

MENTEP - Professional Development and certification on Digital Competences.

Survey

Work Package 6
European Schoolnet and INDIRE



Co-funded by the
Erasmus+ Programme
of the European Union



About the survey

Purpose:

- To understand the state of the art in professional development in countries represented in MENTEP
- To identify emerging practices in developing and assessing teachers' digital competence

Method:

- Online survey including free text items
- Completed by MENTEP partners only

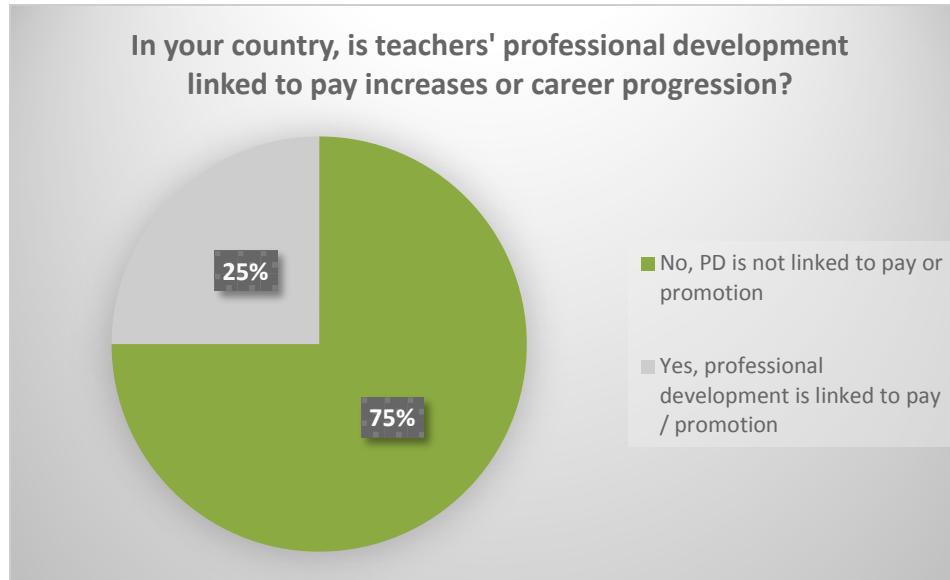
Response:

- By end February 2016: all but one MENTEP partners
 - And today - all
- Thank you to all who responded !



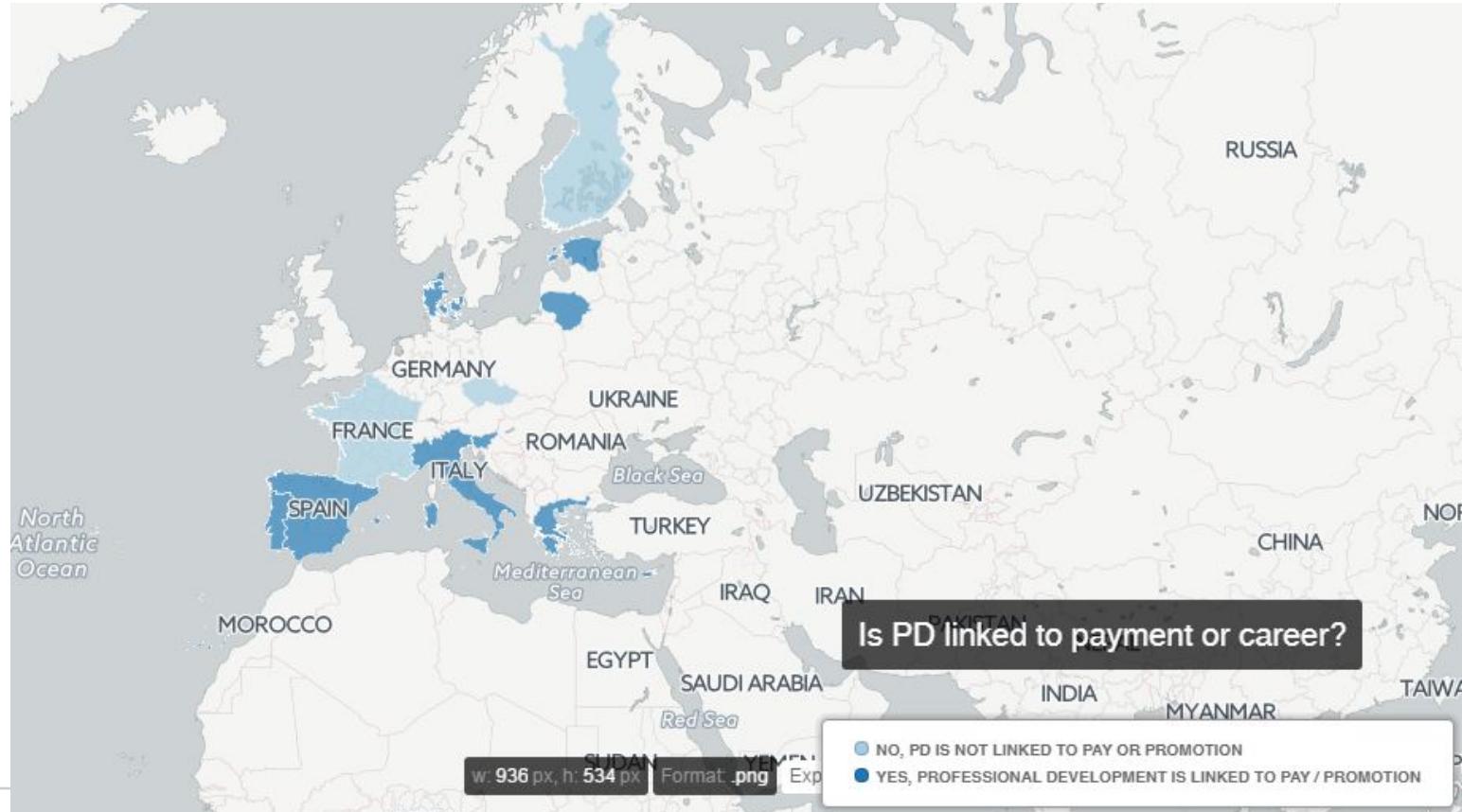
1: In your country, is teachers' professional development linked to pay increases / career progression?

