



НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

Centre of General and Extracurricular
Education
Institute of Education NRU HSE

PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS WORKING IN ADVERSE SOCIAL CONDITIONS

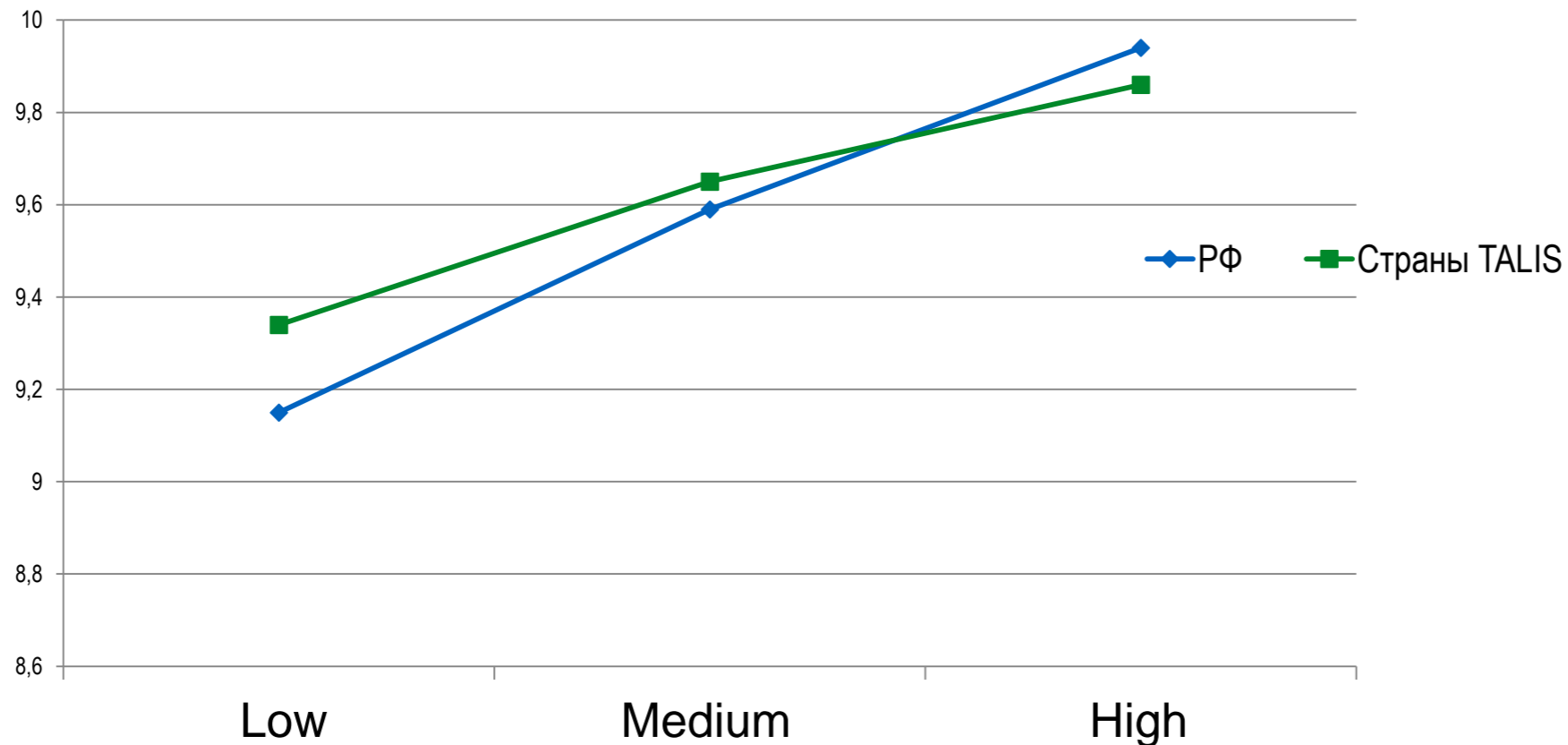
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TALIS

