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**FORMS OF TEACHERS` PROMOTION TO PROFESSIONAL
SELF-IMPROVEMENT IN GREAT BRITAIN**

Annotation: In this article attention is paid on necessity in teachers` promotion to professional self-improvement. It deals with the moral, methodological and material incentives to professional self-improvement in Great Britain: teaching award for outstanding new teacher of the year, opportunities for staff development, financial remuneration (a national framework for teachers' pay). The four key elements of teachers` contribution reflected on salary progression are observed.

Keywords: forms of teachers` promotion, professional self-improvement, incentives, Great Britain, award, teachers' pay, continuing professional development.

I. Introduction. The urgency of the problem of encouraging teachers and their organization of professional self-improvement is based on self-education, self-development, reflection through the creation of appropriate external and internal conditions: demands of the society, moral and material stimulation, control over these processes, creation and optimization of conditions for the implementation of this activity. Analysis of studies in comparative education showed that in the early XXI century the system of professional development of teachers in Great Britain continues to actively reform: promoting pedagogical staff to self-improvement remains insufficiently studied, in particular, the question concerning methods, types, models of application of encouraging teachers to self-improvement and creative ways of using this experience in other countries are not fully disclosed. New, professional approaches to the promotion of the teaching career, generalized, in particular, D. Mitchell and F. Ortiz, provide for the transition from a primarily external stimulation of the teacher's activity (financial remuneration, career opportunities) to activate the internal professional motivation, which requires the solution of the question about satisfaction of teachers with their work - its conditions, process and

results [2]. It should be noted that nowadays the question about the forms of teachers' promotion to professional self-improvement rises to the fore.

II. Statement of the goals and methods. The aim of the article is to consider forms of teachers' promotion for professional self-improvement to the possibility of using the British positive experience at schools. The analytical method of scientific research is used, on the basis of which the study of foreign sources, using the analysis, systematization and evaluation of the facts, phenomena and processes is done.

III. Results. In the article we consider necessity of moral, methodological and material forms of teachers' promotion as an important role in the process of professional self-improvement.

Moral promotions in Great Britain are presented by the Teaching Awards which were founded in 1998 by Lord Puttnam of Queensgate and are managed by an independent charity, the Teaching Awards Trust. The trust is funded entirely through sponsorship and grants.

There is evidence that the success of the Awards relies on the generosity of the sponsors which include the Guardian, Becta, Department for Children, Schools and Families, National College for Leadership of School and Children Services, the Royal Air Force, the Training and Development Agency for schools, the national network of Science Learning Centres, the Specialist Schools and Academies Trust.

Let's consider in more detail the activity of the Specialist Schools and Academies Trust (SSAT) and the Training and Development Agency for Schools (TDA).

The Specialist Schools and Academies Trust (SSAT) is an independent, not-for-profit, membership organisation dedicated to raising achievement in secondary education. They have a membership of over 5,700 schools and organisations. The SSAT is a registered charity.

The SSAT works with headteachers, teachers and students to encourage the development and sharing of effective and innovative teaching and learning practice, driving improvement in schools to raise standards and achievement. In

practice, headteachers and teachers design, lead and deliver our programmes and activities as far as possible and headteachers steer our work. Through their networks, eight key areas of work are at the heart of everything we do: Achievement; Community; Continuing professional development; Innovation; Leadership; New technologies; Specialism and 14-19 education.

The SSAT is delighted to sponsor the Teaching Award for Outstanding New Teacher of the Year. It is sponsoring the award to acknowledge how important excellent teachers are in helping every child to succeed. It is a great privilege for the SSAT to work with teachers at all stages of their career, from newly qualified teacher to executive headteacher.

The Training and Development Agency for Schools (TDA) is an executive non-departmental public body of the Department for Children, Schools and Families (DCSF). It also has a close working relationship with the Department for Innovation, Universities and Skills (DIUS). The TDA has a critical role in developing the government's commitment to creating a world class education system in which every school is a good school and every child achieves their potential. Their principal aim is to secure an effective school workforce that improves children's life chances. In order to achieve this, the guiding vision is; developing people, improving young lives. It benefits schools in three key areas: securing the supply of the school workforce, supporting the development of the school workforce and supporting the modernisation of the school workforce.