Answered: 12 Skipped: 0



Yes:
Cyprus, Denmark,
Estonia, Greece,
Italy, Lithuania,
Portugal, Slovenia,
Spain

In your country, is teachers' professional development linked to pay increases or career progression?



2: Describe how PD is linked to career or payment

Depending on what kind of professional Development. It can be linked to a small increase in pay or lead to new areas of responsibility.

Training and professional development issued or certified by the education administration (either national or regional) is taken into account for pay increase every 6 years, given that the teacher has completed a minimum of training hours or credits during that

Every two years, teachers need to have at least two credits in order to further his career. This progression is made on average every four years, but it was suspended in 2011 due to the financial crisis.

The Law 107/2015 establishes that there are 3 main axes through which PD is promoted: 1) a 500 euros bonus which is given to all the teachers (independently by their performance) each year and that can be exclusively used for cultural consumptions (e.g. theatre, books, cinema, software, courses, conferences).. 2) teachers will be annually evaluated by the School Principal, which will decide to whom attribute an annual bonus. 3) temporary teachers can gain points useful for becoming in-role teachers, attending to courses provided by institutional providers (accredited by MoE)

...If you get a diploma or certification that you have done the course, you will have a small extra pay. But now teachers are collecting certifications, not the knowledge and the government has stopped paying extra salaries...



According to the Law on Education, every teacher is obliged to develop his/her professional competencies. A teacher has the right for 5 PD days a year. On the other hand, when it comes to the raise of teacher's qualification category (teacher, senior teacher, supervisor (methodologist), expert teacher), "CPD hours" are essential for the process of certification. Obtained qualification category is directly linked with raise of payment or promotion.

