



Republic of Serbia

# Institute for the Improvement of Education

June 2015



# SERBIA

## Professional Development

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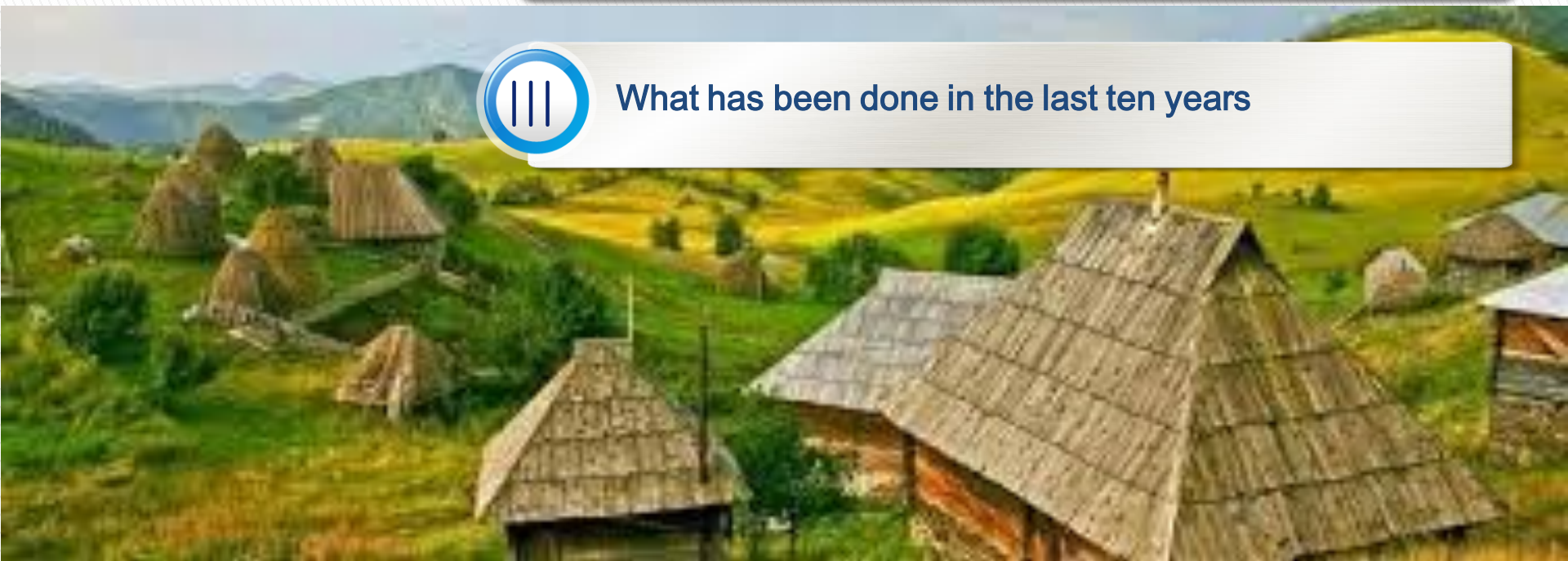
Professional development of teachers