The need for professional development in the field of teaching

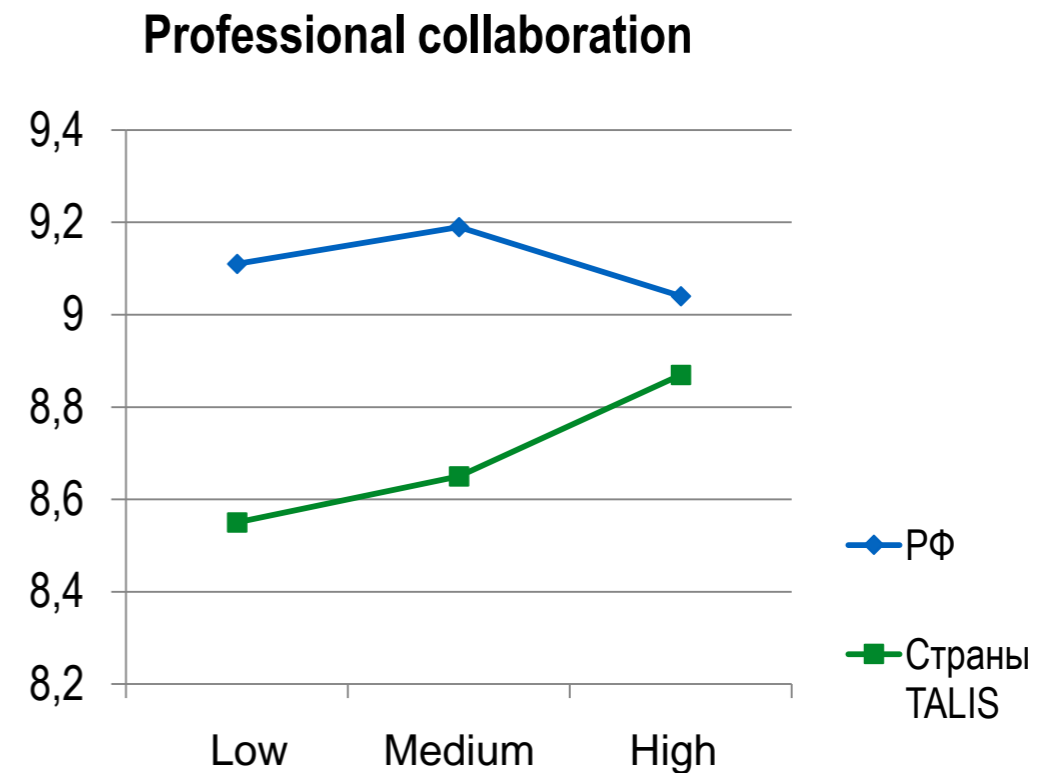
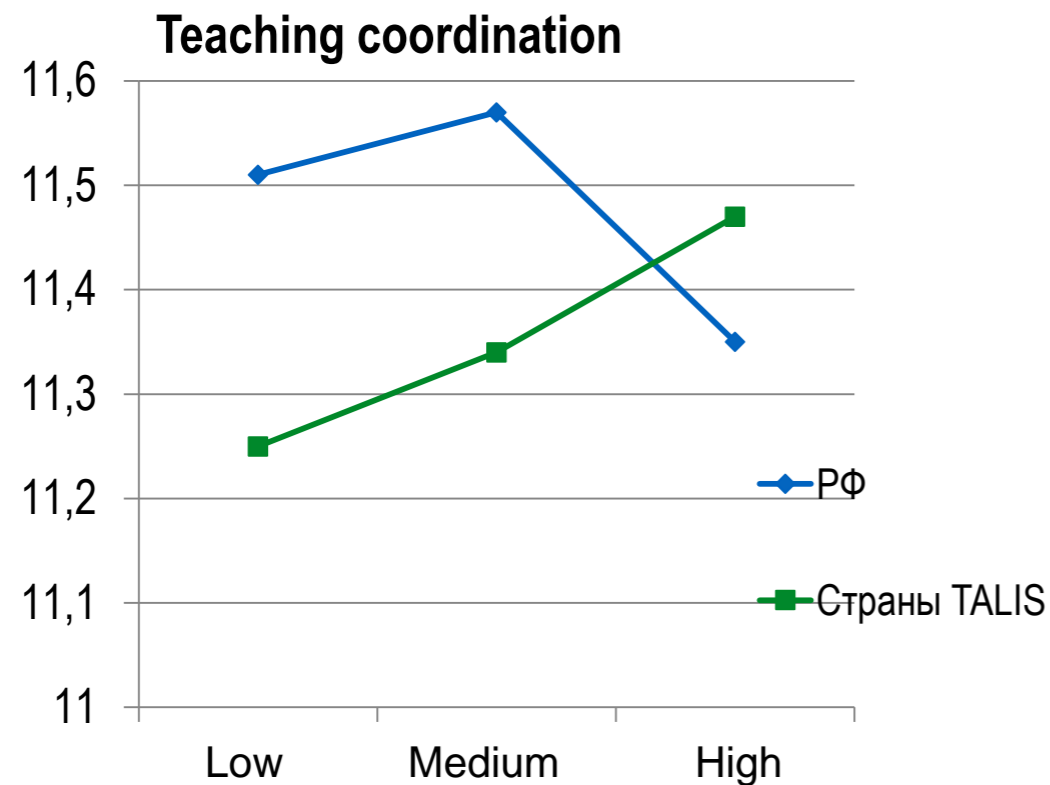


- In schools with a complex student population, teachers are more in need of professional development.
- Russian teachers teaching the least complex student population are less interested in professional development than their international colleagues working in the same conditions.
- And teachers who teach the most difficult students are more interested in their own professional development than their overseas colleagues.

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TALIS



- International experience intensifies professional cooperation as the number of students becomes more complicated.
- In Russian schools with a high proportion of complex students, teachers feel more disconnection and less coordinate teaching than in schools with less complex population.



