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PROFESSIONAL DEVELOPMENT OF TEACHERS IN FORMAL AND NON-FORMAL EDUCATION: UKRAINIAN AND FOREIGN CONTEXTS

ABSTRACT

The article summarizes Ukrainian and foreign experience in delivering teacher professional development in formal and non-formal education. It shows that Ukraine has taken certain effective measures to improve the system of continuing teacher education (legally regulating professional development in both formal and non-formal education; expanding opportunities for continuing professional development in distance learning; providing material encouragement to teachers based on the results of certification, internships, advanced training, project activities; focusing on the effective development of teacher professional competencies (digital, ICT, innovation); elaborating teacher professional standards). A detailed analysis of the relevant foreign experience has allowed the authors to select valuable educational practices and determine the prospects for improving the system of teacher professional development. These are the following: introducing a gradual trajectory of teacher professional development which contributes to an increase in wages and promotes various social benefits; providing state grants; considering the regional context (including the needs of individual schools); creating appropriate research sites at schools; motivating novice teachers to participate in project activities; organizing effective training of mentors who provide support to students during teacher placement, as well as novice teachers at universities and practical training facilities; developing diversified (in terms of duration and forms) programmes on professional development; providing financial incentives under the results of advanced training, internships; organizing compulsory certification to confirm the teacher's license; promoting partnership between teacher associations and different organizations, such as the Regional Commonwealth of



Schools and Universities and committees for teacher professional development in the regions; enhancing non-formal learning in distance and full-time formats; creating virtual platforms, centres of methodical support in individual fields (language, mathematics, natural sciences) in cooperation with research institutions and universities.

Keywords: *continuing teacher education, teacher professional development, formal education, non-formal education, foreign experience, Ukraine.*

АНОТАЦІЯ

У статті узагальнено український і зарубіжний досвід професійного розвитку вчителів в умовах формальної і неформальної освіти. З'ясовано, що нині в Україні у сфері неперервного професійного розвитку вчителя спостерігаються тенденції законодавчо-нормативного врегулювання процесу підвищення кваліфікації в умовах як формального, так і неформального навчання, розширення спектру можливостей для неперервного професійного удосконалення в дистанційному форматі; матеріальне заохочення вчителів за результатами проходження сертифікації, стажування, підвищення кваліфікації, участі у проєктній діяльності; спрямованість на регулярний розвиток професійних компетентностей учителів, зокрема цифрової, інформаційно-комунікативної, інноваційної; розроблення професійних стандартів учителів тощо. Узагальнення зарубіжного досвіду формального і неформального навчання педагогів уможливило виокремити цінні освітні практики, а також визначити перспективи удосконалення професійного розвитку педагогів-практиків: ступенева траєкторія професійного розвитку вчителя, що сприяє збільшенню заробітної плати та поширенню різних соціальних пільг; грантова підтримка держави; урахування регіонального контексту під час підвищення кваліфікації (зокрема, потреб окремих шкіл); створення відповідних дослідних майданчиків на базі шкіл; заохочення молодих педагогів до участі у проєктній діяльності; підготовка учителів-наставників, що забезпечують педагогічний супровід студентів під час практики, а також молодих учителів в університетах, у центрах шкільної практичної підготовки вчителів; створення диверсифікованих програм професійного розвитку, різних за тривалістю, формою навчання; фінансове заохочення за результатами підвищення кваліфікації, стажування; обов'язкова сертифікація для підтвердження учительської ліцензії; заснування і партнерська взаємодія у межах діяльності асоціацій учителів, а також організації типу Регіональної співдружності шкіл і університетів, комітетів професійного розвитку педагогів у регіонах; активізація неформального навчання у дистанційному й очному форматі; створення віртуальних платформ, центрів методичного супроводу за окремими дисциплінами (мовні, математичні, природничі тощо) у взаємодії з науковими інституціями та університетами тощо.

Ключові слова: *неперервна педагогічна освіта, професійний розвиток учителя, формальна освіта, неформальна освіта, зарубіжний досвід, Україна.*

INTRODUCTION

One of the leading trends in teacher education is innovative changes in continuing professional development of practising teachers. Today, they should strive for self-development in formal, non-formal and informal education, self-fulfilment and continuing professional development to be able to overcome the contradiction between current



requirements for teachers as the competitive actors in the educational process and insufficient levels of their professional competence.

