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GLOBAL TRENDS IN CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS: COMPARATIVE ANALYSIS

Abstract

This research presents a comparative analysis of Continuous Professional Development (CPD) models for teachers in several countries, including Singapore, Finland, Japan, China (Shanghai), Australia, Canada (Ontario), Estonia, and the Netherlands. Employing a qualitative approach and multiple case study methodology, the research identifies key features and trends in CPD. The results indicate that effective CPD models are characterized by individualized approaches, emphasis on collaborative learning, and connections to research activities. Despite variations in implementation, all models recognize the critical role of continuous teacher development in improving educational quality. Innovative approaches are highlighted, such as the Japanese Lesson Study model, the teacher rotation system in Shanghai, and personal learning budgets in the Netherlands. The study underscores the importance of creating flexible, adaptive CPD systems capable of addressing global challenges, including the digitalization of education and the development of 21st-century skills. The research findings can serve as a foundation for improving CPD systems in Kazakhstan, taking into account their unique context for detailing and enhancing the Professional Standard "Teacher".

Keywords: teacher, professional development, continuous learning, professional standard, teaching models.

Introduction. In the modern world, there is a significant shift from traditional models of professional development to the concept of continuous professional development of teachers (CPDT) (Kraft et al., 2018; Opfer et al., 2011). This transformation is driven by a number of interrelated factors reflecting profound changes in education, technology, and society as a whole (Srinivasan et al., 2023; Kennedy, 2016; Thurlings, 2017).

One of the key drivers of this shift is the rapid acceleration of technological progress in education. In the era of digitalization and automation, teachers' knowledge and skills quickly become obsolete, requiring constant updating of competencies (Symeonidis & Schwarz, 2023; Syzdykbaeva et al., 2021).

The traditional model of professional development, often including training once every few years, is no longer sufficient to meet this need (Darling-Hammond et al., 2017). At the same time, the development of information technology has made continuous education more accessible and flexible thanks to the emergence of online courses, webinars, and other forms of distance learning for teachers (Trust et al., 2016).

Globalization and increased competition in the global educational space also play a significant role in this transition. Educators are forced to constantly improve to remain competitive in the global education system (Schleicher, 2016). This is closely related to the changing nature of pedagogical work: the transition to a knowledge economy and the increase in intellectual labor require continuous development of teachers' cognitive and creative abilities (Voogt et al., 2015).

Changes in the educational paradigm from the "education for life" model to "lifelong learning" reflect fundamental transformations in understanding the role of learning in a teacher's life (Kools & Stoll, 2016). This shift is supported by the requirements of educational institutions, which increasingly value educators capable of continuous self-development and adaptation to change (Darling-Hammond et al., 2017).

It is important to note that continuous professional development contributes not only to the professional but also to the personal growth of educators, increasing job satisfaction and overall quality of life (Day, 2017). This is

particularly relevant in the context of the growing interdisciplinarity of modern educational challenges, which often require knowledge from related fields (Postholm, 2012).

The modern labor market in education is characterized by highly flexible career trajectories. Frequent changes in specializations and areas of activity throughout life are becoming the norm, requiring educators to engage in constant learning and retraining (Avalos, 2011).

Thus, the transition to a model of continuous professional development for educators is a response to a complex set of modern challenges in education. This model allows teachers to adapt to rapidly changing working conditions, remain in demand in the profession, and achieve professional and personal growth throughout their careers. CPD is becoming not just a desirable addition to basic teacher education but a necessary condition for successful professional activity of an educator in the 21st century (Darling-Hammond et al., 2017).

Materials and Methods. The research is based on a constructivist paradigm, as the study of CPDT models takes into account unique sociocultural factors influencing the formation and implementation of these models in different countries.

The methodological approach is qualitative, based on a multiple case study. Each national CPDT model is considered as a separate case.

Data collection methods: literature review (analysis of academic publications, research reports, and other secondary sources describing and analyzing CPDT models in the studied countries).

The target sample of countries included Singapore, Finland, Japan, China (Shanghai), Australia, Estonia, and the Netherlands, as these countries were selected based on their recognized successes in education and diversity of approaches to CPDT.