CENTER RESEARCH

OBJECTIVES

1. To study the existing Russian experience in professional development of school teachers working in difficult social conditions and to identify their needs and deficiencies.
2. To justify and describe a new model of professional development of school teachers working in adverse social conditions with students who are at risk for educational failure.

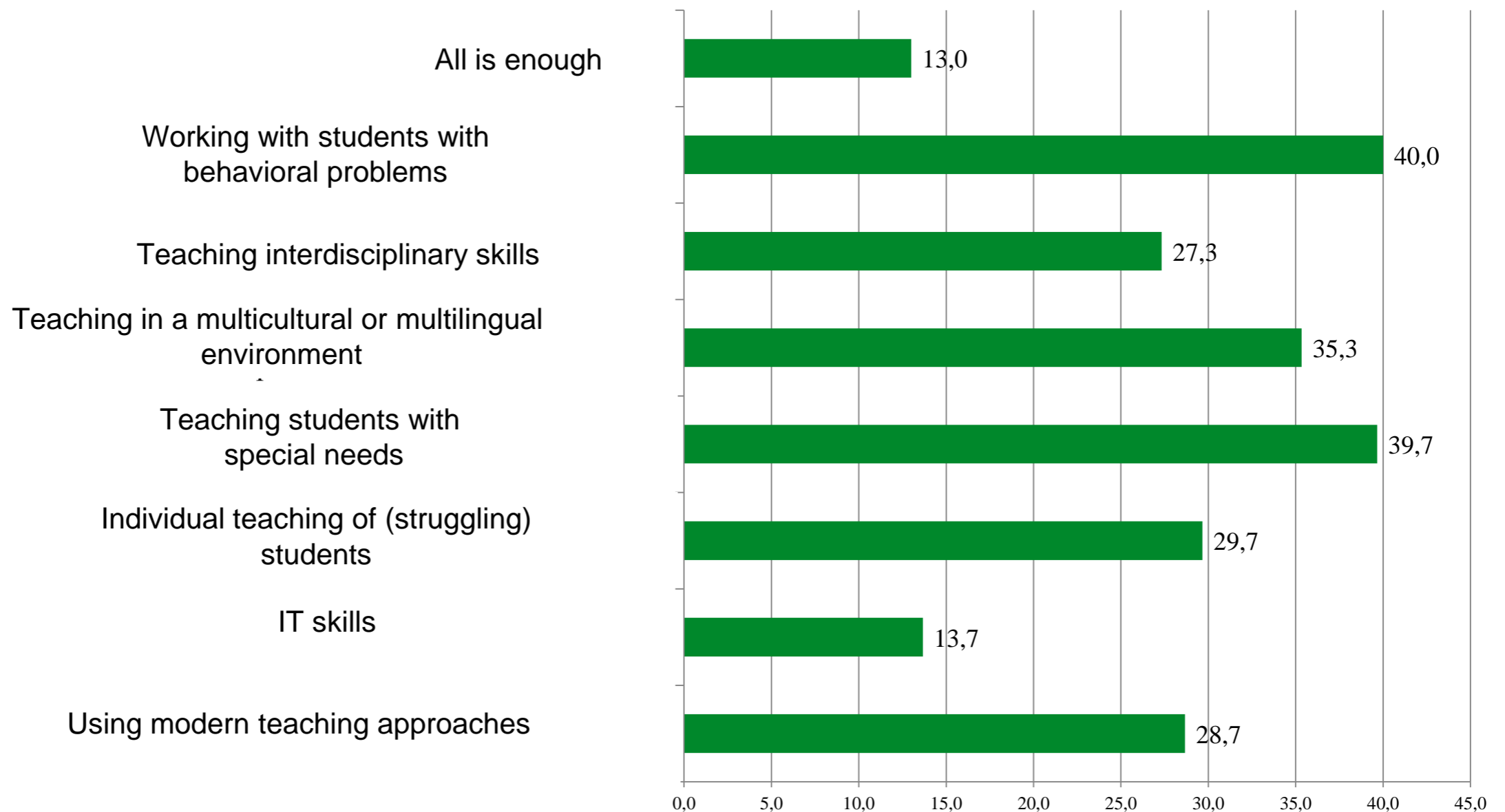
Questioning of 300 teachers in 15 regions of the Russian Federation

30 semi-structured interviews with school principals and 16 focus groups with teachers in three regions of Russia



RESEARCH

Please indicate what knowledge and skills, in your opinion, the teachers in your school lack to effectively work with children?





“In the lessons we give differentiated individual tasks.” “The best technology is to have a kind and calm conversation with a student. Have you finished reading it? All right, then let’s discuss it. This is the best technology.”

“New is the well-forgotten old.” “It is not about us who know what they are called, we do not know what they are called... The main point in this case is to feel the needs of a child.”