The TDA is delighted to sponsor the Award for Teaching Assistant of the Year at a time when the number and quality of the wider school workforce is at an all time high. It recognises that well-trained and committed support staff is key to raising standards and giving children a better start in life. It ensures schools are equipped to fill their vacancies with the right people and that there is a continuous flow of fresh talent in schools. The TDA continues to develop innovative ways to bring quality graduates and career changers into schools, particularly to support teaching and learning in mathematics, science and modern languages.

And a recent study found that the Teaching Awards are open to anyone wishing to nominate a head, deputy head, teacher, teaching assistant and governor currently teaching in England, Northern Ireland or Wales; from all schools whether state maintained or independent, excluding employees of the Teaching Awards company Ltd and their families. All schools are eligible to be nominated for the Award for Sustainable Schools. Anyone can make a nomination and there is no limit to the number of nominations an individual can submit.

Details of anyone making a nomination (the nominator) are sent to the Headteacher / Deputy Head. The Teaching Awards will not pass on details of the nominator to anyone making a general enquiry. Any enquiries of this nature will be directed to the Headteacher / Deputy Head at the school at whose discretion this information is disclosed.

Hereinafter the term «nominee» refers to a head, deputy head, teacher, teaching assistant, governor or school nominated for a Teaching Award.

Primary includes Foundation level / Early Years practitioners working with pupils in the 3-11 age range. This covers teachers in all schools teaching up to key stage 1 and key stage 2, including qualified teachers of nursery aged pupils in primary schools, teachers in maintained and independent nursery schools and teachers in independent schools with nursery provision. It also includes teachers in middle schools deemed primary.

Secondary includes practitioners working in all types of secondary schools with pupils in the age range 11-18 yrs old. This covers teachers in all schools with pupils above the age of eleven, and also includes teachers in middle schools deemed secondary.

Where a nominee teaches both primary-age and secondary-age pupils, as defined above, the nomination should be made in the sector in which the majority of teaching time is spent.

A nominated teacher must have qualified teacher status. All full time, part time and peripatetic teachers and teaching assistants from every subject and activity area are eligible for nomination, including teaching and non-teaching heads.

A nominee who has retired or will retire prior to the end of March of the Awards year cannot be nominated for an Award. The Teaching Awards Trust cannot accept posthumous nominations or nominations for retired practitioners. A nominee cannot nominate themselves for an Award. Previous Teaching Award winners are not eligible for re-nomination.

The Teaching Award has the right to withdraw a nomination if it becomes clear that the nominated head, deputy or teacher does not have qualified teacher status, the nomination is not endorsed by a member of the senior management team at the nominee's school or evidence supporting the nomination is found to be false or written by the nominee. The Teaching Awards shall be permitted to exclude any nominee at any time at its sole discretion.

Individuals may make as many nominations as they wish provided each entry is submitted online. However, schools can only endorse a maximum of one nomination per category each year, even if more members of staff have been nominated. Additionally a nominee may only be endorsed in a single category in any one awards year.

All endorsed nominations must be received by 5.00 pm on 08 March of the Awards year. Nominations received after the closing date will not be accepted, nor will any that are incomplete on this date. Nominations are accepted only via the Teaching Awards website www.teachingawards.com. Any nominations emailed, posted or faxed will not be accepted. The Teaching Awards accepts no responsibility for failure to submit nominations by the stated deadline or for incomplete nominations or those lost due to problems with the internet. Proof of completion is not proof of delivery.

If during the course of the nomination and judging periods the nominee changes school, both the previous and current school may be required to provide evidence concerning the nominee for judging purposes. If during the course of the nomination and judging periods the nominee retires or takes maternity/paternity leave the nominee may be required to return to the school to be observed in the classroom where possible. If during the course of the judging period the nominee is

unable to be judged on the pre-agreed date e.g. due to illness, it may become necessary to discount the nomination. The Teaching Awards will do its best to help reschedule a judging visit within the allocated timescale. If this is not possible, the nomination can be resubmitted for the following Awards year.

The nominee and nominator give all consents necessary for The Teaching Awards to produce publicity material based on the nomination, endorsement and judging report, which may be edited by the Teaching Awards if required, and agree to participate without financial reward in interviews, which may be used by the Trust in any form in the media worldwide.

