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TRADITIONAL AND INNOVATIVE MODELS OF MANAGING TEACHERS' PROFESSIONAL DEVELOPMENT IN MANAGEMENT THEORY

- S** The relevance of the problem under study is determined by the dynamic development of civilization, the emergence of new forms of professional development, and the professional development of teachers. This study examines traditional and innovative models of the management of teachers' professional development in the context of management theory. The purpose of this study is to analyze the traditional and innovative models of professional development of teachers in the studies of modern scholars. The analysis of the works presented in the article has shown that scientific findings in the field of improving the ways of managing the professional development of teachers are associated with the integration of various scientific and practice-oriented approaches to maintain psychological and didactic comfort in communication between participants in the educational process; search for universal and individual professional development programmers in distance and blended modes; and consideration of organizational factors in teacher training in the workplace. The author suggests that traditional models of professional development of teachers have such important characteristics as hierarchical approach; One-Size-Fits-All Training Programs; Periodic Professional Development Days. It is emphasized that these components lead to a lack of personalization in teacher education, which does not fully meet the growing needs of modern teachers. This recognition has led to a shift toward more innovative and individualized approaches for managing teacher professional development. Therefore, innovative models such as Collaborative Professional Learning Communities; Individualized Professional Development Plans; Integration of Technology and Online Learning Platforms. The

author critically examines the interaction between Enhancing Teacher Skills; Impact on Organizational Culture; Adaptability to Changing Educational Needs in the formation of innovative models. According to the author, the merger of traditional and innovative teacher professional development models, driven by thoughtful leadership and a responsive organizational culture, can lead to more effective and meaningful professional development of teachers. Prospects for further research include evaluating the effectiveness of distance learning for teachers and structuring the criteria for such an evaluation.

Keywords: scientific approaches; professional development of teachers; traditional and innovative models of professional development of teachers; professional development; integration; distance platforms

ТРАДИЦІЙНІ ТА ІННОВАЦІЙНІ МОДЕЛІ УПРАВЛІННЯ ПРОФЕСІЙНИМ РОЗВИТКОМ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ У ТЕОРІЇ ЗАРУБІЖНОГО МЕНЕДЖМЕНТУ

A Актуальність досліджуваної проблеми обумовлена динамічним розвитком цивілізації та появою нових форм підвищення кваліфікації та професійного розвитку педагогів. У статті досліджено традиційні та інноваційні моделі управління професійним розвитком педагогів у контексті теорії менеджменту. Метою статті є аналіз традиційних та інноваційних моделей професійного розвитку педагогів у дослідженнях сучасних учених. Аналіз праць, репрезентованих у статті, показав, що наукові знахідки у царині вдосконалення шляхів управління професійним розвитком педагогів пов'язані з інтеграцією різних наукових і практико-орієнтованих підходів задля підтримання психологічного та дидактичного комфорту у спілкуванні учасників освітнього процесу; пошуку універсальних та індивідуальних програм підвищення кваліфікації у дистанційному та змішаному режимах; урахуванні організаційних факторів у навчанні вчителів на робочому місці. Автор пропонує виділяти у традиційних моделях професійного розвитку педагогів такі важливі характеристики, як-то: ієрархічний підхід; універсальні навчальні програми; періодичний професійний розвиток. Підкреслюється, що ці компоненти спричиняють відсутність персоналізації у навчанні педагогів, що не повністю задовольняє зростаючі потреби сучасних педагогів. Це визнання призвело до переходу до інноваційних та індивідуальних підходів в управлінні професійним розвитком учителів. Тому наголошується на таких інноваційних моделях, як-то: спільні професійні навчальні спільноти; індивідуальні плани професійного розвитку; інтеграція технологій і платформ онлайн-навчання. Критично досліджується взаємодія між підвищенням кваліфікації вчителів, впливом на організаційну культуру, адаптацією до мінливих освітніх потреб при формуванні інноваційних моделей. На думку автора, злиття традиційних та інноваційних моделей професійного розвитку педагогів, кероване вдумливим керівництвом і чуйною організаційною культурою, може призвести до ефективнішого та повноціннішого професійного розвитку педагогів. Перспективи подальших досліджень полягатимуть в оцінці ефективності дистанційних форм навчання педагогів, а також структуруванні критеріїв такої оцінки.

Ключові слова: наукові підходи; професійний розвиток педагогів; традиційні та інноваційні моделі професійного розвитку педагогів; підвищення кваліфікації; інтеграція; дистанційні платформи

Introduction. The landscape of teacher professional development, a cornerstone in the edifice of educational success, is experiencing a dynamic evolution. This transformation is significantly influenced by the parallel shifts occurring in management theory. In the realm of education, where the development of teachers directly correlates to the quality of learning imparted to students, the management of professional growth is not just a necessity but a critical investment.

Historically, the professional development of educators has been rooted in conventional, hierarchical models. These models, characterized by their top-down approach, often lack flexibility and fail to address the diverse, individual needs of educators. In contrast, the contemporary landscape of teacher development is marked by a more nuanced understanding of professional growth. It embraces a variety of innovative models that prioritize individual needs, collaborative learning environments, and the integration of technology. This shift not only mirrors the changes in management theories, which have

evolved from strictly hierarchical structures to more fluid and dynamic systems, but also reflects a deeper understanding of adult learning principles and the diverse needs of professional educators.

