooperation with other schools and educational institutions is a necessity (Fullan & Hargreaves, 2000), as scientific developments are reflected in all parts of society (Pekljaj, 2008). Every generation of future teachers that is entering education will have

NG

Naše gospodarstvo / Our Economy

Vol. 59, No. 1-2, 2013

pp. 45-55

DOI: 10.7549/ourecon.2013.1-2.05

UDK: 37.011.3:373.3:331.36

JEL: A22

Teachers realize that they are the ones primarily responsible for their professional development and that this requires the cooperation of the school leadership. They believe that the most appropriate time to start building their careers is after 11 to 20 years of work experience (Fullan & Hargreaves, 1992). At the same time, 75% of respondents believe that professional development can be planned, and they want to become actively responsible for its development. The respondents see additional training and education—as well as other variables dealing with student success and parent satisfaction—as the most important steps in their development. Satisfaction is one of the foundations upon which organizations build long-term success (Ropar, 2012), with employee–student–parent satisfaction being mutually connected. The most successful schools are flexible ones; their teachers have a clear picture of the schools' functioning and vision. Factors directly connected to the teachers (i.e., head teachers, families, coworkers) are seen as having a positive impact on professional development. Inappropriate education legislation and unsuitable education, on the other hand, are seen as having a negative impact. The latter—especially if considered in connection with the teachers' evaluation that the introduction of changes into the educational process has had an important influence on professional development—shows that teachers realize the importance lifelong education has for themselves and the school (Verbiest, 2004). What is also of interest is that teachers find self-affirmation in horizontal promotion and thus become less sensitive to the pressure of their environment (i.e., their coworkers and students' parents). This, in turn, makes them put even more value on further education. Different forms of formal and non-formal education are considered as exogenous factors of professional development (Javornik Krečič, 2007), but they also influence the teachers' beliefs and values—namely, the endogenous factors of professional development.

Therefore, we propose the following:

- school leadership should foster all forms of employee cooperation that build trust, ensure mutual support, and lead to quality work and open dialogue;
- all forms of teacher education should be promoted in order to ensure personal growth and school development;
- head teachers should take on co-responsibility for their teachers' professional development (head teachers might have different ideas about the teachers' professional development and might identify possible approaches for professional development, etc.);
- a long-term vision of human resource management based on a strong school vision should be developed;
- five-year individual teacher development plans (including action plans for further education and training, etc.) should be developed;
- individual teacher development should be incorporated into school development plans;
- teachers should be placed in leadership positions connected with planning, organization, guidance, and work control;
- teachers should have the authorization to gain new qualifications and knowledge to improve teaching quality;
- it should be possible for teachers to help create a school culture that will enable quality work and school success; and
- the school administrators should ensure a safe environment for the teachers.

The findings of our work will be of interest to teachers, head teachers, and anyone seeking employment in elementary schools. It is our hope that it will be of assistance to anyone involved in the long-term planning of professional development and that it will help them recognize the potential elementary school teachers have for both professional and school development.

6 References

1. Berliner, D. C. (1989). Implications of studies of expertise in pedagogy for teacher education and evaluation. *New direction for teacher assessment* (pp. 39–67). Princeton, NY: Educational Testing Service.
2. Biloslavo, R. (2008). *Strateški management in management spreminjanja*. Koper: Fakulteta za management.
3. Brečko, D. (2006). *Načrtovanje kariere kot dialog med organizacijo in posameznikom*. Ljubljana: Planet GV.
4. Bubb, S. (2004). *Leading and managing continuing professional development: Developing people, developing schools*. London: Paul Chapman.
5. Cvetko, R. (2002). *Razvijanje delovne kariere*. Koper: ZRS; Ljubljana: FDV.
6. Dadds, M. (2001). Continuing professional development: Nurturing the expert within. In V. J. Soler, A. Craft, & H. Burgess (Eds.), *Teacher development: Exploring our own practice* (pp. 50–56). Thousand Oaks, CA: Sage Publications.
7. Diaz-Maggioli, G. (2004). *Teacher-centered professional development*. Alexandria: Association for Supervisor and Curriculum Development.
8. Easterby-Smith, M., Thorpe, R., & Lowe, A. (2005). *Raziskovanje v managementu*. Koper: Fakulteta za management Koper.
9. Erčulj, J. (2005). *V učence usmerjeno poučevanje*. Ljubljana: Šola za ravnatelje.
10. Erčulj J., Širec A., & Koren A. (Eds.). (2006). *Spremljanje in usmerjanje učiteljevega dela. Priročnik za ravnatelje*. Ljubljana: Šola za ravnatelje.