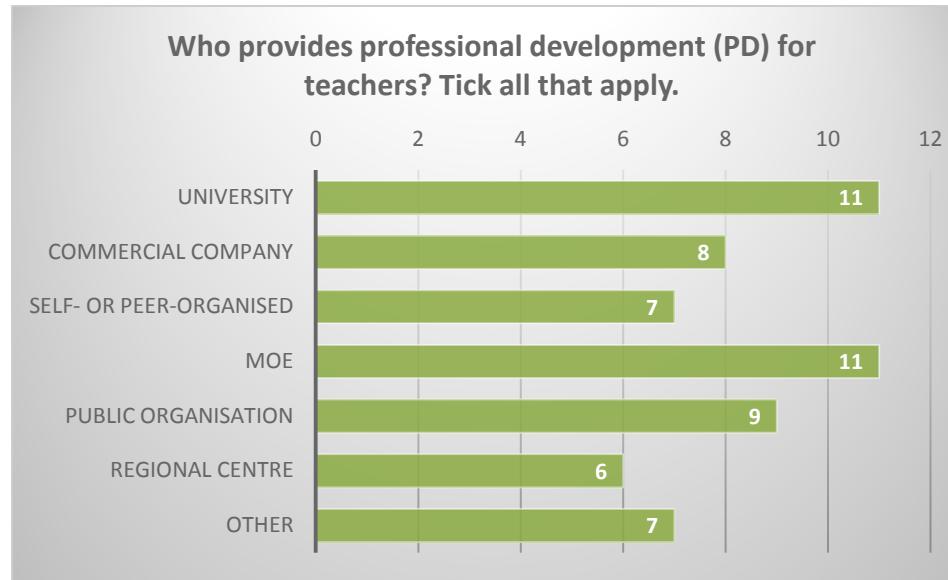
Teachers who attend seminars/professional development courses receive a certificate which includes points according to the duration of the seminar (8 hours = 0,5 points). When they submit the application for promotion, professional development courses (PDC) are a part of the various criteria. They need certain number of points from PDC for different levels of promotion: - Teacher Mentor: 4 points - Teacher Advisor: 5 points - Teacher Expert: 7 points .

...It is linked to promotion since professional development is a positive indicator for the teachers' evaluation.



3: Who provides professional development for teachers?

Answered: 11 Skipped: 1

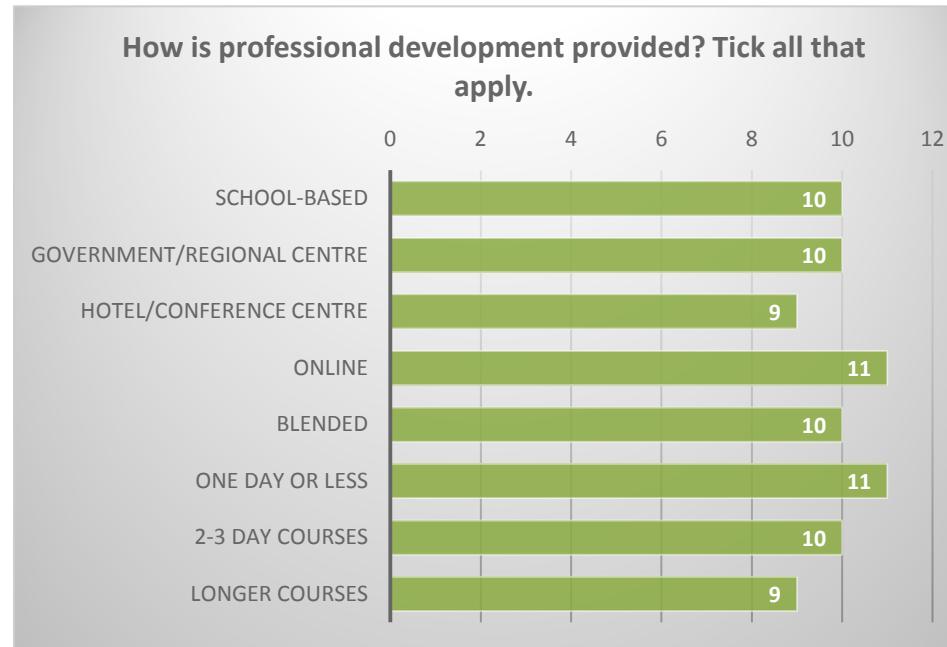


Co-funded by the
Erasmus+ Programme
of the European Union



4: How is professional development provided?