Continuing professional development is the latest trend. It is associated with constant changes in education, such as enhancing teaching via innovations, focusing on self-development in the professional environment by realizing the potential of formal and non-formal education. Therefore, it is crucial to study how formal and informal learning of practising teachers is organized in Ukraine and abroad. It will allow one to improve the Ukrainian system of advanced training and teacher professional development based on the best foreign practices.

According to Art. 59 of the Law of Ukraine “On Education” (Pro osvitu, 2017), professional development of teaching research staff involves continuous self-education, participation in advanced training programmes and any other related types and forms. Advanced training includes various types (internships, certification programmes, seminars, workshops, webinars) and forms (institutional, dual, in-service). In Ukraine, formal and non-formal education is regulated by law with the aim of teachers’ continuing professional development. At the same time, it is advisable to focus on innovations and traditions established in educational practices abroad. A detailed study of effective foreign experience will promote the establishment of partnership in continuing teacher education, expand opportunities for professional development via various providers and accelerate the elaboration of a strategy for continuing teacher development at the state and regional levels.

THE AIM OF THE STUDY

The article aims to summarize Ukrainian and foreign experience in delivering teacher professional development in formal and non-formal education.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of formal and non-formal learning of practising teachers has been covered in many aspects. They are as follows: conceptual principles of continuing professional development in teacher education (S. Honcharenko, V. Kremen, V. Luhovyi, L. Lukianova, N. Nychkalo et al.); foreign practices of teacher training (N. Avsheniuk, L. Diachenko, O. Ohienko, N. Paziura, N. Postryhach et al.); the potential of formal and non-formal education in teacher professional development (O. Anishchenko, O. Dubaseniuk, L. Khomych, O. Kucheriavyi, O. Semenoh, T. Sorochan, H. Sotska, V. Sydorenko et al.). However, it is crucial to summarize the foreign experience in delivering professional teacher development via formal and non-formal education to select the best educational practices in this area for Ukraine.

In this regard, research methods include *a theoretical analysis* (to specify such concepts as “teacher professional development”, “formal education”, “non-formal education”), *surveying* (to prove teachers’ focus on continuing professional development in formal and non-formal education), *a comparative analysis* (to study how Ukraine and other countries organize formal and informal learning of teachers in terms of professional development), *a prognostic method* (to determine the prospects for improving formal and non-formal education of practising teachers).

RESULTS

A review of relevant literary sources has made it possible to specify the concept of *teacher professional development* as continuous improvement of professional qualities, professional competencies in formal, non-formal and informal education. It involves acquiring theoretical knowledge and practical experience, learning to use the latest technologies and methods of pedagogical influence on pupils, students and adult learners.



At the legislative level, teacher professional development is regulated under the provisions of the Laws of Ukraine “On Education” (Pro osvitu, 2017), “On Higher Education” (Pro vyshchu osvitu, 2014), “On Centres for Professional Development of Teachers” (*Pro Tsentry profesiinoho rozvytku pedahoha*, 2020).

To begin with, it is essential to define such terms as “formal education”, “non-formal education” and “informal education”. It will allow one to consider the most effective practices of teacher professional development more holistically. According to the International Standard Classification of Education (1997), *formal education* is provided by schools, colleges, universities and other official educational institutions. Together, they traditionally form the hierarchy of daytime education for children and youth, starting from the age of 5 to 7 and lasting until the age of 20 to 25. In some countries, this “hierarchy” involves programmes that combine part-time employment with some participation in the regular school or university system (International Standard Classification of Education, 1997, p. 41). *Non-formal education* implies any organized and continuous educational activity that does not fit into the above-mentioned definition of formal education. Being accessible to people of all ages, this type of education can be provided inside and outside educational institutions. It encompasses adult literacy programmes, basic education for out- of-school children, as well as life skills, work skills and general culture programmes. Non- formal education programmes do not necessarily follow a certain hierarchy and vary in duration (International Standard Classification of Education, 1997, p. 41). The OECD Glossary defines informal education as unorganized. Informal learning can be intentional (attendance at individual lectures or reading books, journals) and incidental (Education at a Glance 2009, 2009). As noted by Luhovyi, & Nychkalo (2010), informal education is daily extracurricular education, rather than its individual type. Under certain conditions, however, intentional informal education can be considered as self-education, given that intentionality requires certain personal focus and appropriate organization (Luhovyi, & Nychkalo, 2010). Generally, a generic feature of informal education is its situationality, spontaneity, largely unsystematicity (Luhovyi, & Nychkalo, 2010).