Career advancement of teachers



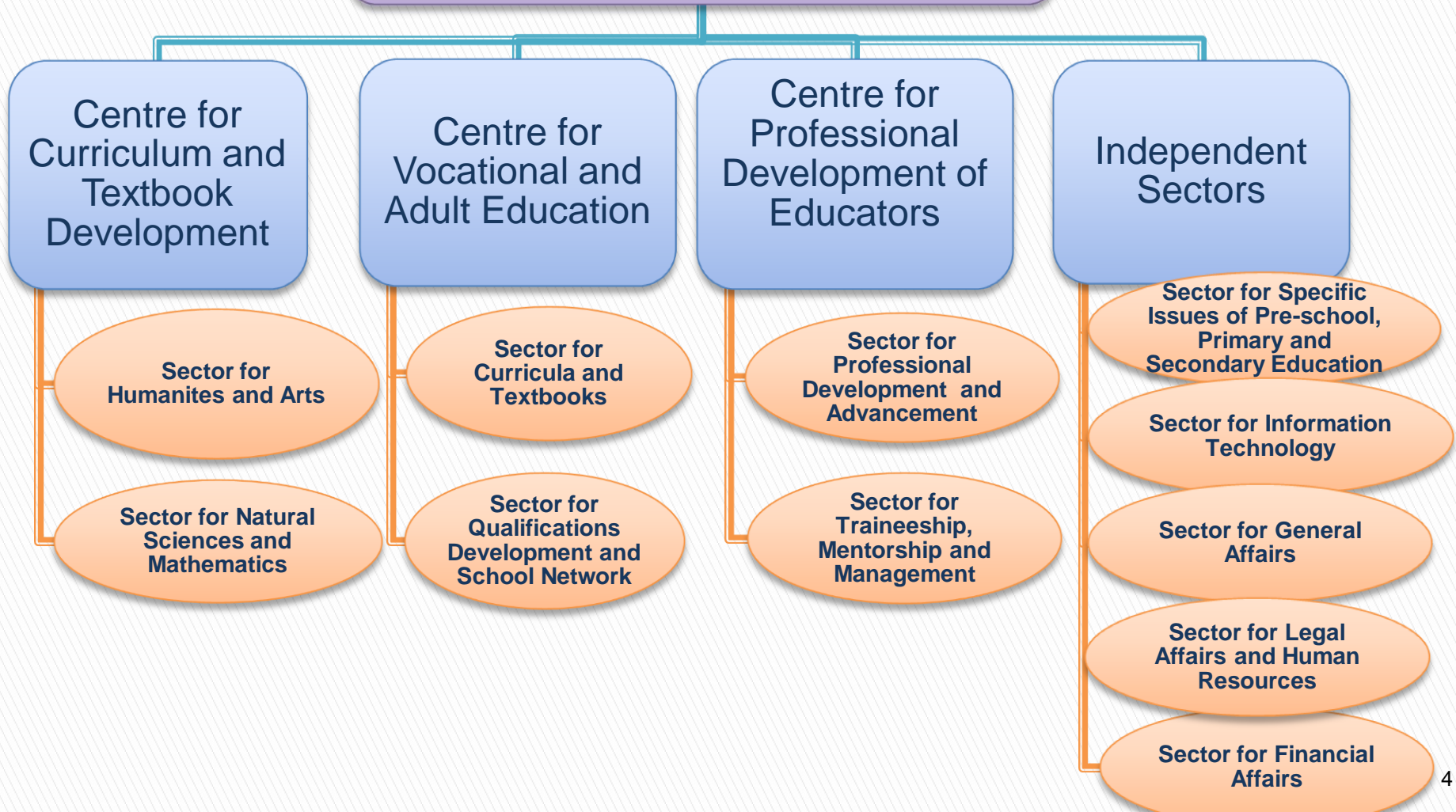
What has been done in the last ten years







# Institute for the Improvement of Education





**Centre for Professional  
Development of Educators**

**Sector for Professional  
Development and  
Advancement**

**Sector for Traineeship,  
Mentorship and  
Management**

## ACTIVITIES

### Centre for Professional Development of Educators

- Preparation of competence standards for teachers and preschool teachers and their professional development as well as the preparation of competence standards for school principals
- Strengthening the system of in-service training and continuous professional development of educators in pre-school, primary and secondary education
- Preparation of programs for the induction of trainee teachers and licensure exam programs
- Approval of in-service training programs for teachers, pre-school teachers, psychologists/pedagogues and school principals
- Participation in the implementation of European and international professional development programs
- Preparation of additional educational materials and manuals supporting the attainment of education goals and achievement standards