Data analysis: thematic analysis (identifying key themes and patterns in each CPDT model) and cross-case analysis (comparing themes and patterns across different national models).

Ensuring credibility: description of the context of each model to ensure transferability of results.

Ethical considerations: respectful approach to cultural differences in data interpretation.

Research limitations: limited number of countries studied, language barriers in literature review, complexity of accounting for all contextual factors affecting CPDT models.

Timeframe: the study was conducted over a period of 7 months, including stages of data collection, analysis, and report writing for publication.

There are several recognized models of continuous professional development of teachers in the world: Singaporean, Finnish, Japanese, Shanghai, Estonian, Dutch (Table 1).

Table 1. *Models of Continuous Professional Development of Teachers*

CPDT Model	Key Features
Singaporean model of continuous professional development of teachers/ Ng Eng Hen, former Minister of Education of Singapore (2008-2011)	<ol style="list-style-type: none"> 1. Each teacher is provided with 100 hours of paid professional development per year (courses, seminars, conferences, or self-education). 2. The system is based on reflective practice. Teachers are encouraged to constantly analyze their work and seek ways to improve. 3. A well-developed system of mentoring and coaching exists. Experienced educators help young colleagues, ensuring the transfer of experience and support. 4. There are three career tracks for teachers: teaching, leadership, and specialization, allowing educators to develop in their chosen direction. 5. Emphasis is placed on collaborative learning. Teachers often work in teams, sharing experiences and ideas. 6. Professional development is closely linked to the needs of the school and the national education system. 7. Modern technologies and online platforms are used for learning.
Finnish model of continuous	<ol style="list-style-type: none"> 1. High teacher autonomy: teachers have significant freedom in choosing teaching methods and course content within the national curriculum.

<p>professional development of teachers / Pasi Sahlberg, Finnish educator and researcher</p>	<ol style="list-style-type: none"> 2. Emphasis on research activities: teachers are encouraged to conduct pedagogical research and apply its results in their practice. 3. Close collaboration between schools and universities: many schools are «university schools» where students undergo internships, and experienced teachers participate in research. 4. Regular pedagogical experiments: teachers are encouraged to implement innovative teaching methods and evaluate their effectiveness. 5. Collaborative learning: teachers often work in teams, exchanging experiences and ideas. 6. Individual development plans: each teacher develops their own professional growth plan based on personal goals and school needs. 7. Continuous education: teachers regularly participate in professional development courses, seminars, and conferences. 8. Focus on student well-being: teachers' professional development is directly linked to improving educational outcomes and student well-being.
<p>Japanese Model of Continuous Professional Development of Teachers: Lesson Study Roots trace back to the Meiji era (late 19th century) Modern researchers: Catherine Lewis, an American researcher who contributed to the spread of the method beyond Japan</p>	<ol style="list-style-type: none"> 1. Collaborative Planning: A group of teachers jointly develops a detailed lesson plan, focusing on a specific educational goal. 2. Lesson Observation: One teacher conducts the planned lesson, while other group members observe and collect data on students' learning and behavior. 3. Post-lesson Discussion: After the lesson, the group analyzes the collected data, discusses the effectiveness of teaching methods, and suggests improvements. 4. Revision and Repetition: Based on the discussion, the lesson plan is revised, and the process is repeated, often with a different teacher conducting the improved lesson. 5. Open Lessons: Open lessons are regularly conducted, inviting teachers from other schools to observe and discuss. 6. Emphasis on Continuous Improvement: The model is based on the idea of constant improvement of teaching practice. 7. Focus on Student Learning: The main attention is paid to how students perceive and assimilate the material, not just the teacher's actions. 8. Integration of Theory and Practice: Teachers apply pedagogical theories in practice and reflect on their effectiveness.
<p>Australian Model of Continuous Professional Development of Teachers John Hattie, Chairman of the Board of AITSL (2014-2022)</p>	<ol style="list-style-type: none"> 1. National Professional Standards developed by the Australian Institute for Teaching and School Leadership (AITSL), defining expectations for teachers at different career stages. 2. Professional Proficiency Levels: Graduate, Proficient Teacher, Highly Accomplished Teacher, and Lead Teacher. 3. Personalized Professional Development Plans: Each teacher develops an individual plan based on self-assessment and career growth goals. 4. Teacher Accreditation: Regular process of evaluating and confirming teachers' compliance with national standards. 5. Diversity of Professional Development Forms: Courses, seminars, online learning, coaching, mentoring, and professional learning communities. 6. Connection to Research: The use of pedagogical research results in teaching practice is encouraged. 7. Reflective Practice: Teachers are encouraged to regularly analyze their work and seek ways to improve. 8. Effectiveness Evaluation: Regular assessment of the impact of professional development on student learning outcomes. 9. Educational Leadership: Special attention is paid to developing leadership qualities in teachers at all levels.