In Ukraine, formal learning of practising teachers involves institutionalized forms of advanced training, internships at the institutes of graduate teacher education. In 2020, the network of graduate teacher education consisted of the following institutions: State Institution of Higher Education “The University of Educational Management” of the National Academy of Educational Sciences of Ukraine, 24 institutes of graduate teacher education (continuing education academies) of communal ownership, as well as structural units of graduate education in higher education institutions. Importantly, graduate teacher education aims to meet the individual needs of teachers for personal and professional growth, fulfil the social order for highly qualified specialists who perform professional functions competently and responsibly, apply innovative technologies and promote further socio-economic development of society. The current trends of graduate pedagogical education are as follows: ensuring continuing and systematic development of teacher professional competence; providing access to education; promoting innovation and flexibility; focusing education and its individual components on creativity; employing a competency-based approach to self-development and self-fulfilment; nurturing innovative thinking; implementing lifelong learning. The Law of Ukraine “On Education” (Pro osvitu, 2017) stipulates for increasing and expanding teachers’ opportunities in terms of improving pedagogical skills and engaging in continuing professional development. The Decree of the Cabinet of Ministers of Ukraine No 800 as of August 21, 2019, approved the procedure for



professional development of teaching and research staff. The latter defines the types, forms, scope (duration), frequency and conditions of professional development of teaching and research staff from educational institutions of all forms of ownership and spheres of activity, including the payment mechanism, conditions and procedure for recognizing the results of professional development. The main types of advanced training are advanced training programmes; internships; participation in seminars, workshops, webinars (Deiaki pytannia pidvyshchennia kvalifikatsii pedahohichnykh i naukovopedahohichnykh pratsivnykiv, 2019).

The priority tasks of advanced training are as follows: to develop professional competencies (subject-specific knowledge, professional methods, technologies); to consolidate the knowledge about developmental psychology and andragogy; to create a safe and inclusive educational environment; to apply information and communication and digital technologies in the educational process, including e-learning, information and cyber security; to improve public speaking skills; to enhance subject-specific professional competencies (Deiaki pytannia pidvyshchennia kvalifikatsii pedahohichnykh i naukovopedahohichnykh pratsivnykiv, 2019).

The Decree of the Cabinet of Ministers of Ukraine No 800 as of August 21, 2019 “The Procedure for Professional Development of Teaching and Research Staff (with changes adopted under the Decree of the Cabinet of Ministers No 1133 as of December 27, 2019) has created preconditions for diversifying the market of educational services in the system of graduate education and eliminating contradictions between formal (aimed at fulfilling social, regional, sectoral order, financed from the relevant budget levels) and non-formal graduate education (more flexible, dynamic and differentiated) (Nychkalo, Lukianova, & Khomych, 2021).

As shown by Fig. 1, advanced training courses mostly cover such aspects as subject-specific knowledge, pedagogical skills and assessment of educational attainment (Instytut osvnoi analityky, 2020).