# Professional Development of Teachers

## Education Strategy until 2020

**Selection of students for teachers**

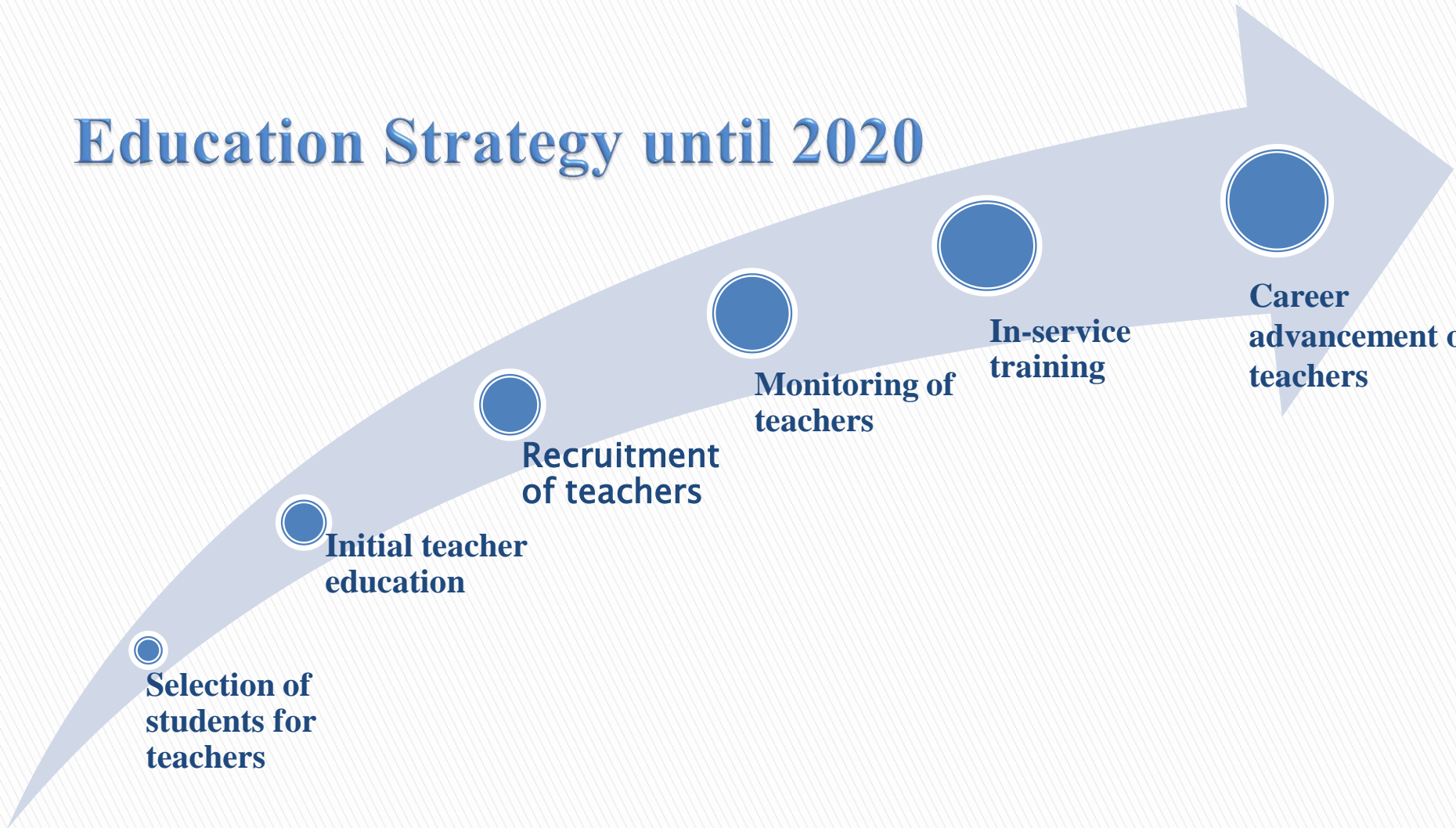
**Initial teacher education**

**Recruitment of teachers**

**Monitoring of teachers**

**In-service training**

**Career advancement of teachers**





# Professional Development of Teachers



Who is responsible for the approval?



Who implements PD trainings?



Forms of continuous PD trainings?







## Professional Development of Teachers

- ▶ Law on the Foundations of the Education System
- ▶ Rulebook on in-service training and acquisition of titles of teachers, pre-school teachers and school psychologists/pedagogues

## 1 Who implements PD trainings?

**In-service training programs are approved by:**

- **Institute for the Improvement of Education**
- **Minister**

**Programs of public interest approved by the Minister.**

## 2 Who implements PD trainings?

**The right to participate in the open competition:**

- **preschool institutions**
- **primary and secondary schools**
- **boarding schools**
- **higher education institutions**
- **institutes**
- **institutions and associations engaged in activities that may be the subject of PD trainings**

### 3 Forms of continuous PD trainings

Programmes



Other forms

- Congresses
- Gatherings, meetings and days
- Conferences
- Consultations
- Symposiums
- Roundtables
- Forums
- Summer and winter schools



## Professional Development of Teachers

- 1 **Approval procedure**
- 2 **Monitoring the implementation**
- 3 **Monitoring the effects**





## 1 The approval procedure

### IN-SERVICE TRAINING PROGRAMMES

Every second year, in October, the Institute announces an open competition. The competition lasts for a month. The director forms expert commissions evaluating the quality of in-service training programs. The approved programs are listed in the Catalogue at the Institute's website.