Shanghai Model of Continuous Professional Development for Teachers by Zhang Minxuan, former president of Shanghai Institute of Education	<ol style="list-style-type: none"> 1. Teacher ranking system: Teachers progress through several levels of professional mastery, from novice to expert, which stimulates continuous development. 2. Regular demonstration lessons: Experienced teachers regularly conduct open lessons for colleagues, demonstrating effective teaching methods. 3. Teacher research groups: Educators form groups for collaborative study and problem-solving in teaching and learning. 4. Teacher rotation between schools: Experienced teachers are temporarily transferred to low-performing schools to improve the quality of education. 5. Mentoring: Experienced teachers act as mentors for young professionals, ensuring the transfer of experience. 6. Emphasis on subject knowledge: Great attention is paid to deepening teachers' knowledge in the subjects they teach. 7. Connection with universities: Schools closely cooperate with pedagogical universities to provide continuous education for teachers. 8. Publication of research: Teachers are encouraged to publish the results of their pedagogical research and innovations.
Canadian Model (Ontario) of Continuous Professional Development for Teachers / Michael Fullan, Canadian educator and researcher	<ol style="list-style-type: none"> 1. Individualized growth plans: Each teacher develops their own professional development plan, taking into account personal goals and school needs. 2. Mentoring for new teachers: The New Teacher Induction Program provides mentorship and support during the first years of teaching. 3. Professional learning communities: Teachers regularly meet in groups to discuss teaching practices, analyze student performance data, and plan improvements. 4. Connection to school and district goals: Teachers' professional development is closely linked to school and educational district development priorities. 5. Diverse learning formats: Workshops, online courses, conferences, collaborative learning, and independent research. 6. Emphasis on practical application: Application of new knowledge and skills directly in the classroom is encouraged. 7. Continuous assessment and reflection: Teachers regularly evaluate the effectiveness of their professional development and its impact on student learning. 8. Support for teacher leadership: The model encourages teachers to take on leadership roles in the school and share experiences with colleagues.
Estonian Model of Continuous Professional Development for Teachers / Mailis Reps, former Minister of Education and Research of Estonia	<ol style="list-style-type: none"> 1. Estonian Model of Continuous Professional Development for Teachers / Mailis Reps, former Minister of Education and Research of Estonia 2. Digital teacher portfolios: Each educator maintains an electronic portfolio reflecting their professional development, achievements, and competencies. 3. Emphasis on digital competencies: Great attention is paid to developing skills in using digital technologies in the educational process. 4. Strong connection with universities: Pedagogical higher education institutions actively participate in teacher professional development programs, ensuring a link between theory and practice. 5. Flexible professional development pathways: Teachers have the opportunity to choose various forms and directions of professional growth. 6. Professional standards system: Competencies required for teachers at different career stages are clearly defined. 7. Mentoring and coaching: Experienced educators support young professionals, contributing to their professional growth. 8. International cooperation: Participation in international educational projects and experience exchanges is actively encouraged. 9. Integration of formal and informal learning: The importance of both official professional development courses and self-education is recognized.
Dutch Model of Continuous	<ol style="list-style-type: none"> 1. Personal budgets: Teachers receive individual budgets for professional development, which they can use at their discretion for courses, conferences, or other forms of learning.