Answered: 11 Skipped: 1

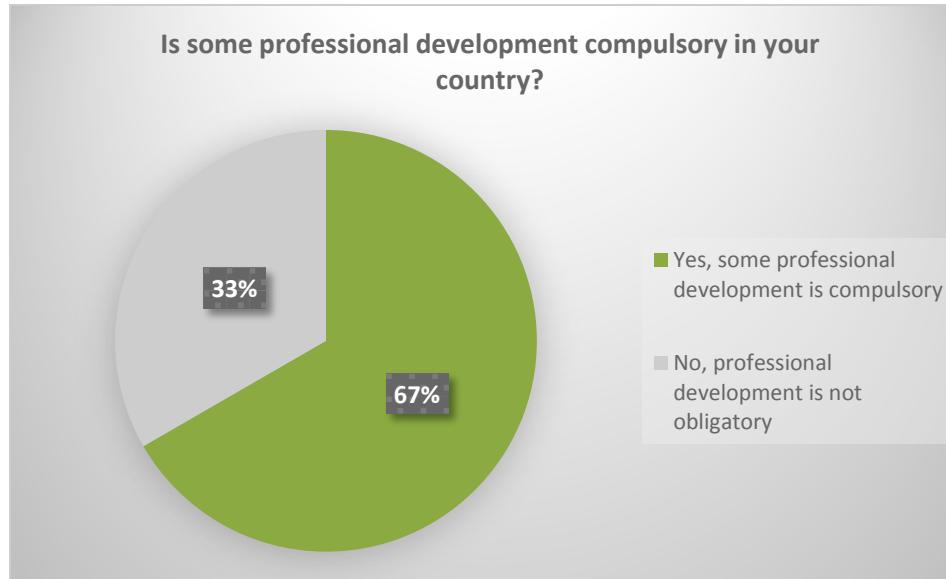


Co-funded by the
Erasmus+ Programme
of the European Union



5: Is some professional development compulsory in your country?

Answered: 12 Skipped: 0

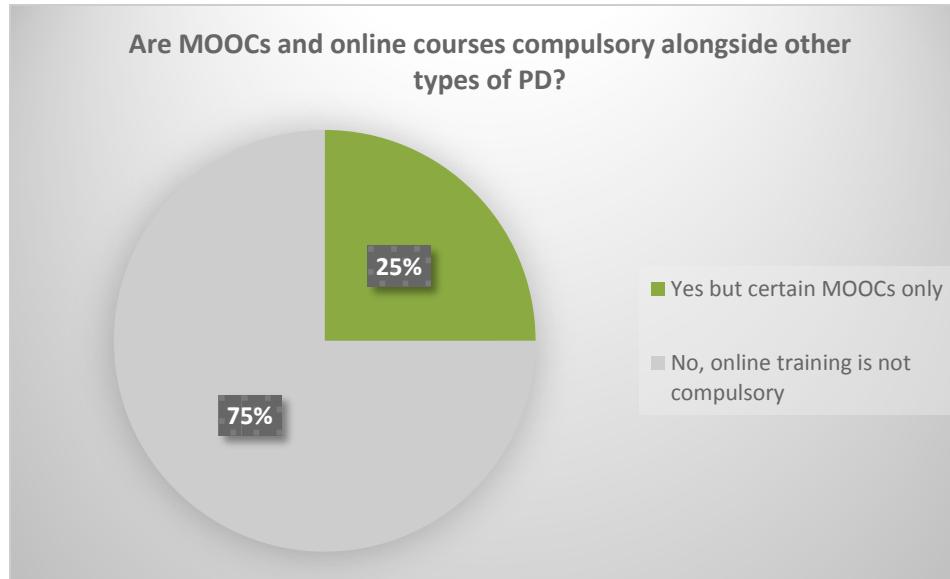


Yes:

Cyprus, Czech Republic, Estonia, Finland, France, Italy, Lithuania, Portugal

6: Are MOOCs and online courses compulsory alongside other types of PD?

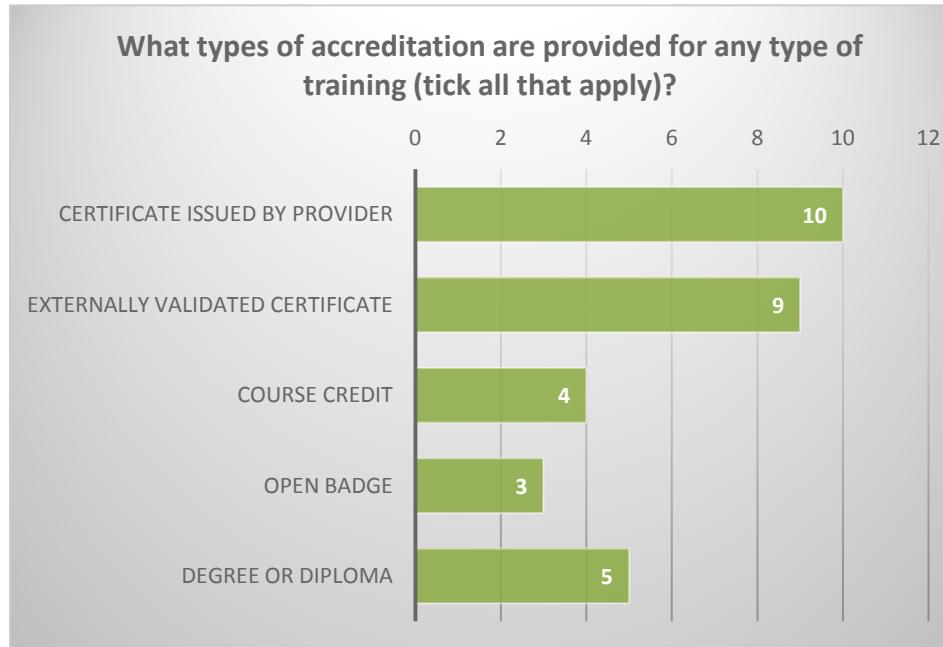
Answered: 8 Skipped: 4



Yes:
France,
Portugal

7: What types of accreditation are provided for any type of training?

