

COMPARATIVE ENQUIRY OF AUSTRALIAN AND UKRAINIAN PROFESSIONAL STANDARDS FOR TEACHERS

ПОРІВНЯЛЬНИЙ АНАЛІЗ АВСТРАЛІЙСЬКИХ ТА УКРАЇНСЬКИХ ПРОФЕСІЙНИХ СТАНДАРТІВ ДЛЯ ВЧИТЕЛІВ

The article compares Australian and Ukrainian professional standards for teachers. It has been found that Australia has a unified state standard for the training of teachers of all specialties, while in Ukraine standards have been developed for each specialty separately. It is noted that the descriptors of competences according to Australian standards are professional knowledge, practice and engagement, and according to Ukrainian ones these are knowledge, skills, communication, autonomy and responsibility. The adjoining competences of teachers according to both standards have been determined (educational and methodical, diagnostic and prognostic, health-saving, communicative, ethical, intercultural, self-education, inclusive, and media education). The content of each of the competences, established by the standards, has been revealed.

Key words: *Ukrainian professional standards for teachers, Australian professional standards for teachers, professional teacher training, teacher education in Australia, teacher's competences.*

У статті здійснено порівняння професійних стандартів кваліфікації вчителів України та Австралії. З'ясовано, що в Австралії функціонує єдиний державний стандарт підготовки вчителів усіх спеціальностей, тоді як в Україні розроблено стандарти для кожної спеціальності окремо. Зазначено, що дескрипторами компетентностей згідно з австралійськими стандартами є професійні знання, уміння й співпраця, а відповідно до українських стандартів – знання, уміння, комунікація, автономія та відповідальність. Визначено суміжні компетентності вчителів за обома стандартами (освітньо-методичну, діагностико-прогностичну, здоров'язбережувальну, комунікативну, етичну, міжкультурну, самоосвітню, інклю-

зивну, медіаосвітню). Розкрито зміст кожної з компетентностей, встановлених стандартами.

Ключові слова: українські професійні стандарти кваліфікації вчителів, австралійські професійні стандарти кваліфікації вчителів, професійна підготовка вчителів, педагогічна освіта Австралії, компетентності вчителів.

В статті проведено сравнение профессиональных стандартов квалификации учителей Украины и Австралии. Установлено, что в Австралии функционирует единый государственный стандарт подготовки учителей всех специальностей, в то время как в Украине разработаны стандарты для каждой специальности отдельно. Отмечено, что дескрипторами компетенций согласно австралийским стандартам являются профессиональные знания, умения и сотрудничество, а согласно украинским стандартам – знания, умения, коммуникация, автономия и ответственность. Определены смежные компетентности учителей по обоим стандартам (образовательно-методическая, диагностико-прогностическая, здоровьесберегающая, коммуникативная, этическая, межкультурная, самообразовательная, инклюзивная, медиаобразовательная). Раскрыто содержание каждой из компетенций, установленных стандартами.

Ключевые слова: украинские профессиональные стандарты квалификации учителей, австралийские профессиональные стандарты квалификации учителей, профессиональная подготовка учителей, педагогическое образование в Австралии, компетентности учителей.

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The rationale. In the circumstances of globalization and subsequent teaching staff mobility, it has become critical for teachers to comply with international professional standards. In 2017 the Ministry of Education in Ukraine in conjunction with the universities of teacher education adopted professional standards for teachers, having taken into account guidelines of the European Council [2; 4; 5]. It has to be noted that it was mostly down to the university boards to develop the standards and therefore so far there are no unified national professional standards for teachers, but rather specified by universities benchmarks that graduates have to comply with depending on their field of study.

Nowadays globalization requires acknowledgement of educational theory and practice of the most developed countries of the wider world, such as the

USA, Japan, China, Australia, Singapore, New Zealand etc. Considering Australia's rapid and drastic economic growth, leading position on the international market of education services, intensification of collaboration between Ukraine and Australia, its system of teacher training deserves the closest attention.

The analysis of recent publications. Over the past few years, educators have focused on the issues of reforms in Australian school education (A. Volkov), teaching gifted children in Australia (A. Pereverzev), multicultural education in Australia (I. Balytska), trends in the reforms of higher education in Australia (S. Koreshkova), the methodology of teaching English in schools in Australia (V. Harov), education of indigenous population of Australia (I. Majorov), multicultural education of Australian teachers (L. Holub) etc. So far there have been no publications devoted

to the juxtaposition of Ukrainian and Australian professional standards for teachers.

The article aims to compare Ukrainian professional standards for teachers with Australian ones with the purpose of their creative implementation into the national practice.