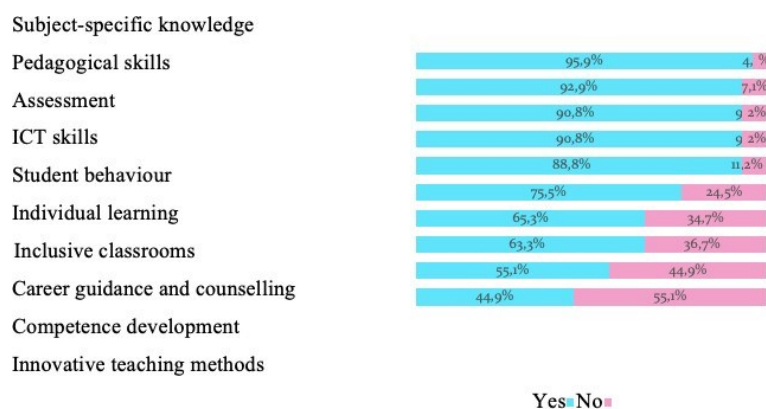


Fig. 1. Distribution of teachers by areas of advanced training courses

As noted by the respondents (teachers), classes aimed at developing ICT skills turned out to be the most useful. More than 40 % of teachers are most satisfied with the knowledge on how to develop students' competencies and use innovative teaching methods



(Diyalnist uchyteliv zahalnoosvitnikh navchalnykh zakladiv, 2017)). It is logical to conclude that there are some contradictions between topics of advanced training courses and those within the subject-specific framework in the educational institution. Therefore, it is crucial to update teaching technologies and methods following the reforms in educational practice.

The essential problems of formal learning in graduate teacher education are the following: establishing virtual laboratories and libraries; creating digital virtual resources of professional development at the regional level; introducing innovative forms and methods of teaching; using interactive technologies; providing wider options for teacher professional development in rural areas.

Recently, Ukraine has been promoting non-formal education of practising teachers and developing mechanisms of recognizing its results. In turn, it may lead to pragmatic results from participation in non-formal activities. In the context of distance and blended learning as recent educational trends, teachers can acquire professional skills and competencies through the digital environment and network technologies. The most common forms and methods of non-formal learning are as follows: educational tourism, internships, specialized conferences, seminars, presentations, training courses, studies, workshops, creative workshops, round-table discussions, video lectures, professional networks/associations; creation and use of online libraries, Internet services and digital resources; organization of joint activities; sections and clubs; volunteering; cultural initiatives, theatres, amateur art groups; street-based universities, dialogue groups, public discourses; participation in social movements and organizations; Sunday schools; distance learning, online learning, career change courses, field trips; motivational programmes aimed at socio-personal development (e.g., courses on personal development, public speaking, effective communication, yoga, relationships). The above-mentioned forms of non-formal education are reinforced with dialogical methods: discussions (free, panel, structured), debates, case studies; modelling of problematic situations; portfolios; readings; games (business, role-playing, educational, close-to-practice, research-based, project-based), consultations; simulation of professional / socio-cultural processes and phenomena; innovative educational technologies (open-space, world-cafe, peer-education).

Quite noteworthy are the 2018–2020 results of experimental work by research fellows from Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine on *adult learning technologies in formal and non-formal education*. They conducted a survey of 185 teachers engaged in continuing professional development in formal and non-formal education at three levels (imitative-generative, interpretive, innovative-interactive). The survey revealed the following motives, needs and values of teachers: awareness of the need for continuing professional development in accordance with educational needs (25 % – imitative-generative, 53 % – interpretive, 12 % – innovative-interactive); the need to use innovative technologies, forms and methods (16% / 61 %/23 %); motivation to create author's technologies and innovate (17 %/52 %/31 %); the need to combine formal, non-formal and informal education for professional and personal development (14 %/41 %/45 %). Below are the organizational forms of non-formal education familiar to the respondents: training sessions, problem-based seminars, conferences, webinars, video lectures (29 %/45 %/26 %); interactive and innovative forms, methods and technologies of formal education, such as brainstorming, role-playing games, quests, analyzing problematic situations, case technologies (41 %/25 %/34 %); the introduction and adjustment of innovative experience and technologies used abroad to the



educational process in Ukraine and the development of author's programmes as the important ways of improving professional competence (42 %/33 %/25 %); the creation of favourable conditions for experience exchange, the acquaintance with pedagogical findings of teachers (pedagogical workshops), the development of effective technologies, the introduction of effective training programmes, the organization of author's seminars (27 %/ 31 %/42 %).