Answered: 11 Skipped: 1

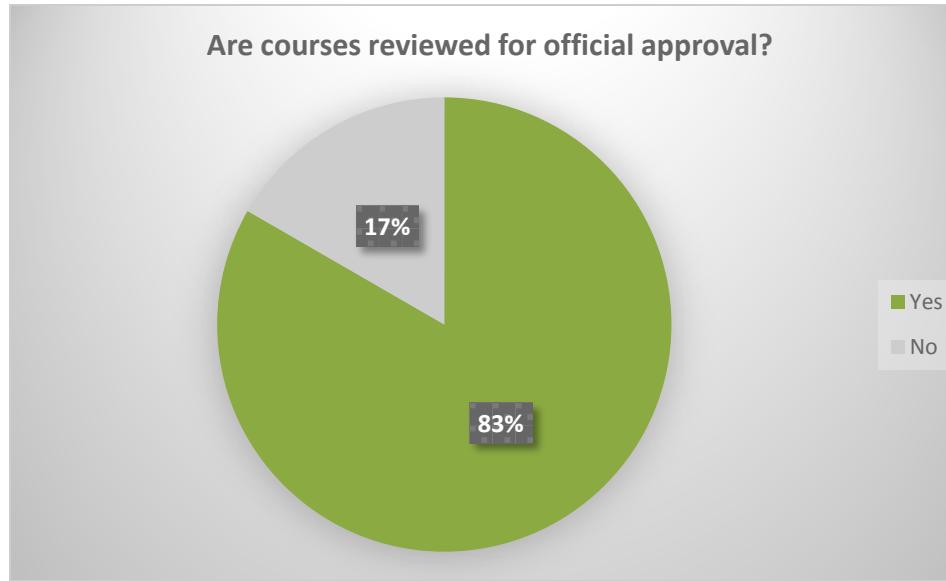


Co-funded by the
Erasmus+ Programme
of the European Union



8: Are courses reviewed for official approval?

Answered: 12 Skipped: 0



Yes:

Cyprus, Czech Republic, Estonia, France, Greece, Italy, Lithuania, Portugal, Slovenia, Spain



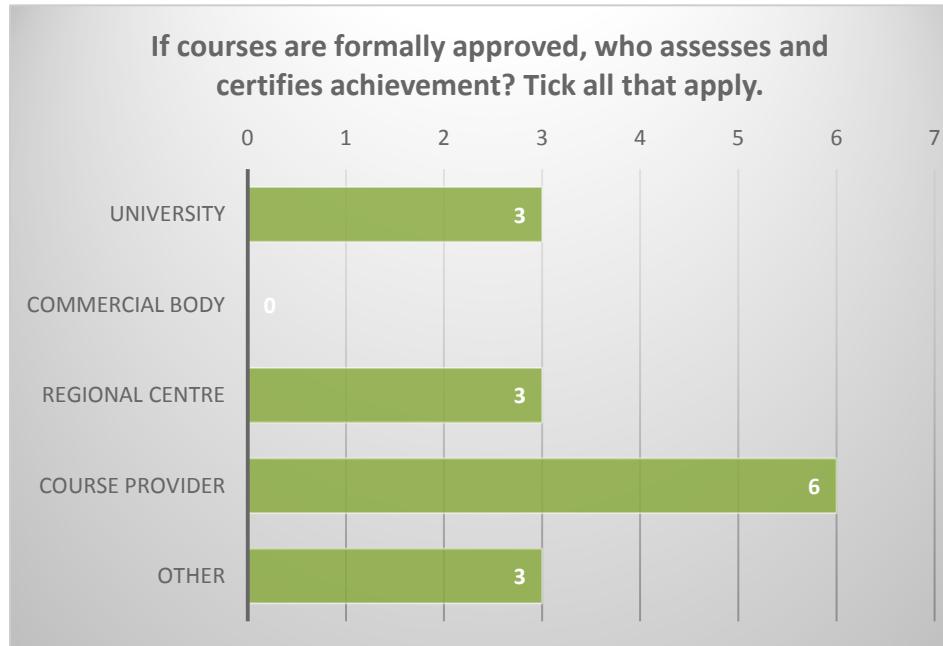
Co-funded by the
Erasmus+ Programme
of the European Union





9: If courses are formally approved, who assesses and certifies achievement?