11. Evans, L. (2001). Delving deeper into morale, job satisfaction and motivation among education professionals. *Educational Management and Administration*, 29(3), 291–307. <http://dx.doi.org/10.1177/0263211X010293004>
12. Ferjan, M. (1999). *Organizacija izobraževanja*. Kranj: Moderna organizacija.
13. Fullan, M. (2001). *Learning in a culture of change*. San Francisco, CA: Jossey Bass.
14. Fullan, M., & Hargreaves, A. (1992). *Understanding teacher development*. New York: Teacher College Press.
15. Fullan, M., & Hargreaves, A. (2000). *Za kaj se je vredno boriti v naši šoli*. Ljubljana: Zavod Republike Slovenije za šolstvo.
16. Goodson, I. F. (2003). *Professional knowledge, professional lives: Studies in education and change*. Philadelphia: Open University Press.
17. Goodson, I. F., & Hargreaves, A. (Eds.). (1996). *Teachers' professional lives*. London, Washington: Falmer.
18. Gordon, S. P. (2004). *Professional development for school improvement*. Boston: Pavson, Allyn and Bacon.
19. Hargreaves, A. (2000). *Changing teachers, changing times: teachers work and culture in the postmodern age*. London, New York: Continuum.
20. Hargreaves, A. (2003). *Teaching in the knowledge society*. Philadelphia: Open University Press.
21. Hopkins D. (2001). *School improvement for real*. Routledge, London. <http://dx.doi.org/10.4324/9780203165799>
22. Javornik Krečič, M. (2007). Vplivi na učiteljev profesionalni razvoj—zakaj je pomembno, da jih pozna in razume (tudi) šolski svetovalni delavec? *Šolsko svetovalno delo*, 12(1–2), 75–79.
23. Kalin, J. (2004). Učiteljev profesionalni razvoj in kultura učeče se organizacije. *Vodenje v vzgoji in izobraževanju*, 3(2), 25–36.
24. Kalin, J., & Valenčič Zuljan, M. (2004). Model usposabljanja učiteljev in mentorjev pedagoške prakse—ključni dejavnik v prenovi izobraževanja učiteljev. *Vzgoja in izobraževanje*, 35(5), 61–65.
25. Konrad, E. (1996). *Delovne kariere*. Ljubljana: Univerza v Ljubljani, Filozofska fakulteta, Oddelek za psihologijo.
26. Laursen, P. F. (2003). Avtentični učitelj. *Vzgoja in izobraževanje*, 34(6), 4–10.
27. Leithwood K., Day C., Sammons P., Harris A., & Hopkins D. (2006). *Successful school leadership: What it is and how it influence school leadership*. University of Nottingham, Nottingham. Retrieved from http://illinoischoolleader.org/research_compendium/documents/successful_school_leadership.pdf
28. Leithwood, K., & Riehl, C. (2003). *What we know about successful school leadership*. Retrieved from http://www.leadersdesktop.sa.edu.au/leadership/files/links/School_leadership.pdf
29. Lipičnik, B. (2002). Ravnanje z ljudmi pri delu. In S. Možina (Ed.), *Management: nova znanja za uspeh* (pp. 444–471). Radovljica: Didakta.
30. MacBeath, J., & Mortimore, P. (2001). *Improving school effectiveness*. Philadelphia: Open University Press.
31. Marentič Požarnik, B. (2000). Profesionalizacija izobraževanja učiteljev: nujna predpostavka uspešne prenove. *Vzgoja in izobraževanje*, 31(4), 4–11.
32. Marentič Požarnik, B. (2007). Čemu potrebujemo širši dogovor o temeljnih učiteljevih zmožnostih/kompetencah. *Vzgoja in izobraževanje*, 38(5), 44–50.
33. Merkač Skok, M. (2005). *Osnove managementa zaposlenih*. Koper: Fakulteta za management.
34. Mone, M. E., & London, M. (2000). *HR to the rescue. Case studies of HR solutions to business challenges*. Houston: Gulf Publishing Company.
35. Moretti, M., & Biloslavo, R. (2011). Pomen marketinške kulture za ugled podjetja. *Organizacija*, 44(5), 168–179.
36. Moretti, M., & Moretti, A. (2012). Ravnateljstvo—zadovoljstvo učiteljev. In *Kakovost, inovativnost, prihodnost [Elektronski vir]: zbornik 31. mednarodne konference o razvoju organizacijskih znanosti* (pp. 776–787). Maribor: Moderna organizacija.
37. Možina, S. (2002). Učeča se organizacija—učeči se management. In S. Možina (Ed.), *Management: nova znanja za uspeh* (pp. 12–45). Radovljica: Didakta.
38. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill.
39. Oldroyd, D. (2003). *Human resources for learning*. London: University of London.
40. Parsons, M., & Stephenson, M. (2005). Developing reflective practice in student teachers: Collaboration and critical partnerships. *Teachers and teachings: theory and practice*, 11(1), 95–116. <http://dx.doi.org/10.1080/1354060042000337110>
41. Peček, P. (2000). Z razvojem zaposlenih do boljše kakovosti. In A. Trnavčević, A. Trtnik-Herlec, & S. Roncelli-Vaupot (Eds.), *Raznolikost kakovosti* (pp. 83–98). Ljubljana: Šola za ravnatelje.
42. Peklaj, C. (2008). Izobraževanje učiteljev za nove kompetence za družbo znanja ter vloga teh kompetenc pri uresničevanju vzgojno-izobraževalnih ciljev v šoli. Zaključno poročilo. Retrieved from http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/crp/2008/crp_V5_0229_porocilo.pdf