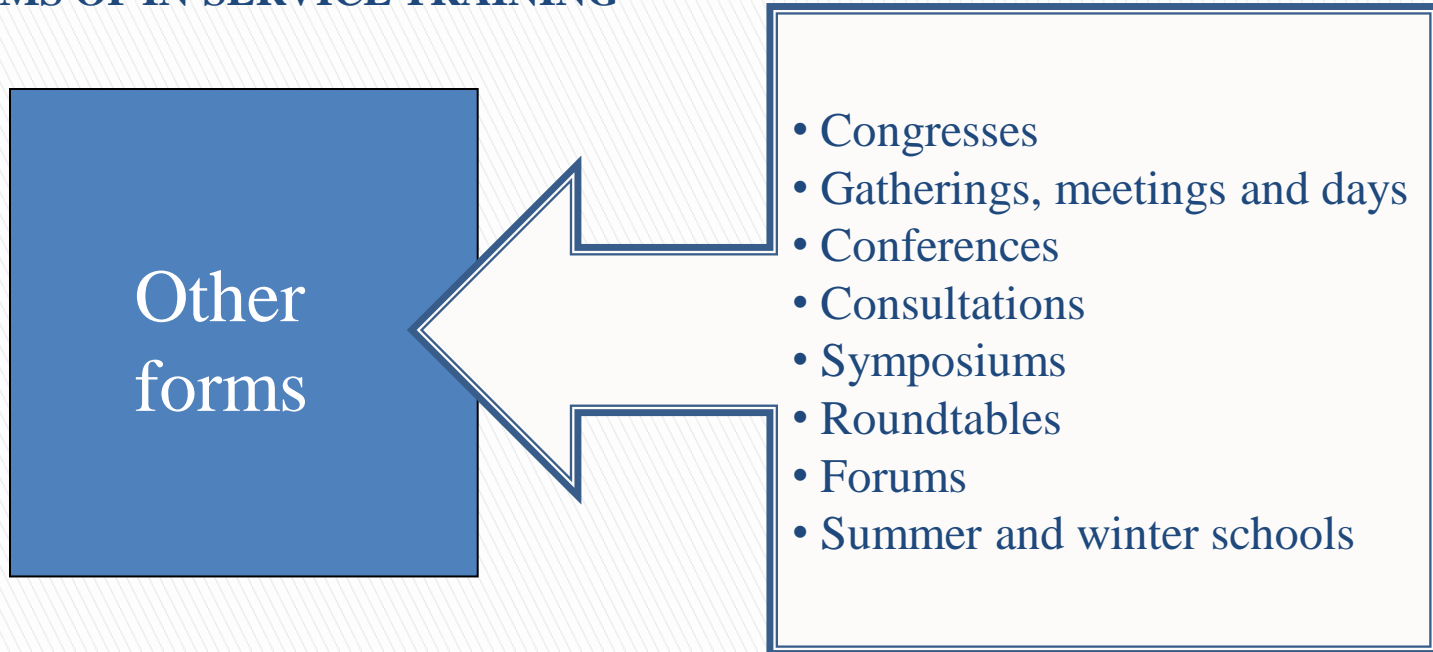
During the approval procedure, attention is paid to which **priority area** the programs belong to and which competence(s) they develop.

Teachers are obliged to develop all **four competences** in the course of 5 years.

Each program from the Catalogue belongs to one of the priority areas.

# 1 The approval procedure

## OTHER FORMS OF IN-SERVICE TRAINING



**Two months before the scheduled professional gathering, the organizers send a request to the Institute for the official approval. The Institute forms a commission whose task is to assess the request. The approved professional gatherings are listed at the Institute's website.**

**Priority in-service training areas important for the development of education :**

- 1) Strengthening professional capacities of the educators, especially in the field of innovative teaching methods and classroom management;
- 2) Learning to learn and strengthening motivation to learn;
- 3) Health education and healthy lifestyles;
- 4) Communication skills;
- 5) Sustainable development and environmental protection;
- 6) Prevention of violence, abuse and neglect;
- 7) Prevention of discrimination;
- 8) Inclusion of children and students with disabilities and children from marginalized groups;
- 9) Cooperation with parents, students and students' parliaments;
- 10) Information and communication technologies.