Answered: 9 Skipped: 3



Co-funded by the
Erasmus+ Programme
of the European Union



How digital competence is developed and assessed: FRANCE

As continuing education, teachers can choose interdisciplinary courses. However, independent and peer learning are the most common cases. New teachers should validate an exam called C2I2E (<https://c2i.enseignementsup-recherche.gouv.fr/>) "digital and internet license"

Certain MOOCs or online courses are compulsory

Assessment: declarative examination for C2I2E (<https://c2i.enseignementsup-recherche.gouv.fr/>)



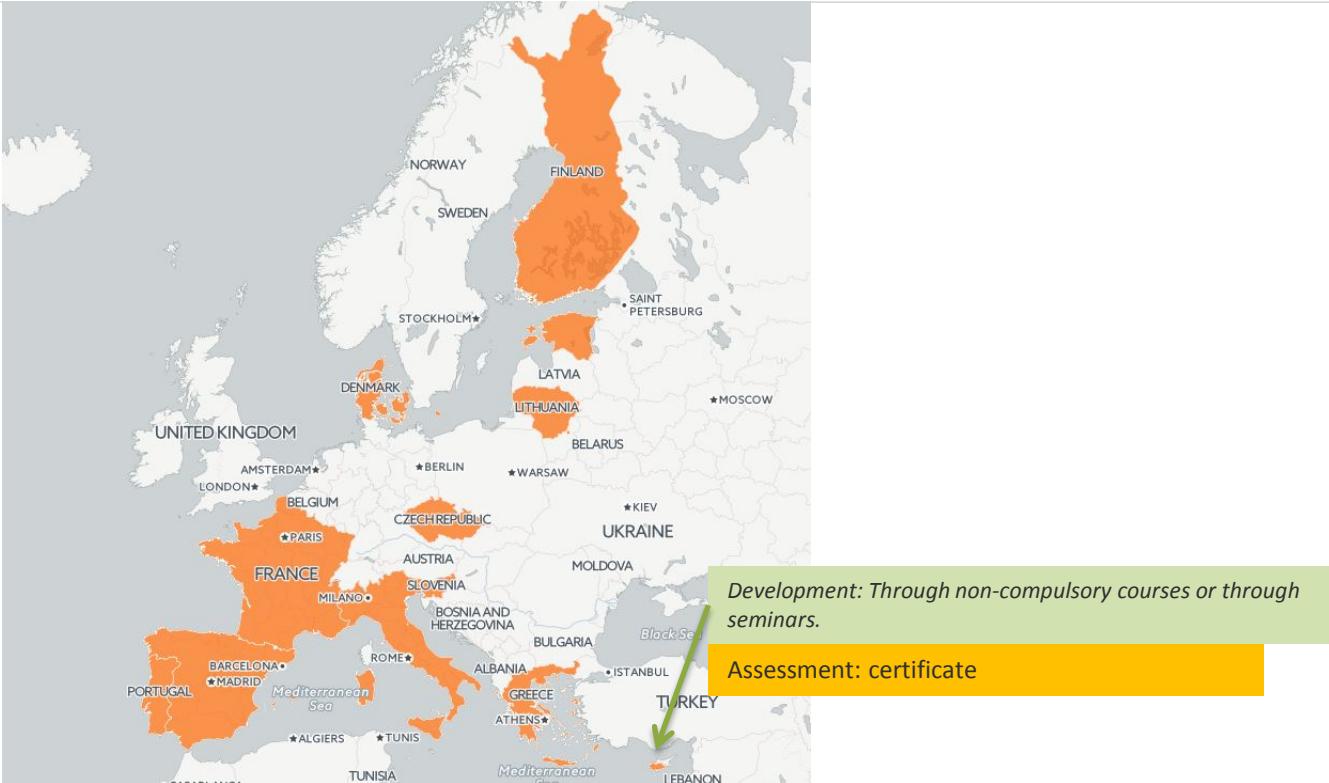
How digital competence is developed and assessed: GREECE