The Teaching Awards may, at its discretion, change the award category for which any nomination is made. The decision of the judging panels is final in every situation, as is that of the Teaching Awards in all matters affecting the Awards, and no correspondence on this topic will be entered into. Entry to The Teaching Awards is deemed acceptance of these rules and agreement to be bound by them. By agreeing to these Terms and Conditions, you also agree to our general website terms and conditions. The Teaching Awards Trust reserves the right to change these terms and conditions at any time by posting changes online.

So every year, all 29,000 schools across England, Wales and Northern Ireland are invited to nominate their most outstanding school governors, headteachers, teachers and teaching assistants. Anyone, parents, pupils, colleagues, governors, can make a nomination online at www.teachingawards.com. Nominations must then be endorsed by a member of the senior management team to proceed to the next stage. Nominations are assessed by members of a local judging panel against a set of criteria. Each finalist is visited in their school by two or more awards panel members. Finalists who move on to the next stage of the process will receive an invitation to their local awards ceremony and seminar in June. Every Teaching Award winner is then invited to attend a Teaching Awards fellows' weekend, part of which includes the UK ceremony which is televised by the BBC as a showcase of excellence in education. The Teaching Awards presents 7 ceremonies each year in the English regions, Wales and Northern Ireland. Teaching Awards are presented to selected

finalists in front of 200 invited guests at each event. The ceremonies offer a unique opportunity to meet and communicate with teachers, teaching assistants and governors on a very special day dedicated to celebrating the achievements of schools and education professionals. The 7 local awards panels include members of the local education community and each one is chaired by a leading figure in education. The 350 judges work on a voluntary basis and judging is an independent and peer-led process. The majority of the panel members are practising teachers and many are Teaching Award winners.

Lord Puttnam of Queensgate admits that «the truth, as all of us know, is that our future, and that of every child on the planet rests on our ability to invest every scrap of time and resource we have into building the type of educated global society we can all be proud of. As teachers, you make your own contribution to that objective every day of your working lives. As a nation, we should be fantastically proud of you. I know I am»[5].

Methodological promotions are due to the continuing professional development. Every employee in Great Britain has the right to professional development. Schools in Great Britain aim to support all staff and Governors in meeting their individual and corporate needs. This is achieved through a variety of methods giving opportunity to improve existing skills, develop others and extend knowledge thus increasing employee effectiveness as a means of improving schools. Needs will be identified through Performance Management targets, School Development Plan questionnaires and targets, and job profile interviews Continuing Professional Development opportunities may be school based, external courses or INSET Days. All external courses and INSET days are evaluated for effectiveness and value. All teaching staff should record their professional development opportunities in their CPD portfolios for future reference. Continuing Professional Development values the needs of the individual and aims to raise the achievements of the pupils and the effectiveness of the school.

There are many opportunities for staff development in Great Britain: reflection, school self-evaluation, joint planning, professional talk – informal and formal (on-

going), development dialogues, classroom observation, showing assemblies, leading a workshop/in-house INSET, writing policies and schemes of work, classroom action research, mentoring students, staff meetings / INSET, performance management cycle, touring the school, visiting other classrooms, demonstrating/explaining practice and classroom organization, team teaching, shadow or pairing leaders for curriculum subject management, experience of teaching range of pupils and age group, professional challenge, joint work (assemblies, educational visits, concerts and productions, parental meetings), talk about learning and teaching, staff conferences on individual pupils, analysis of pupil data, reviews of teacher assessments, agreement trials, reviews of pupil reports, shadowing pupils, monitoring pupils' work, curriculum reviews, asking for help, admitting to setbacks, external courses [3].

Material promotions are teachers' pay and conditions. In Britain, successive governments have eroded English local authorities' role in providing education. Much money is divided by several funding formulas, and is given to five Education and Library Boards [1, p.8-10].

The National Pay Scale provides a national framework for teachers' pay, but governing bodies are able to exercise some discretion on teachers' progress along it.

In England and Wales, there are six points on the Main pay scale, with different rates for Inner London, Outer London, the Fringe of London and the rest of England and Wales. Each September, provided performance has been deemed to be satisfactory, teachers move one point up on the Main pay scale, until they reach the maximum basic rate of pay. When a teacher reaches the top of the Main pay scale, they may apply to qualify for the Upper pay scale. Applicants are assessed against eight national standards, and if successful are said to have crossed the «threshold».

Progress along the Upper pay scale is not automatic, but is based on performance recommendations made by the head teacher.