**The priority areas are defined every three years by the Minister.**

## **TEACHERS' COMPETENCES**

- Subject area, subject and teaching methodology (K1)
- Teaching and learning (K2)
- Supporting students' personal development (K3)
- Communication and cooperation (K4)



# CATALOGUE

**The first catalogue was published  
in the 2002/03 school year**

<b>Year</b>	<b>Number of approved programs</b>	<b>Number of participants</b>
<b>2007/08</b>	<b>360</b>	<b>49 330</b>
<b>2008/09</b>	<b>571</b>	<b>82 210</b>
<b>2009/10</b>	<b>840</b>	<b>56 720</b>
<b>2010/11</b>	<b>826</b>	<b>49 897</b>
<b>2011/12</b>	<b>810</b>	<b>63 729</b>
<b>2012/13 and 2013/14</b>	<b>974</b>	<b>142 341</b>
<b>2014/15 and 2015/16</b>	<b>926</b>	<b>57 092</b>

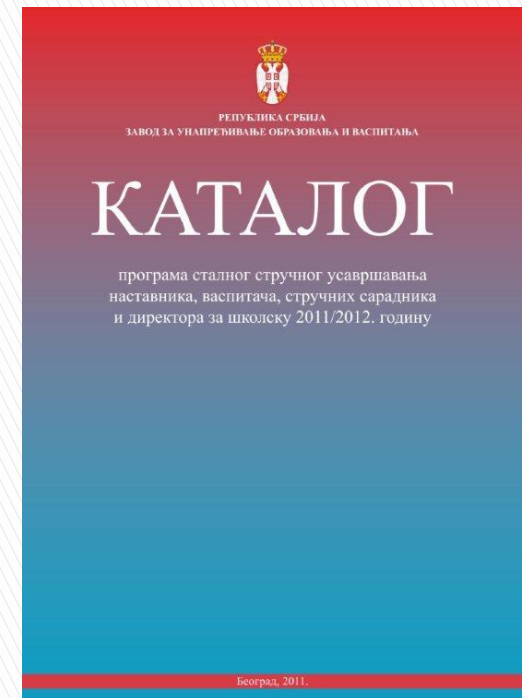


# Catalogue

## ► Catalogue

Until 2013 the Catalogue was available both in printed and electronic forms.

Now the only available version is the electronic Catalogue published at the website of the Institute.