“ We stay with children and deliver teaching. After the lessons you leave students and encourage them to consolidate gained knowledge.”, “We have speech therapists ... when a child feels... uncomfortable, a speech therapist join him.”

“Within 19 years of my professional experience I can not remember the courses that would review the issues how to work with such students.”

“I am looking for free online courses and over the past couple of years I have completed about 8 professional development courses online.”

“Do not sit at home or work with students but get together for a week at the forum where all participants have an opportunity to speak freely”, “to stop and to reflect”.

“And it’s very interesting when the whole team works together. It is not just like everyone is sitting when we are coming to the IE and projecting what he or she hears onto his/her school, students ... ”



RESEARCH

- Only half of the teachers are sure that they know pedagogical technologies but they can't always name them with certainty.
- In practice, it is not technology that prevails, but "human attitude", care, empathy, and indifference.
- Effective professional development is associated with cooperation, exchange of experience, trips to other regions and countries.
- The main obstacles are a large educational and extracurricular load, lack of incentives and technical opportunities for professional growth.
- The number of teachers studying independently, online and for a fee significantly increases.
- We need external services and specialists to support schools and teachers.



REASONS TO DEVELOP A MODEL

1. The core deficit is **poor knowledge and application of specialized technologies** when working with students at risk of school failure
2. There are no conscious needs for the use of **specialized technologies** when working with students at risk of school failure.
3. The professional development practices are implemented **autonomously from school-wide tasks**, isolated from the environment in which they are delivered, from problems and the ability to find solutions.
4. **The potential of professional interaction** between colleagues is ignored, the culture of professional isolation is spreading.



PEDAGOGICAL STRATEGIES AND TECHNOLOGIES

- Setting high expectations for students
- Making demands but not high on each student
- Differentiated support for strong and weak students
- Monitoring results
- The balance of curricular and extracurricular activities



PEDAGOGICAL STRATEGIES AND TECHNOLOGIES

- Formative Assessment
- Acceleration' of project-based activities
- Communication and feedback support at lesson
- Development of academic independence
- Development of critical thinking and creativity