43. Postružnik, N., & Moretti M. (2012). Innovation and communication as dimensions of the marketing culture: Their influence on financial performance in Slovenia's insurance and construction industries. *Naše gospodarstvo* 58(1/2), 35–47.
44. Randhawa, G. (2007). *Human resource management*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
45. Razdevšek-Pučko, C. (1990). *Vpliv učiteljevih vzgojno izobraževalnih stališč na njegovo pedagoško delo ter možnost njihovega spreminjanja* (Unpublished doctoral dissertation). Ljubljana: Filozofska fakulteta.
46. Rižnar, P. (2008). *Dejavniki razvoja kariere učitelja v osnovni šoli* (Master's thesis). Koper: Fakulteta za management.
47. Ropar, I. (2012). *Dimenzija marketinške kulture in njihov vpliv na finančno uspešnost organizacij v trgovski dejavnosti* (Master's thesis). Koper: Fakulteta za management.
48. Sagadin, J. (1993). *Statistične metode za pedagoge*. Maribor: Obzorja.
49. Schein, E. H. (1987). *The art of managing human resources*. New York, Oxford: Oxford University Press.
50. Sentočnik, S. (2006). Vpeljevanje sprememb v sole—izziv za spodbujevalce sprememb. *Vpeljevanje sprememb v šole: konceptualni vidiki*. Ljubljana: Zavod Republike Slovenije za šolstvo.
51. Sheckley, B. G., & Allen, G. J. (1991). Experiential learning: A key to adult development. In *Roads to the learning society* (pp. 99–109). Chicago: The Council for Adult and Experiential Learning.
52. Simons, R., Linden J. J., & Duffy, T. (2000). *New learning*. Dordrecht: Kluwer. <http://dx.doi.org/10.1002/tl.844>
53. Simonsen, P. (1997). *Promoting a development culture in your organisation*. Palo Alto: Davies-Block.
54. Statistični urad Republike Slovenije. (2012a). Osnovnošolsko izobraževanje mladine in odraslih v Sloveniji ob koncu šolskega leta 2010/11 in na začetku šolskega leta 2011/12. Retrieved from https://www.stat.si/novica_prikazi.aspx?id=4231
55. Statistični urad Republike Slovenije. (2012b). Svetovni dan učiteljev 2011. Retrieved from https://www.stat.si/novica_prikazi.aspx?id=4231
56. Super, D. E. (1957). *The psychology of careers*. New York: Harper and Row.
57. Tavčar, M. I. (2002). *Strateški management*. Koper: Visoka šola za Management.
58. Tavčar, M. I. (2005). *Skriti zakladi znanja*. Koper: Visoka šola za Management.
59. Valenčič Zuljan, M. (2001). Modeli in načela učiteljevega profesionalnega razvoja. *Sodobna pedagogika*, 52(2), 121–141.
60. Verbiest, E. (2004). Skupnost učečih se strokovnjakov. *Vodenje*, 2, 31–41.
61. West, M., Jackson, D., Harris, A., & Hopkins, D. (2000). Leadership for school improvement. In K. Riley & L. K. Seashore (Eds.), *Leadership for change*. London: Routledge Falmer. <http://dx.doi.org/10.1080/13632430068879>
62. Zelena knjiga. (2001) *Zelena knjiga o izobraževanju učiteljev v Evropi: kakovostno izobraževanje učiteljev za kakovost v vzgoji, izobraževanju in usposabljanju: tematsko omrežje o izobraževanju učiteljev v Evropi*. Ljubljana: Ministrstvo za šolstvo, znanost in šport.
63. Zeller Mayer, M., & Tabak, E. (2006). Knowledge construction in a teachers' community of enquiry a possible road map. *Teachers and Teaching: Theory and practice*, 12(1), 33–49. <http://dx.doi.org/10.1080/13450600500364562>