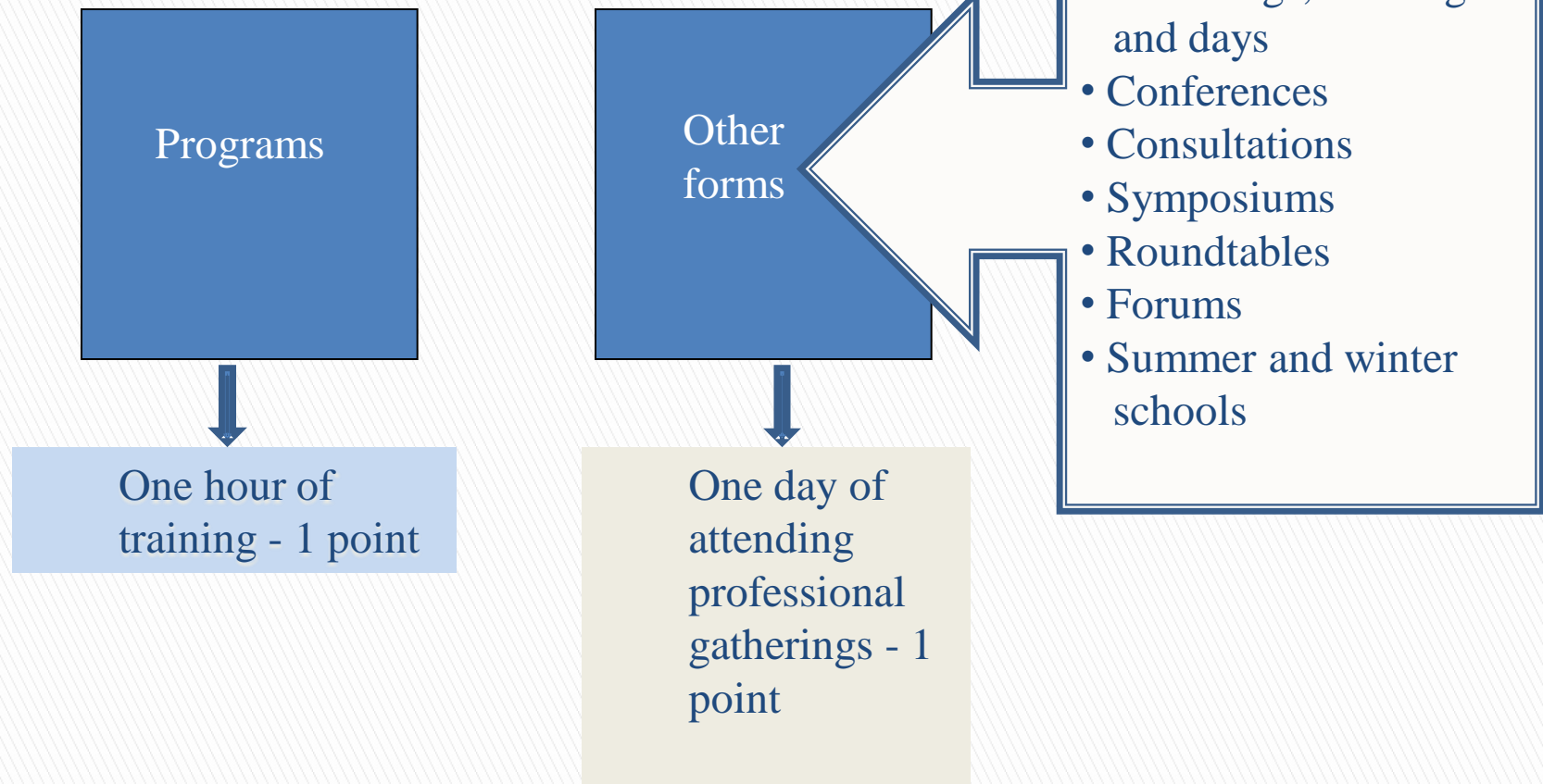


# AREAS:

- **Serbian Language and Literature**
- **Library Studies**
- **Mathematics**
- **Computer Science**
- **Social Studies**
- **Natural Science**
- **Vocational education (vocational subjects)**
- **Foreign Language**
- **Arts**
- **Physical Education**
- **Health Education**
- **Pedagogy**
- **General teaching issues**
- **Pre-school education**
- **Children/students in need of an additional educational support**
- **Education in the languages of national minorities**
- **Management and leadership**
- **Elective and optional subjects**

## Mandatory in-service activities

In a five-year period teachers must attend professional development seminars and other forms of professional development and collect at least 120 points, i.e. hours of professional development .



## ② Monitoring seminars

### INDIRECTLY

- Registering
- Reports
- Overview of implemented programs

### DIRECTLY

- Visits

#### **At the Institute's website:**

- Self-evaluation questionnaire / anonymously
- Collecting comments made by attendees / anonymously

## 3

## Monitoring the effects of the seminars

### Competition

*We have learned at a seminar and applied in practice*







## Advancement



### Titles



# 1 TITLES

**Titles in an institution may be acquired by 25% of the overall number of employed teachers, pre-school teachers and psychologists/pedagogues**

- Pedagogical Advisor – up to 15%
- Independent Pedagogical Advisor – up to 5%
- Senior Pedagogical Advisor – up to 3%
- Supervising Pedagogical Advisor – up to 2%





## What has been done in the last ten years

- ▶ Established system of in-service training and titles acquisition
- ▶ Database of in-service training programmes starting from 2007
- ▶ Database of good practice examples
- ▶ Data transparency
- ▶ Publications