The delivery of the main data. Australian standards are not differentiated by specialties and are grouped into three domains of teaching: professional knowledge, professional practice and professional engagement and comprise seven standards which outline what teachers should know and be able to do [1]. Each domain includes certain standards:

- a) professional knowledge: 1) know students and how they learn; 2) know the content and how to teach it;
- b) professional practice: 3) plan for and implement effective teaching and learning; 4) create and maintain supportive and safe learning environments; 5) assess, provide feedback and report on student learning;
- c) professional engagement: 6) engage in professional learning; 7) engage professionally with colleagues, parents/careers and the community.

For the purpose of the comparative analysis the Professional Standards for Teachers developed by V. Hrunieva, T. Tanko, and K. Yurieva would be considered [3]. In compliance with the European standards, all Ukrainian standards regardless of the specialization contain four descriptors: “knowledge”, “skills”, “communication” and “autonomy and responsibility”, according to which competences are described. The descriptor “autonomy and responsibility” is a distinguishing feature of Ukrainian standards, that implies the capability to hold responsibility for the outcomes of the professional activity, actions and behavior in everyday life, the role model in a society.

Competences in the Ukrainian standards are separated into three big groups: field, general and integral. The cluster of field competences encompasses the following ones: the ability to teach; the ability to ensure inclusive education; the ability to ensure well-being of children; the ability to diagnose and foresee; the ability to communicate efficiently; ethical and intercultural competences; the ability to self-reflect and self-develop; the ability to be creative; the ability to use ICT safely, responsibly and ethically.

The ability to teach in the Ukrainian standards essentially corresponds to Australian focus areas 1.1, 1.2, 1.3, 1.5, namely the ability to teach and bring up children with consideration of their physiological, psychological and social peculiarities of development at various age stages; to know and demonstrate the foundations of individualization and differentiation, child-centered, learner-centered, communicative and intercultural approaches to teaching. In addition, this competence overlaps with Australian ones – 2.1, 2.2, 3.2, 3.3 and 3.4, that obliges teachers to know, understand and use a wide range of teaching methods,

tools and resources; be capable of planning sequences of lessons in accordance with principles of challenged learning and scaffolding. However, it misses the provision of the Australian Standards that a teacher must know the subject he or she teaches. In the scope of this competence the descriptor “autonomy and responsibility” attributes to teachers the responsibility for development, education and bringing up of children.

The ability to ensure inclusive education is closely connected to the ability to teach, as in both standards, they belong to one group and essentially are the same. According to the Australian Standards, teachers must demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability, and the Ukrainian Standards read “to know and use strategies to teach children who are intellectually and mentally retarded, with speech, visual, hearing and movement impairment, autism spectrum disorder and behavior disorders”.

The nature and scope of the following Ukrainian competences correspond to the Australian focus areas:

- the ability to diagnose and foresee – 3.6, 5.1, 5.2, 5.3, 5.4, 5;
- ethical competence – 7.1;
- the ability to ensure well-being of children – 4.4;
- the ability to use ICT safely, responsibly and ethically – 4.5;
- intercultural competence – 2.4;
- the ability to communicate efficiently – 3.5, 2.5.

An accomplished teacher in respect of the ethical competence ought to see and respect the individuality of every child, know and adhere to the Convention on the Rights of the Child (1989), eliminate inequality or bullying among children, educate and manage challenging behavior based on humanistic principles, cultivate respectful and ethical attitude to peers, teaching staff, the young, the old, the weak and the environment.

As far as the ability to ensure well-being of learners is concerned in order to be qualified to promote a healthy life style, first of all teachers themselves have to be a role model in this respect, namely to do sports, keep fit, be a non-smoker, follow a healthy nutritious diet, be cheerful and motivating. The second point to mention is the collaboration with parents of caregivers concerning health and welfare of children, i. e. to alert parents to kids complaints or conditions, advise on check-ups, encourage parents to take their children to sport clubs. Besides, it is critical for teachers to explain to children the basic rules of safe behavior in different environments (school, playground, home, street, beach, forest etc.) and therefore be liable for the well-being of children during school hours, excursions, trips and other extra-curricular activities.

The intercultural competence is construed as the ability to work in a multicultural environment, to involve parents who represent different cultures into the process of intercultural education of children, to support diverse needs of learners from other cultural backgrounds, to be independent and unbiased while shaping own values and convictions. Moreover, the knowledge and respect of ethnic, language, cultural, religion peculiarities and values of the population of the motherland and a native city and the capacity to communicate these ideas and attitudes to learners during curricular and extra-curricular activities is quintessential. This could be achieved, for instance, via introduction of literature, art, craft, music, cuisine, language, dance, sport etc. of other cultures to national classrooms.