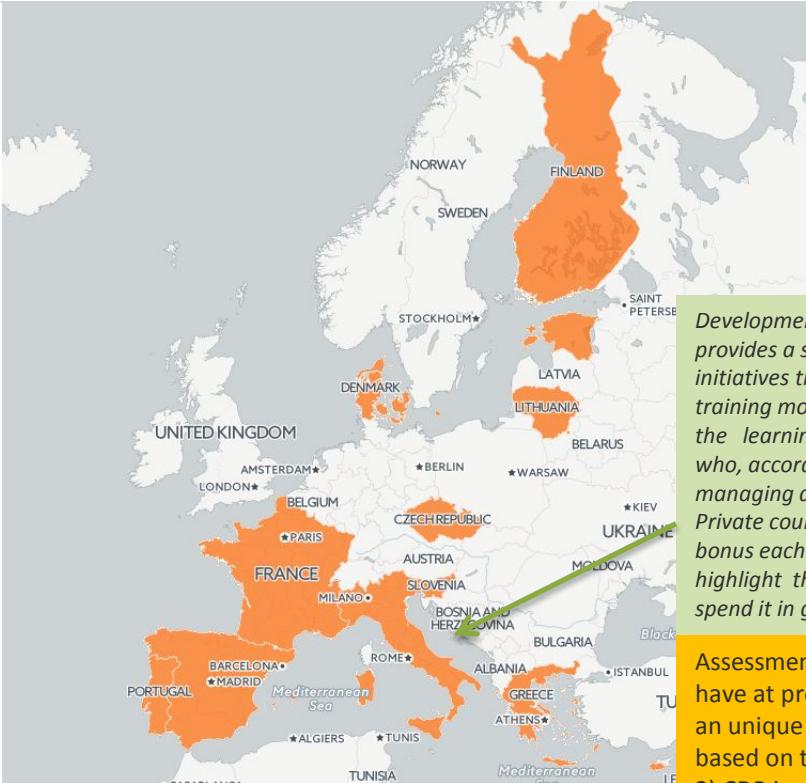
Development: a). Through school advisors/counselors, who organize regional seminars (online, face-to-face, blended). b). Through national training programs, namely "B-level" training on the exploitation of ICT in the educational practice. c). Through self-learning.

Assessment: a). The accreditation for school advisor/counselor seminars, is determined by the school advisor and may vary from a formal examination to no assessment at all. b). For the "B-level" training, there are formal requirements regarding program attendance and required project work, plus, a final formal examination.

How digital competence is developed and assessed: CYPRUS



How digital competence is developed and assessed: ITALY



Development: Recently the law 107/2015 (called "La Buona Scuola") provides a specific National Digital School Plan. the most important initiatives therein this plan are: 1)induction: one of the face to face training modules is related to "new digital resources and their impact on the learning". 2)school funds for training "digital animators": teachers who, according to the school plan, animate the professional community managing digital activities, creating projects and training the peers. 3) Private courses (e.g. ECDL). Finally, with this law teachers have a 500 euro bonus each year for improving their cultural background and PD. We highlight that it's not compulsory to spend them for training, they can be spent it in general for cultural consumptions.

Assessment: The situation is in progress and we have at present all types of situations but there isn't an unique way. 1) Induction: formal examination based on the evaluation of the work during the year 2) CDP is usually based on formal examination and/or test 3) digital animators are chosen by the School Evaluation Committee and by the Principal, based on the cv evaluation.

How digital competence is developed and assessed: Czech Republic



Development: In 2014, the government approved the strategic document called Strategie digitálního vzdělávání do roku 2020 (Digital Education Strategy until 2020, http://www.vzdelavani2020.cz/images_obsah/dokumenty/strategie/digistrategie.pdf). The objective of this strategy is to put in place an education system that will support everyone alike with competencies that enable them to find their place in the information society and to take advantage of the offer of open education throughout their lives. The successful implementation is linked with the support of teachers, therefore it contains plan for further teacher training in this area. The Strategy can be considered as a frame defining basic priorities and directions of intervention, with specific measures to be elaborated onwards. Nowadays, teachers can take part in different trainings focus on digital competence offered by universities, businesses and non-profit organisations, some of them are free of charge. Important initiatives include operational programmes funded from the ESF, because some of them was directly focused on teacher training in the field of ICT and on the purchase of ICT equipment for schools - especially Call 51. Within this call, each of the 2000 supported elementary and secondary schools was able to purchase up to 20 mobile touch devices (mostly tablets). The project also included training for teachers in how to work with tablets. According to the annual survey of the Czech School Inspectorate, ICT represented one of the most frequently further professional training in that teachers participated in 2014/2015 year. Teachers also feel need of further training in this field (<http://www.csicr.cz/html/VZ2014-15v2/flipviewerxpress.html>).