As can be shown from the obtained results, the majority of respondents are at the imitative-generative level. Nevertheless, most of them strive for self-improvement, self-development and innovation in formal and non-formal education. Besides, they aim to consolidate their knowledge of relevant foreign and national education practices and show a high level of reflection (Vovk, Sultanova, Filipchuk, Solomakha, & Hrishchenko, 2020, pp. 44–53).

Thus, it is crucial to apply the most effective **foreign** educational practices to improve formal and non-formal education of practising teachers in Ukraine. Leading comparativists indicate a tendency towards diversifying the types of providers of educational services and training programmes in the context of continuing teacher education. The following are the institutions that officially provide formal learning services: institutes for adult learning (Hungary, the Czech Republic); professional teacher associations (Spain, Italy); professional development schools (the USA); teachers associations, independent advisory groups (the UK); universities, teacher institutes (France, Germany); advanced training centres, teacher associations (the UK, Ireland, Poland, Hungary, Italy, Spain); regional centres for teacher training, training centres (Austria, Spain, Ireland, the UK, Hungary, Germany, Finland); secondary schools (Germany, Finland); teacher training centres at universities (Germany, the USA). At the same time, one can observe how various forms of non-formal education are promoted to expand options for professional development: training sessions (Austria); training workshops (Poland); study tours across the home country (Germany); participation in international educational programmes and projects (Slovenia, Hungary); training courses and programmes on pedagogy (Spain); teacher exchange between schools, as well as international exchange (the UK) (Diachenko, Marusynets, Paziura, Postryhach, & Pylynskyi, 2016, pp. 242–244).

In **the UK**, there is a five-level programme of advanced training corresponding to teacher's qualification levels (a newly appointed teacher – a young teacher – a specialist teacher – an experienced teacher – a master teacher). A type of advanced training programme depends on the approved professional development plan accorded with the state's educational priorities within teacher professional competence. The characteristic features of advanced teacher training in the UK are as follows: the centralized management of teacher training; the diversification of advanced training providers (universities; schools; local education authorities; professional teacher associations; private companies; teacher training centres); the integration of in-school and out-of-school models of advanced teacher training based on continuous search activities of school teams, as well as long-term cooperation with university teachers regularly; the focus of advanced teacher training programmes on meeting schools' needs; the promotion of subject-specific professional development in which teachers can choose an area of interest and obtain the full package of services, including in the format of distance and open learning (Avsheniuk et al., 2018, pp. 17–18, 20).

In **Poland**, the five-level model of continuing teacher education was implemented under the Teacher's Charter, a legal document that defines the rights and duties of school



teachers, in the early 1990s. Certain teacher's qualifications (a trainee teacher, a contract teacher, an appointed teacher, a graduate teacher, an honorary professor of education) were introduced. To some extent, it strengthened the teacher's status, social role and authority in Polish society. This five-step "path" of teacher professional development stabilizes the teacher's financial situation through an increase in wages and the delivery of various social benefits. Consequently, this motivated teachers towards professional development and enhanced their innovative research-methodical activities (Vozniuk, 2012).

Concerning formal and non-formal learning of teachers in **Denmark**, the following characteristics are the most valuable for Ukraine: the continuity of each teacher's individual educational trajectory; the accordance of education content with education reforms, requirements of central governing bodies or individual schools, as well as with specific individual needs of teachers; professional development providers are Danish School of Education, the Ministry of Education, pedagogical colleges, higher education centres and teacher associations; grant support by areas from the state (professional skills; new national educational programmes and relevant assessment; the use of information technologies; national professional qualifications; inclusive education); taking into account the regional context during professional development (including the needs of individual schools) (Avsheniuk et al., 2018, pp. 24–25).

In **Germany**, effective practices of formal learning in terms of professional development are the following: taking into account the regional context; two types of advanced training and professional development centres for secondary school teachers (*teacher training centres* as a structural unit of the university that ensures the interaction between higher education institutions and schools, initiates and coordinates interdisciplinary research projects in teacher training; relevant research sites in schools; advanced training of comprehensive school teachers; practical training of teacher mentors); *centres for teachers' school practical training* as the institutions subordinated to the Land Ministry of Education that provide pedagogical support to interns and trainees; analyzing lessons during internships; providing consultations and individual support on teacher professional development (Avsheniuk et al., 2018, pp. 45–58).