The content of the ability to communicate efficiently in the Ukrainian Standards is slightly extended in comparison with the Australian Standards. Firstly, Ukrainian educators emphasized the teachers' compulsory ability to use foreign languages in professional communication, whereas Australian Standards do not require teachers to master European or Asia Pacific region languages. Secondly, a teacher must demonstrate broad knowledge of the modern Ukrainian language, classical and modern Ukrainian and foreign literature as the language benchmark and associate oneself as a bearer of linguistic culture. In this respect, Australian educators mentioned in the Standards (2.5) that teachers must "know and understand literacy and numeracy teaching strategies and their application in teaching areas". Besides, two standards diverge on the issue of behavior management, since there is a separate point – 4.3 – in the Australian Standards, underlining that teachers have to demonstrate knowledge of practical approaches to management of challenging behavior, while the Ukrainian educators chose not to prescribe explicitly the aforementioned competence, the only reference to it is found within the function of bringing up.

The ability to self-reflect and self-develop is the final competence of the Ukrainian classifier, set forth in the Australian descriptor as well – 6.1, 6.2, 6.3, 6.4, 7.4, that is the capacity to set goals and formulate tasks of self-education; improve professional knowledge, activity and engagement; seek and maintain professional communication in furtherance of experience exchange, constructive criticism in live professional environment and social nets; use various forms of self-assessment (self-reflection, portfolio etc.); employ ICT for professional and personal development during the whole life. That is achieved when the goals of professional development are defined, scheduled, met on time and subsequently reflected upon in portfolios. Oftentimes teachers at early stages of their careers fail to see how to unleash the professional potential fully enough and which directions of development to follow, therefore the ability

to seek support and assistance from more experienced colleagues has appeared to be a valuable skill of any teacher. Moreover, teachers shouldn't be shy or embarrassed about revealing skills in performing arts, sports etc., and deploy own flairs while teaching.

Much attention has been paid to the role of ICT and the Web in professional growth of teachers. So, educators can upload professional e-portfolio, create or join blogs, chats, groups, pages on current issues of education thereby interacting and exchanging experience with colleagues from all over the world.

The views of Ukrainian and Australian educators on the interaction of teachers and parents/caregivers differ. In the Australian standards, one specific paragraph 7.3 stresses the ability of teachers to co-operate effectively with the parents, without further specification in which areas. On the contrary, in the Ukrainian standards, this ability is detailed in the descriptor "communication" as an integral component of almost all professional competences.

The next two groups of competencies – general and integral – are typical only for European (including Ukrainian) standards. General ones cover civilian and digital competences, the ability to be ready to act in a new situation, flexibility and critical thinking, the ability to work in a team. They coincide with the "indispensable labor market abilities in 2020", identified by the Institute for the Future for the University of the Phoenix Research Institute (the USA), which have been adopted in Australia.

Regarding the civilian competence, it is possible again to draw parallels with the Australian standards, where in paragraph 7.2 it is noted that teachers must understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage. The Ukrainian standard has expanded the content of this competence, by adding the ability to understand what the problems of socio-political life in the country are attributable to, be aware of ways for participation in the activities of political institutions of the state and fulfill their civil duties.

According to the Ukrainian standards, the ability to adapt to a new situation involves the capacity to formulate several options for action in the new situation, to justify the proposed action options, to evaluate the practicality of each variant of actions in the new situation, to analyze and evaluate the resources that may be used for the new tactics of actions and their own capabilities; take responsibility for the implementation of the decisions taken, anticipate the consequences of the options.

The ability to think critically is interpreted as the ability to obtain and analyze and compare information from different sources, evaluate its reliability, recognize others' rights to own opinions, recognize his/her mistakes and change the point of view under the influence of weighty arguments.

The ability to work in a team is awareness of the importance of working in a team as a necessary skill of the twenty-first century, the ability to delegate tasks, taking into account the individual characteristics and capabilities of each member of the team, the ability to understand the feelings, needs and problems of other people and express this understanding, to take into account the feelings of other people, to formulate jointly the rules of team work, to take responsibility for the decisions taken, to counter psychological pressure and bullying.

Ukrainian educators identified integral competence as the ability to solve difficult complex tasks and practical problems in the field of school education by means of applying the modern psychological and pedagogical concepts, technologies and methods of teaching, bringing up, and development of children.

Conclusion and perspectives of further research. This study has shown that the Australian and Ukrainian professional standards for teachers overlap in essence despite some differences. The competitive edge of Australian educational community is that the authorized body to develop the standards, namely Australian Institute for Teaching and School Leadership provided video illustrations of practice of professional competence at four professional career stages: Graduate, Proficient, Highly

Accomplished and Lead within each standard for various subjects that substantially facilitates teaching practice. Such kind of website should be elaborated by Ukrainian educational boards in charge of initial teacher training. The perspective direction of further studies in this field is comparison of Ukrainian standards for teachers with the ones of other prosperous countries of the world.

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