Classroom teachers can also supplement their pay by taking on management responsibilities, which may qualify them for one of five management allowances.

Governing bodies have discretion to give recruitment and retention allowances, Special Educational Needs allowances, training and professional development allowances and out-of-school activity allowances, as stated in the school's Pay Policy [4].

The Governing Body of Great Britain ensures that suitable arrangements are in place to assess the total contribution of all support staff and will use this assessment to determine annual pay decisions in accordance with the Scheme. The school also makes appropriate use of any merit award or other reward system, both cash and non-cash to recognise the performance and contribution of support staff in a positive and flexible way. The school ensures that any such decision is in accordance with the schemes' provisions.

Where a member of staff achieves a work-related qualification that entitles him/her to be paid at a higher grade. The school pays them for those duties undertaken at the higher level.

The Governing Body makes appropriate payments to Support Staff undertaking additional hours, for example attending INSET and Out of School Learning Activities in accordance with the relevant scheme of terms and conditions.

The school considers the application of non-cash and other types of benefits to reward staff appropriately for their contributions to the school, as provided by KCC policy and/or national terms and conditions. Generally such awards can be decided by the Headteacher; however decisions involving a significant budget implication should be referred to the Pay Committee. The School ensures that any non-cash awards are properly recorded in line with the requirements of Inland Revenue regulations.

Decisions relating to staff eligible for salary progression under the arrangements for TCP will be made in accordance with the four key elements of total contribution set down by the Kent Scheme of Conditions of Service (tables 1,2).

Table 1

The Four Key Elements of Total Contribution

Assessment Category	Elements
Objectives and Accountabilities	<ul style="list-style-type: none"> • Delivery to Action Plan • Effectiveness in job role

	<ul style="list-style-type: none"> • Targets • Quality Standards • Budgetary Control • Customer Feedback • Peer group / 360 degree feedback
Ways 2 Success	<ul style="list-style-type: none"> • Continuously improving in terms of how the job is done
Wider Contribution	<ul style="list-style-type: none"> • Contribution to team • Project work outside the normal job • Participation in KCC work activities not directly related to job role
Personal Development	<ul style="list-style-type: none"> • Achievement of Development Plan • Application of Development • Attainment and use of required skills • Qualifications attained

Table 2

TCP Ratings and Pay Progression

No. of increments	Level of contribution
0	Poor
½	Incomplete
1	Good
1½	Excellent
2	Exceptional

Scoring rules

- If there is a mix of Total Contribution assessment ratings the overall recommendation needs to be established using a balanced judgement of these.
- If there is a rating of Poor, Incomplete or Good in each of the boxes, this becomes the overall Total Contribution assessment recommendation.
- An overall assessment of Excellent needs to have Excellent or Exceptional in each of the assessment categories.
- An overall assessment of Exceptional needs to have exceptional as a rating in each of the assessment categories [3].

Total Contribution Guide can be used for definition of ratings (table 3):

Table 3

Total Contribution Guide

	Action Plan	Ways 2 Success	PersonalDevelopment
Poor	No actions met or only minimal progress	No or very limited progress made towards defined behaviours	No progress made towards development identified

Incomplete Not used for staff unable to be assessed (i.e. maternity, long term sick) these should be returned as «not assessed» to be picked up when relevant.	Only some actions met but visible effort has been made towards meeting some or all others.	Some progress made but not as much as might have been reasonably expected.	Some development opportunities taken but little or no evidence of changes as a result.
Good	Most or all targets met to a good standard	All set targets met.	Achieved identified development and made changes to their work as a result.
Excellent	All set targets exceeded to an excellent standard.	Top levels have been demonstrated in all set behaviours.	Quantifiable changes have been made in their own work and has been proactively extended to the team / unit.
Exceptional	Exceeded all targets to an exceptional standard. Pro actively identified and completed new targets throughout the year.	Met and exceeded top level in all set behaviours and helped others develop theirs.	Being proactive in identifying a range of development opportunities and implementing them with demonstrable impact on service delivery.

IV. Conclusions. Thus, three forms of incentives are applied for the motivation of teachers in Great Britain to personal development and self-improvement: moral (the feeling of achievement the results, success), methodological (continuing professional development opportunities) and material (teachers'pay, conditions and allowances). So, we conclude that generalisations and justifications allow to creatively implement the British experience in the system of teachers` promotion to professional self-improvement in other countries.

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