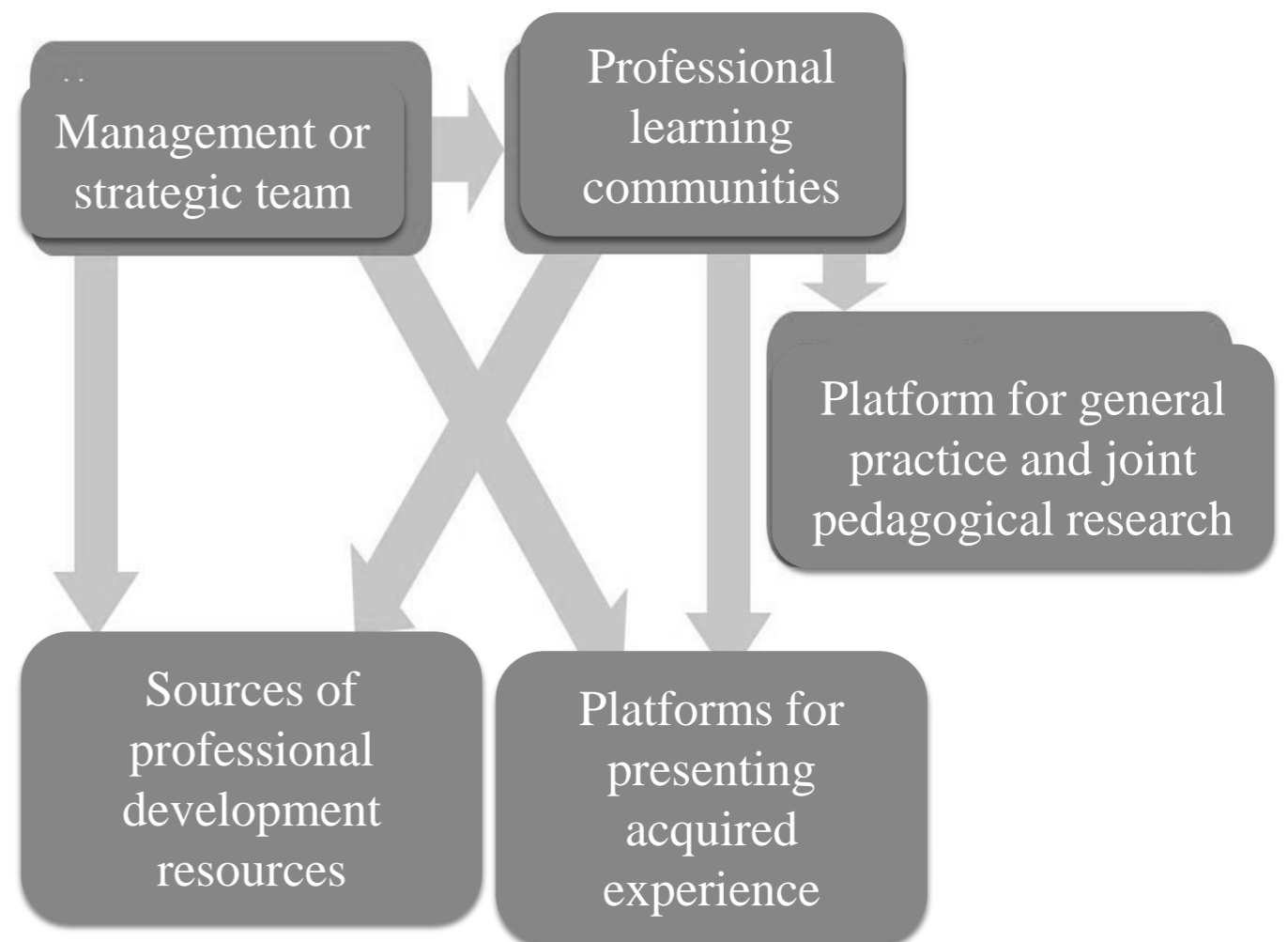


MODEL

Objectives

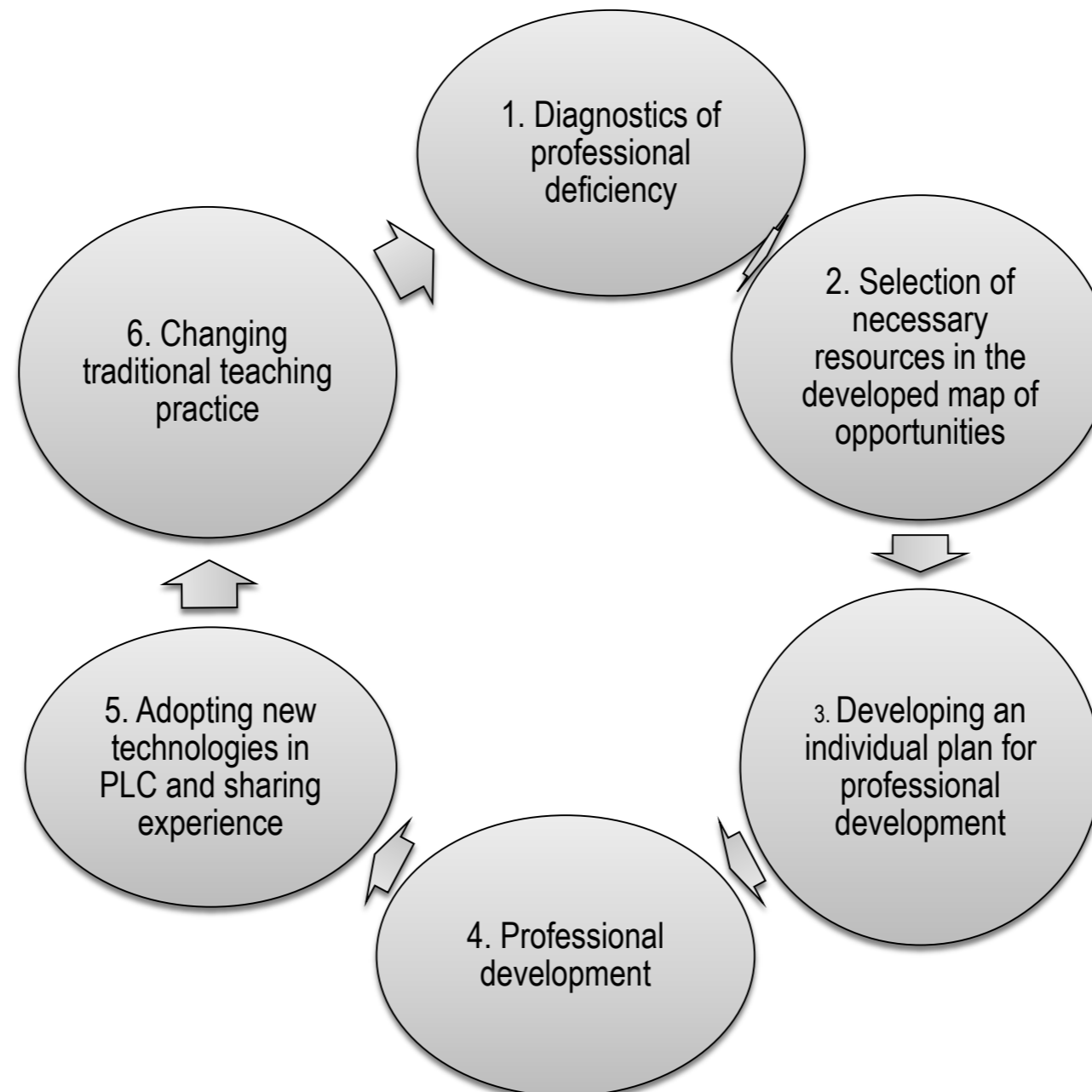
- learning specific approaches, technologies, methods and techniques of teaching learners at risk of school failure (learners with poor academic performance, with deviant behavior, who is not a native Russian speaker, with special needs, etc.)
- professional development aimed at improving the academic performance of students
- applying acquired technologies, methods and techniques in daily interaction with colleagues when doing joint research in the classroom