The USA is famous for its achievements in formal teacher education. They are as follows: the diversity of higher education institutions; different duration of advanced training programmes under full-time and distance learning; the implementation of programmes in educational institutions; teacher associations aimed at enhancing education quality and improving educational attainment, promoting teacher professional development, providing teachers with opportunities for free publications, subscriptions to newsletters and professional publications; introducing grant programmes from the government, in particular through New Leaders for New Schools (an organization which implements a policy of effective leadership across the country); financial incentives based on learning outcomes; compulsory certification to confirm the teacher's license, which requires continuing professional development (Kovalchuk, 2016).

Quite representative is **the Canadian** experience of formal and non-formal learning in terms of teacher professional development. Canada's success in enhancing continuing teacher education lies in improving teachers' skills and holding various events aimed at professional growth (Avsheniuk et al., 2018, pp. 32–33). Below are the characteristic features of the Canadian system of continuing professional development for teachers: the lack of general requirements for professional development programmes for teachers in all provinces; the right of school boards to initiate short-term courses; the



activities of the Regional Community of Provincial Schools and Universities Leaders; subsidies from school leaders on teacher professional development; the activities of Canadian Teachers' Federation aimed at providing conditions for professional and personal development; promoting non-formal learning with the participation of teachers' federations (workshops, short-term courses, summer institutes, professional conferences); developing digital competencies via distance learning and innovation centres in individual provinces; the activities of the Virtual Learning Centre for all teachers; maintaining partnerships with colleagues from different schools and provinces (e.g., Manitoba government has introduced the Strategic Technology-Assisted Professional Learning Environment (STAPLE) to expand the range of teacher professional development and incorporate information technologies in professional development programmes. Mukan (2019) also claims that Canadian authorities pay considerable attention to the national policy aimed at supporting continuing professional development of teachers. In the country, there are universities offering bachelor's, master's, doctoral and teacher certification programmes; ministries / departments of education updating curricula and regulating the national education policy; school boards (official employers of teachers) implementing programmes on compulsory and voluntary professional development; regional teaching centres analyzing the current state of the teaching profession, determining its pros and cons; volunteer subject-specific teacher associations offering various forms of professional development (seminars, pedagogical workshops, newsletters, websites); teacher unions and private providers of professional development services that organize advanced training in schools (learning environment management, education strategies and technologies); distance learning (Télé- université) which operates in Quebec; forms of professional development for teachers with special goals (The Yukon Native Language Centre), centres for teaching and learning in the North-West territories (Mukan, 2019).

CONCLUSIONS

Therefore, Ukraine has taken certain effective measures to improve the system of teachers' continuing professional development (legally regulating professional development in both formal and non-formal education; expanding options for continuing professional development in distance learning; providing material encouragement to teachers based on the results of certification, internships, advanced training, project activities; focusing on the effective development of teacher professional competencies (digital, ICT, innovation, communication); elaborating teacher professional standards). A detailed analysis of the relevant foreign experience has allowed the authors of the article to select valuable educational practices and determine the prospects for improving the system of teacher professional development. These are the following: introducing a gradual trajectory of teacher professional development which contributes to an increase in wages and promotes various social benefits; providing state grants; taking into account the regional context (including the needs of individual schools); creating appropriate research sites in schools; motivating novice teachers to participate in project activities; organizing effective training of mentors who provide support to students during teacher placement, as well as novice teachers at universities and practical training facilities; developing diversified (in terms of duration and forms) programmes on professional development; providing financial incentives under the results of advanced training and internships; organizing compulsory certification to confirm the teacher's license; promoting partnerships between teacher associations and different organizations, such as the Regional Community of Schools and Universities and committees for teacher professional development in the regions; enhancing



non-formal learning in distance and full-time formats; creating virtual platforms, centres of methodical support in individual fields (language, mathematics, natural sciences) in cooperation with research institutions and universities.

Further research should aim to study options for teacher professional development in the context of distance learning, associated with the promotion of non-formal education in terms of professional development and the recognition of its results in the system of continuing education.

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