How digital competence is developed and assessed: Lithuania

Development: Teachers digital competence development is under the discussions and some improvements of the system will be introduced in the near future. The Ministry of Education and Science has prepared Requirements for Teachers' Computer Literacy Programmes that develop teachers' professional competencies (approved by the Minister of Education and Science in March 2007). According to the requirements, teacher seeking to develop ICT application competencies should develop: -The basics of technological literacy. The scope is 40 academic hours, final assessment – by tests. -Educational ICT application competence consisting of two components: 1. Educational ability to individualise subject content, reasonably use computer tools, reasonably apply teaching and learning methods 2. Management skills: ICT use to develop planning skills, organise ICT resources management, evaluate and reflect on ICT usage. The scope of the Programme is not less than 40 hours. Training is organised in virtual learning environments, also applying the e-portfolio methodology. Teachers educational ICT competence is assessed in 3 levels.

Assessment: Technology part - tests; Edu part - teacher presents digital assignment (that might be lesson plan, project, digital learning object etc.) for assessment.



How digital competence is developed and assessed: Finland

Development: Some forms of learning include, for example:

- Specific training days that are thematically focused on digital tools (often included in the number of compulsory PD days)
- Long-term (e.g. a couple of years) municipality- or region-wide projects, often funded by the government, where different forms of training are organized and new practices are experimented with in schools
- Continuous peer training/mentoring within a school or between different schools in a municipality (e.g., as a way of sustaining aforementioned projects after the project lifetime)
- National or regional events/seminars where teachers can try new products, watch demos, and listen to presentations about good practices
- Online/blended courses (organized by universities, commercial providers, etc.)

As to the extent to which teachers develop their digital competences, it depends to a great degree on the municipality and the school in which they work, as well as on their personal commitment to learning about the use of digital tools. According to a newly published survey conducted by the Trade Union of Education, ISCED1 and ISCED2 teachers have typically engaged in ICT-related professional development for max. one day per year.



How digital competence is developed and assessed: Denmark

Development: There are big differences from teacher to teacher, from school to school and from municipality to municipality

Assessment: Varies.



How digital competence is developed and assessed: Spain

Development: There is not an official accreditation of teacher digital competence, though the official educational administrations offer the possibility to get involved in specific training (face-to-face, online and blended) connected to different aspects of this specific competence or the participation in specific innovation projects and plans also offered by the educational administrations. It is also possible to participate in training and PD offered by universities, unions and private entities, which can be recognized by the official administration.

Assessment: tests.



How digital competence is developed and assessed: Portugal

Development: The development of digital skills is not compulsory, but most teachers develop digital resources to apply in their teaching activities. There is a growing demand from teacher training at this level..

Certain MOOCs or online courses compulsory

Assessment: Submission of diplomas of certified courses that are provided by training centres.



How digital competence is developed and assessed: Estonia

*Development: By webinars, MOOCs and online courses.
Some courses are face to face.*

Assessment: Test and portfolio



How digital competence is developed and assessed: Slovenia



*Development: The way to e-competency is available for teachers and described here:
http://portal.sio.si/fileadmin/dokumenti/bilteni/E-solstvo_BILTEN_ANG_2012_screen.pdf*

We have six key e-competencies. C1 Knowledge and awareness of ICT, critical use C2 Communication and on-line collaboration C3 Search, select, process, and evaluate data, information and concepts C4 Safe use of the web, ethical and legal use of information C5 Design, produce, publish, adapt materials C6 Plan, perform, evaluate learning and teaching by using ICT

Questions for discussion

1. Which countries offer a transferable model for elements of MENTEP accreditation (e.g. online courses, monitoring, evidence, validation, credits)?
2. What factors identified in the survey are likely to encourage/inhibit adoption of MENTEP-type certification (badges, credits...)?
3. Which form of accreditation seen in the survey responses is the most promising for MENTEP – a simple certificate, badges, or something more ambitious?



Co-funded by the
Erasmus+ Programme
of the European Union



Next steps

1. Open up to other countries
2. Correct / add information from MENTEP partners
3. Follow up interviews to explore digital competence CPD and certification
 - e.g. those with online assessment, portfolios, validation by peers
4. Publish the results in D6.1, *Conditions and characteristics for a successful EU certification instrument*, May 2016