Structure





PROFESSIONAL DEVELOPMENT CYCLES





MODEL

Template of the Professional Development Opportunity Matrix

	Input Diagnostics	<i>Subject specific professional development</i>	Professional development in general pedagogical technologies	Professional development in special pedagogical technologies	Final Diagnostics
Regional Center for Educational Quality Assessment	Analysis of the quality assessment results				Analysis of the quality assessment results
Educational Development Institute, Institution of Advanced Training	Assessment of professional deficiency	PD courses, workshops, events			Assessment of professional deficiencies
Universities		PD courses, workshops and other events			
CC		Network events on Sharing experience			
Regional information platform		Mentoring, Internships, workshops and conferences, lesson observation, classroom research			
<i>Psychological-medical- and pedagogical commissions</i>				Internships Workshops and conferences	
Municipal service on methodology		Workshops and conferences, events and projects			
Nonprofit educational organization			Participation in projects	Participation in projects	
Online schools, courses		PD courses webinars	PD courses webinars	PD courses webinars	

ANDY HARGREAVES
MICHAEL FULLAN

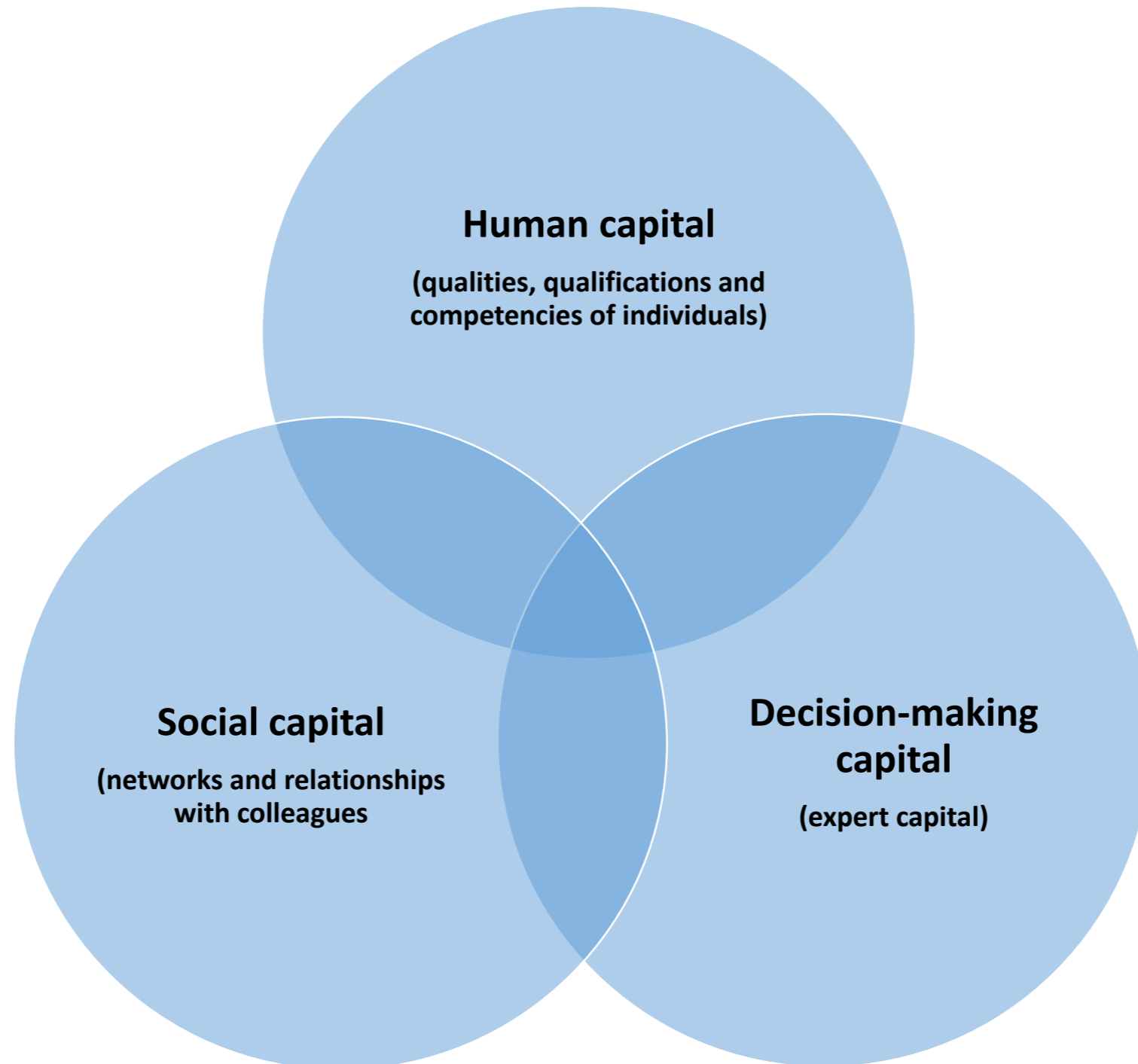
PROFESSIONAL CAPITAL

Transforming Teaching
in Every School





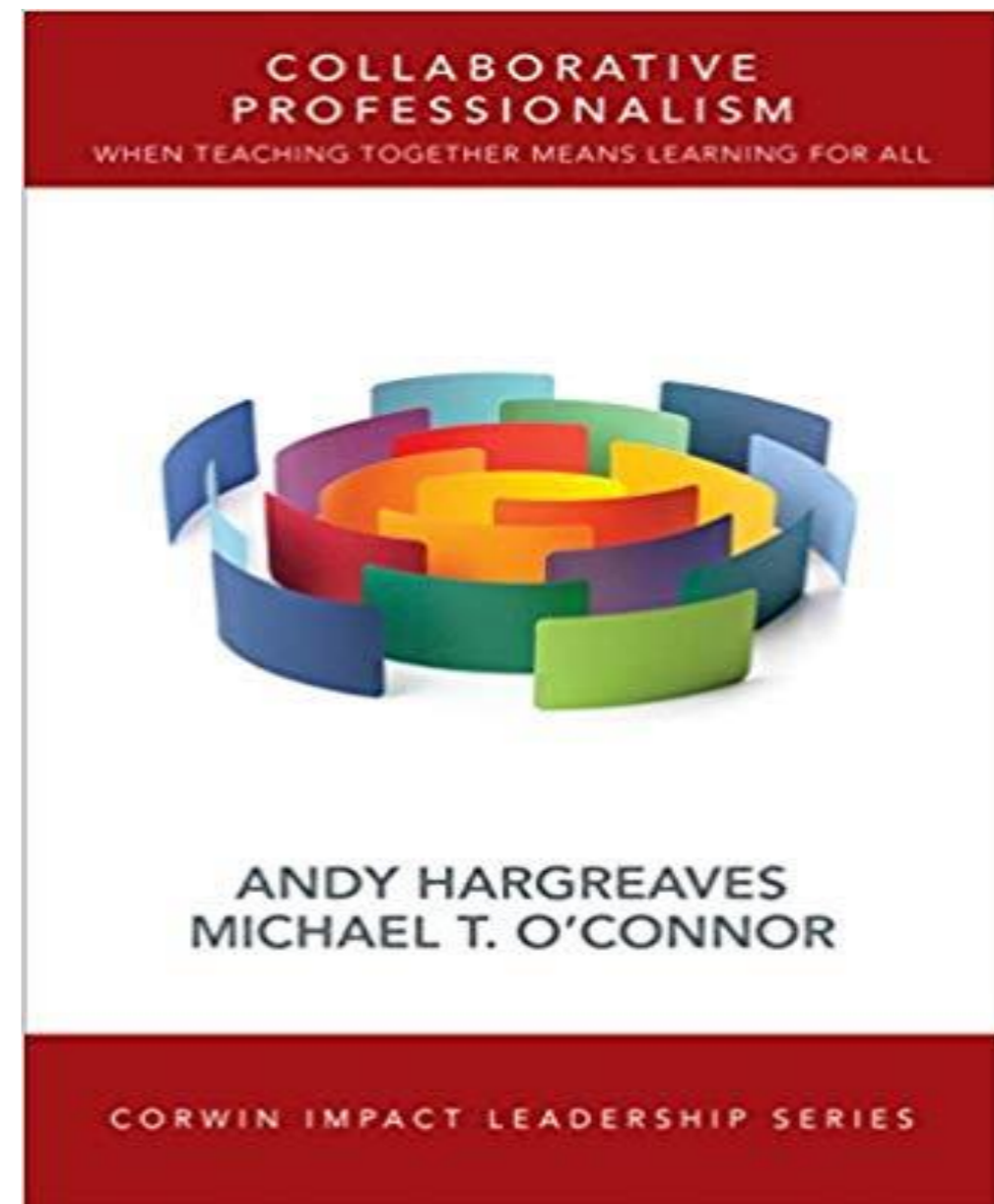
PROFESSIONAL CAPITAL



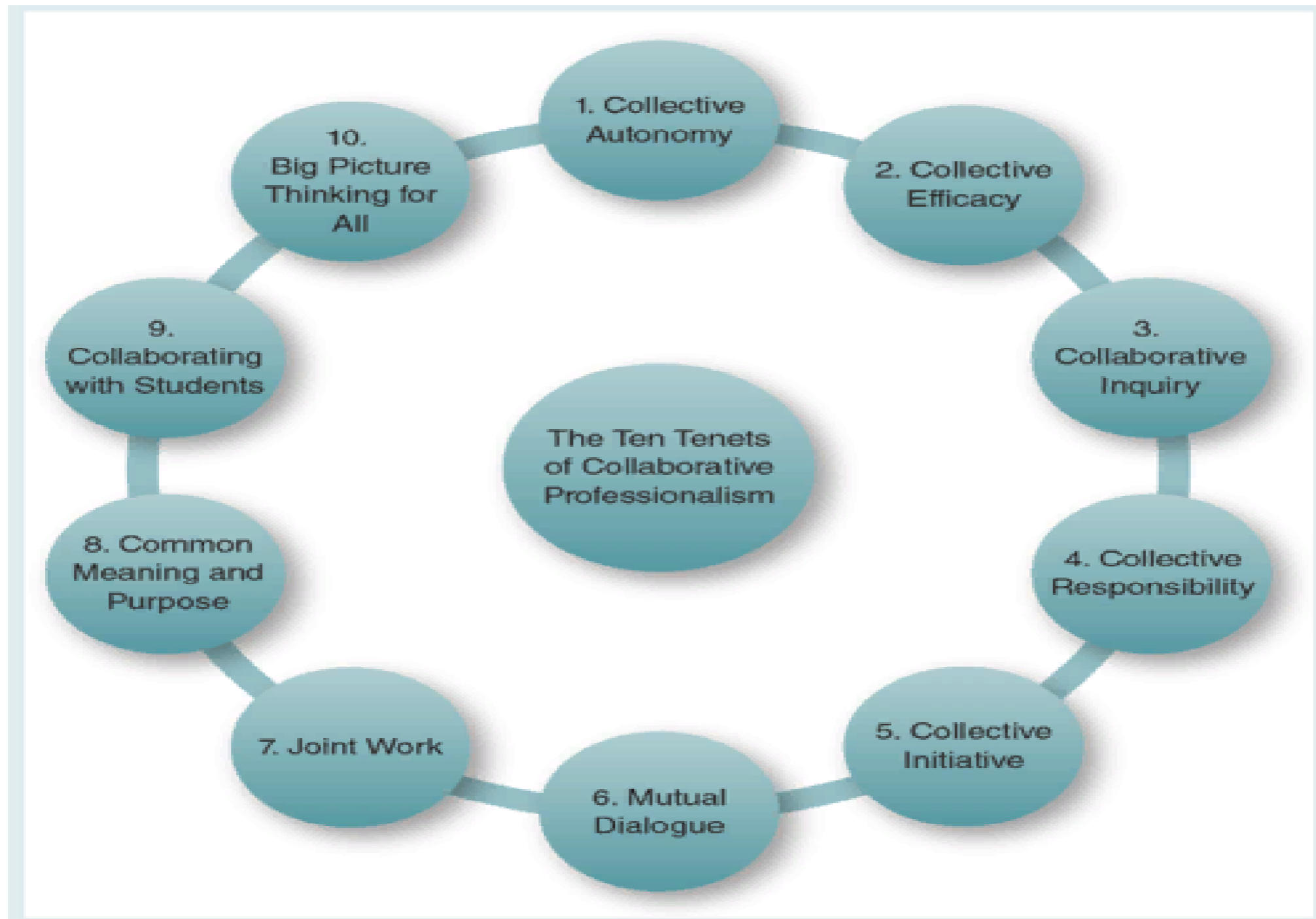


JOINT PROFESSIONALISM

- Teachers and other school staff transform teaching and learning together to enable all students live with an understanding of meaning and purpose, to be successful.



JOINT PROFESSIONALISM





JOINT PROFESSIONALISM

- Joint lesson planning and research
- Open door culture
- Flexible forms of mentoring and professional partnerships



PROFESSIONAL LEARNING COMMUNITIES

- Collective teacher training to respond to student needs and solve their education problems
- Learning communities in which teachers engage in their own continuous professional development, the quality of students' education is improving, and the organization itself is developing
- A collaborative environment in which teachers can freely exchange problems and ways to solve them, and set goals to improve their own teaching practices in order to improve the educational outcomes of their students.



PROFESSIONAL LEARNING COMMUNITIES

Teaching activities are closely intertwined with their daily work.

They are formed to strengthen teaching practices, purposefully for each subject and to improve the educational results of students.

Teacher teams independently determine HOW, WHAT and WHEN to study.

They exist as a platform for team training, peer review, planning, reflection, and assistance.



PUBLISHED ARTICLES

- Бысик Н. В., Пинская М. А., Косарецкий С. Г. Проектирование модели профессионального развития педагогов школ, функционирующих в неблагоприятных социальных условиях, работающих с учащимися с риском образовательной неуспешности: эмпирическая основа и ключевые составляющие // Психологическая наука и образование. 2018. Т. 23. № 5. С. 87-101
- Я - эффективный учитель: как мотивировать к учебе и повысить успешность "слабых" учащихся: учебно-методическое пособие. ИД Университетская книга, 2017. Составитель: М. А. Пинская, С. Г. Косарецкий



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Thank you for attention!

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