Melita Moretti holds an MA in Management from the University of Primorska. Her research interests include knowledge management, marketing and sales. She participates in international conferences and is the author or co-author of several scientific articles, as well as a member of different project teams in the field of the economy and education. Currently she is preparing a PhD on sustainable development of drinking water supplies.

Mag. Melita Moretti je končala znanstveni magisterij na Univerzi na Primorskem, Fakulteti za management Koper s področja managementa. Njeno raziskovalno, razvojno in strokovno delo je usmerjeno na področje managementa, managementa znanja, marketinga in prodaje. Sodeluje na mednarodnih znanstvenih konferencah, je avtorica in/ali soavtorica različnih znanstvenih člankov ter članica različnih projektnih skupin, ki so povezani z gospodarstvom in šolstvom. Pripravlja doktorsko disertacijo s področja managementa trajnostnega razvoja oskrbovanja s čisto pitno vodo.



Ivan Ropar holds an MA in Management from the University of Primorska. His research interests include management and marketing strategies development. He has worked in leading positions in the sales industry where his tasks included ensuring quality management and fostering competitive organizational cultures. He is an INLPTA certified NLP® practitioner and an excellent motivator. He has 16 years of experience in public institutes from the field of education.

Mag. Ivan Ropar je končal znanstveni magisterij na UP, FM Koper. Deluje na področju managementa, oblikovanju in izvedbi trženjskih strategij. Je poznavalec komercialne in trgovske dejavnosti v kateri ima več kot desetletne izkušnje na vodilnih delovnih mestih. Profesionalno se je ukvarjal z organizacijo kakovostnega poslovanja in oblikovanjem konkurenčne organizacijske kulture. Je NLP® praktik z mednarodnim certifikatom INLPTA in odličen motivator. Ima 16 letne izkušnje članstva v Svetih javnih zavodov s področja vzgoje in izobraževanja.



Adi Moretti is a graduate of the Faculty of Arts, University of Ljubljana.

Adi Moretti je absolvent na Filozofski fakulteti Univerze v Ljubljani.