Professional Development for Teachers	<p>2. Strong role of professional associations: Teachers’ associations play an important role in defining professional development standards and providing learning opportunities.</p> <p>3. Emphasis on innovation and experimentation: Teachers are encouraged to implement new teaching methods and conduct pedagogical experiments.</p> <p>4. Collaboration between schools: A system for exchanging experiences and best practices between different educational institutions is well-developed.</p> <p>5. Integration with higher education: Close cooperation between schools and universities in research and teacher training.</p> <p>6. Focus on digital competencies: Special attention is paid to developing skills in using digital technologies in education.</p> <p>7. Reflective practice: Teachers are encouraged to regularly analyze their work and plan professional development based on this analysis.</p> <p>8. Flexible career development paths: The system allows teachers to specialize in various areas of education.</p>
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Result. Based on the presented models of continuous professional development of teachers (CPDT), key themes and patterns have been identified and cross-case analysis (Tables 2,3):

Table 2. *Results of thematic analysis*

Themes	Patterns	Country of CPDT model
Individualization and personalization	Individual development plans	Finland, Australia, Canada
	Personal training budgets	Netherlands
	Digital Portfolios	Estonia
Collaborative learning	Professional learning communities	Canada
	Teacher research groups	Shanghai
	Lesson Study System	Japan
Connection with research and higher education	Cooperation between schools and universities	Finland, Shanghai, Estonia
	Emphasis on conducting pedagogical research	Finland, Australia
A structured system of professional growth	Professional skill levels	Australia
	The system of teacher ranks	Shanghai
	Career tracks	Singapore
Mentoring and coaching	Support for new teachers	Canada, Singapore
	The mentoring system	Shanghai, Estonia
Focus on digital competencies	Developing digital technology skills	Estonia, Netherlands
Reflexive practice	Continuous analysis and improvement of your work	Singapore, Australia, Netherlands
Flexibility and autonomy	Freedom of choice of teaching methods	Finland
	Flexible ways of professional development	Estonia, Netherlands

Table 3. *Cross-case analysis*

Common features	<p>All models emphasize the importance of continuous professional development of teachers.</p> <p>Most models include elements of collaborative learning and the exchange of experience between teachers.</p> <p>Many models focus on the relationship between theory and practice, often through collaboration with universities.</p>
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Differences	The degree of structuring ranges from highly structured systems with clear levels (Australia, Shanghai) to more flexible approaches (Finland, the Netherlands). The focus on digital technologies (Estonia, the Netherlands) pay special attention to this, while other models do not single it out as a separate priority. The role of the state: from centrally managed systems (Singapore) to more decentralized approaches (the Netherlands).
Unique features	Japanese Lesson Study model stands out for its focus on detailed planning and analysis of individual lessons. Shanghai model is unique in its system of teacher rotation between schools. Dutch model is distinguished by providing personal budgets to teachers for professional development.
Cultural influences	Asian models (Singapore, Japan, Shanghai) tend to have a more structured approach and a clear hierarchy. European models (Finland, Estonia, the Netherlands) often emphasize teacher autonomy and flexibility in choosing development paths.
Evolution of models	Many models are developing towards greater personalization and taking into account the individual needs of teachers. There is a tendency towards the integration of formal and non-formal education, the recognition of various forms of professional development.

The analysis shows that despite differences in approaches, there are common trends in CPDT worldwide aimed at improving the quality of education through continuous teacher improvement.

Discussion. Examining models of continuous professional development of teachers (CPDT) in Singapore, Finland, Japan, Shanghai, Australia, Estonia, and the Netherlands reveals common trends and unique approaches reflecting diverse educational systems and cultural contexts (Darling-Hammond et al., 2017). All models recognize the critical importance of continuous professional growth for teachers in improving education quality, viewing CPDT as an ongoing process rather than isolated events (Gore et al., 2021). Each model encourages reflective practice and continuous improvement of pedagogical skills, consistent with the findings on effective professional development characteristics (Desimone & Garet, 2015).

Implementation approaches vary significantly. Singapore's structured model, providing 100 hours of paid annual professional development, contrasts with Finland's emphasis on teacher autonomy. This difference aligns with research arguing that both structured and autonomous models can be effective, depending on the cultural context (Nguyen & Hunter, 2018).

