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

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# 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)



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## PROJECT RELEASE

- o **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.





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## PROJECT RELEASE

- 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.



# THE EDUCATORS' IN-SERVICE TRAINING PROGRAM IN CYPRUS

## o Teachers' participation

- European Commission (2002): 15-16% of the teachers in Cyprus participated in in-service training activities.
- 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.



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# THE EDUCATORS' IN-SERVICE TRAINING PROGRAM IN CYPRUS

## o 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)



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# 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.



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# 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



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## PROJECT RELEASE: 1<sup>ST</sup> STAGE

### o 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





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## 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





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## 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

|   |                         |
|---|-------------------------|
| Activities length                               | Positive School Climate |
| Use of various activities                       | Regular Feedback        |
| Teachers' self perceived need for participation |                         |

- (European Union, 2010)





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## RESULTS

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



# RESULTS

| Practices   | Positive Influences                       |                                    |                                   | Total    |
|---|---|------------------------------------|-----------------------------------|----------|
|   | Development of Professional Consciousness | Educational Practices' Development | Improvement in Students' learning |          |
| High Self-Perceived Efficacy                                | 0 (0%)                                    | 0 (0%)                             | 4 (40%)                           | 4 (7%)   |
| Suitable Content and use of supportive material             | 12 (43%)                                  | 15 (63%)                           | 6 (60%)                           | 33 (53%) |
| Sufficient Organisation and Communication of the objectives | 6 (21%)                                   | 3 (13%)                            | 0                                 | 9 (15%)  |
| Effective Motivation - Use of Incentives                    | 4 (14%)                                   | 2 (8%)                             | 1 (10%)                           | 7 (11%)  |
| Duration  | 4 (14%)                                   | 3 (13%)                            | 4 (40%)                           | 11 (18%) |



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## 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







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## 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





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## 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





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## 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.





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# 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