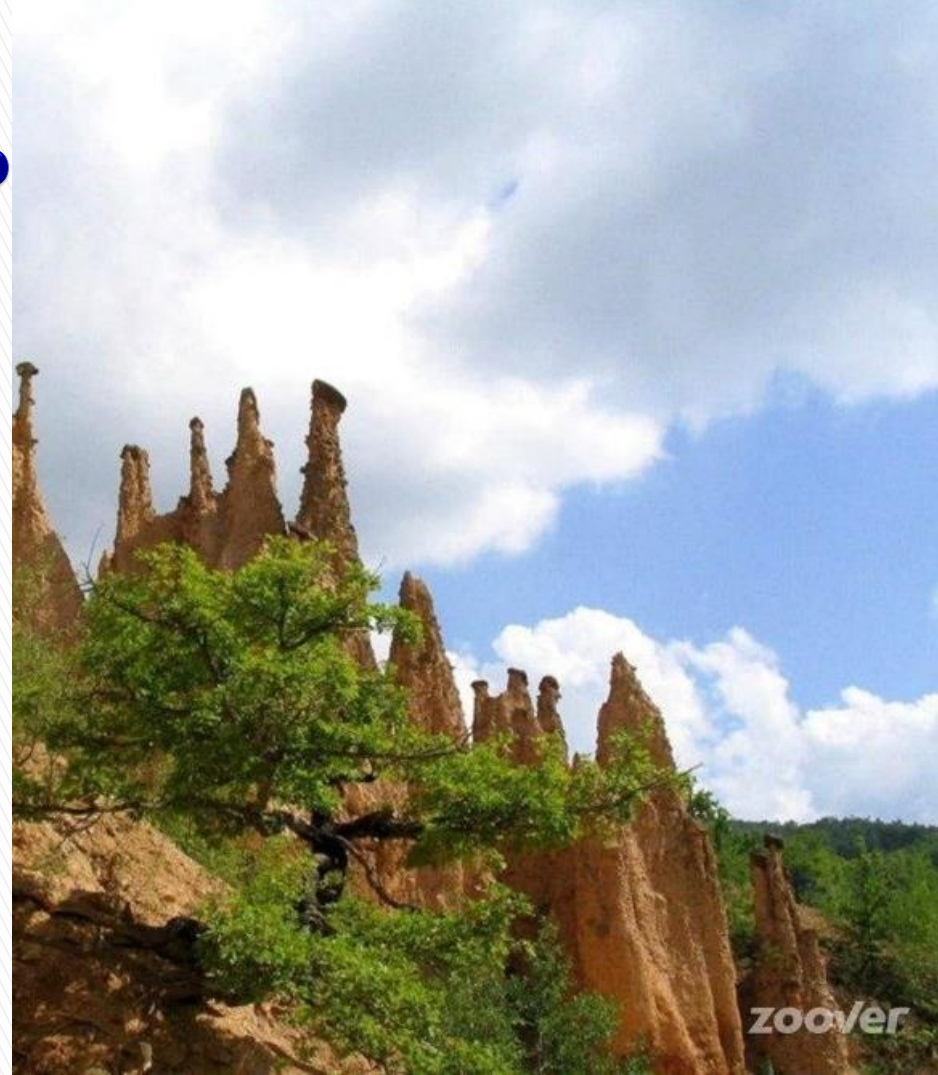


# SERBIA

## VOCATIONAL EDUCATION AND ADULT EDUCATION

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**Adult education**

## 1

## National Qualifications Framework for vocational education

Centre for vocational and adult education prepares the national qualifications framework for the following levels:

- vocational education
- specialist and artisan training
- other forms of vocational education





## 2 Curricula

Centre for vocational and adult education prepares:

- qualifications standards for vocational and adult education
- curricula for vocational subjects / modules
- list of educational profiles



## 3 Graduation exam (matura) and final exam

Centre for vocational adult education prepares programmes for:

- final exam (for three-year education)
- vocational graduation exam (for four-year education)



## 4

**Textbooks**

Centre for vocational education and adult education takes part in:

- preparation of the quality standards of textbooks for vocational subjects
- expert evaluations of textbooks and teaching aids for vocational subjects and the plan of textbooks



## 6 Social dialogue and partnership

Centre for vocational education and adult education:

- supports the coordination between social dialogue and partnership at different levels of planning, development and implementation of vocational and adult education;
- prepares developmental projects and activities linking vocational education and employment.





## Adult education



Centre for vocational education and adult education performs all jobs in the field of adult education:

curricula, expert opinions of training curricula, professional skills training...





# SERBIA AND KOREA

**We know that the education system in Korea is one of the best in the world.**

**We know that your students are among the best students in mathematics and natural sciences, certainly thanks to exceptional teachers.**

**We are ready to learn from you about everything including professional development of teachers as well as about monitoring the effects of in-service training.**





감사

THANK YOU