Japan's "Lesson Study" model, focusing on collective planning, observation, and lesson analysis, creates a culture of continuous

improvement through teacher collaboration (Takahashi & McDougal, 2018). The Shanghai model's system of teacher ranks and inter-school rotation supports findings on the benefits of peer learning and experience exchange (Pang & Wang, 2016).

Australia's national professional standards and accreditation system echo research on the impact of clear professional benchmarks on teacher development (Clinton et al., 2017). Estonia's emphasis on digital competencies reflects a growing trend in integrating technology into teacher professional development (Taimalu & Luik, 2019). The Dutch model's focus on individualization and innovation, providing personal budgets for professional development, aligns with research on tailoring professional development to individual teacher needs (Louws et al., 2017).

The role of external institutions in CPDT varies across models. The collaboration between schools and universities in Finland, Estonia, and the Netherlands supports findings on integrating research into teacher development (Cochran-Smith & Lytle, 2009). Conversely, the centralized approaches in Singapore and Australia align with research on national-level CPDT initiatives (Bautista & Ortega-Ruiz, 2015).

Despite differences, all models demonstrate flexibility and adaptability, supporting the assertion that effective CPDT systems must be

dynamic (Opfer & Pedder, 2011). While each model offers valuable insights, it's crucial to consider Kazakhstan's specific context when adapting these practices, aligning with findings on contextualizing educational reforms in Kazakhstan (Yakovets et al., 2017).

Conclusion. The analysis of models of continuous professional development of teachers in various countries around the world reveals both common trends and unique approaches, conditioned by cultural, historical, and socio-economic factors.

The main findings of the study show that effective CPDT systems are characterized by individualization of approaches, emphasis on collaborative learning, and close connection with research activities. Important components include structured systems of professional growth, mentoring, and reflective practice.

Despite differences in implementation, all the models considered recognize the critical role of continuous teacher development in improving the quality of education. There is a general trend towards integrating formal and informal learning, as well as recognizing diverse forms of professional development.

The Japanese Lesson Study model, the teacher rotation system in Shanghai, and personal learning budgets in the Netherlands deserve special attention as unique practices and sources of inspiration for improving CPDT systems in Kazakhstan.

In the context of global challenges, including the digitalization of education and the need to develop 21st-century skills, CPDT systems continue to evolve, incorporating even greater personalization, enhanced international cooperation, and integration of digital technologies into the process of professional development of teachers. The study emphasizes the importance of creating flexible, adaptive CPDT systems capable of responding to the changing needs of both individual teachers and the educational system as a whole.

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ACMEOLOGICAL COMPETENCE OF FUTURE SOCIAL EDUCATORS: CURRENT STATE

Abstract

Acmeological competence is an important issue for future social educators. This competence contributes to developing their skills to implement their professional activities, adjusting to changing circumstances, and being adaptable in professional endeavors in a rapidly changing world. This paper explores the current situation of future social educators' acmeological competence. The aim of this research is to define the current state of acmeological competence of future social educators and give recommendations to improve the situation. To collect the data a survey related to social educators' acmeological competence has been employed. The conducted survey revealed that approximately half of the future social educators are unfamiliar with the term. However, despite their unfamiliarity with "acmeology", they understand the importance of professional development. The authors of the research believe that incorporating acmeological competence components into the social education curricula and developing initiatives aimed at enhancing acmeological competence will increase future social educators' acmeological awareness and skills.

Keywords: competence, formation, acmeology, social educators, students, self-development.

Introduction. Acmeological competence is necessary for social educators to carry out their professional responsibilities. Acmeological competent social educators are able to effectively solve the problems and issues related to their profession. Research studies related to acmeological competence of social educators allows determining the present level, knowledge, skills of social educators' acmeological competence. Moreover, the research on this topic helps to identify the weakest and strongest points of the acmeological competence. The results of our research point

out that a lot of work regarding to future social educators' acmeological competence should be conducted to improve their activities and benefit from their work.

At present time, the profession of social educators, which is faced with many social problems and challenges, is of great importance. Their job is essential in supporting children, teenagers, students, staff and any spheres, in which they are involved. Society benefits a lot from social educators' activities: in education they assist students to overcome educational, psychological and emotional obstacles, they