Relevance of the study and problem statement. The introduction of innovative models in teacher development is not only a response to the paradigm shift in management theory, but also a recognition of the rapidly evolving educational ecosystem. The relevance of the problem under study is argued by the fact that knowledge is constantly expanding and educational technologies are rapidly evolving, so the traditional universal approach to teacher professional development in the modern world is increasingly perceived as insufficient. There is a growing consensus that effective professional development needs to be continuous, differentiated and aligned with specific contexts and stages of teachers' careers.

Identifying previously unresolved parts of the problem. This paper seeks to explore how traditional and innovative models of managing teachers'

professional development have been conceptualized and implemented within the framework of management theory. It aims to critically analyse the effectiveness of these models in enhancing teacher skills, impacting organizational culture, and adapting to the ever-changing educational needs. Furthermore, it will delve into the role of leadership in shaping these development models and offer recommendations for future practices that effectively integrate both traditional and innovative approaches. By doing so, this study aspires to contribute to the broader discourse on how best to support the professional growth of educators in a way that is both theoretically sound and practically relevant in today's rapidly evolving educational landscape.

The purpose of the article is to dissect the metamorphosis of managing teachers' professional development by juxtaposing traditional models with more recent, innovative approaches.

Analysis of recent publications. Today, models for managing teacher professional development have been sufficiently researched, as it has been proven that the quality of student learning directly depends on the level of teacher's pedagogical skills. A review of the research of modern authors proves that both traditional and innovative models have an effective impact on the professional development of teachers. O. Topuzov, O. Malykhin, N. Aristova, using modern concepts of integration of formal, non-formal and informal education of students and teachers; application of information technologies in education; distance learning, etc. propose ways to update the personal development of teachers, ensure and maintain psychological and didactic comfort of communication in the paradigm "teachers - students - parents" associated with the transition to distance learning [3].

To increase the effectiveness of professional development, the author S. Hord proposes to use the concept of shared leadership of the administration of educational institutions [1]. N. Gorbunova, N. Gluzman, I. Osadchaya et al present a model of personal and professional self-improvement of future teachers of higher education institutions, which ensures the readiness of teachers to use innovative teaching technologies, organise the educational process on the updated principles of the student-centred paradigm, take measures to provide information and electronic support of the educational process) [2].

T. Guskey draws the attention of researchers to the fact that the effectiveness of professional development should be evaluated through affective and behavioral outcomes, such as student attitudes, attendance, dropout rates, and participation in school activities. The author emphasizes that professional development programmes should be different, as schools and classes differ from each other. Accordingly, this should be taken into account in educational policy [4]. W. Wuryaningsih, D. Susilastuti, M. Darwin, A. Pierewan convince of the benefits of a blended model of teacher education in the digital age [6].

A. Evers, B. Heijden, K. Kreijns present a study of positive and negative organizational (cultural and relational) and problematic factors that potentially contribute to teachers' professional development in the workplace [7].

Thus, the problem of analysing traditional models and searching for modern approaches to the professional development of teachers continues. Therefore, there is a need to structure these models and identify prospects for development in the field of postgraduate teacher education.

Presentation of the main material. Traditional Models of Teacher Development. In taking care of teachers' professional development, different versions can be classified into traditional and innovative techniques, reflecting different perspectives within management theory. Traditional models include acquainted techniques such as workshops, typically organized as top-down efforts by administrators. In-service training, where educators receive instruction on specific topics within the school or district, is another traditional method managed by institution leaders.

The landscape of teacher professional development (PD) has long been rooted in traditional models, characterized by a top-down approach, standardized training programs, and periodic PD days. These models, heavily influenced by classical management theories, have played a significant role in shaping the professional growth of educators.

Hierarchical Approach. The hierarchical approach to teacher PD is reflective of the classic organizational structure where decisions and initiatives are primarily top-down. In this model, school administrators or district leaders often dictate the PD agenda with little input from teachers. This approach aligns with Taylor's principles of scientific management, which emphasize efficiency and top-level decision-making.

However, while this model ensures uniformity and consistency in PD across a school or district, it often fails to address the specific needs, interests, and expertise of individual teachers. As a result, the one-size-fits-all training sessions may lead to a passive reception of information, limiting the potential for transformative learning experiences.

One-Size-Fits-All Training Programs. Standardized training programs have been a staple in traditional PD models. These programs typically involve predetermined content delivered through workshops or seminars, focusing on general teaching strategies or district-wide initiatives. The rationale behind this approach is to provide a consistent knowledge base for all staff members. While this model offers a broad overview of educational practices and policies, it often overlooks the diverse needs of teachers with varying levels of experience, subject specialties, and teaching contexts. Consequently, these programs might not be relevant or engaging for all educators, potentially leading to a lack of motivation and engagement in the PD process.

Periodic Professional Development Days. Periodic PD days, often scheduled on in-service days throughout the academic year, are another hallmark of traditional PD. These days are usually structured around workshops, guest speakers, and training sessions. The intent is to provide teachers with new insights, methods, and tools to improve their teaching practice. However, the sporadic nature of these PD days can limit their effectiveness. The infrequent and isolated occurrence of these sessions may not provide sufficient time for deep engagement with the material or for the development of new skills and strategies. Moreover, the lack of follow-up and ongoing support can impede the practical application of learned concepts in the classroom.

In summary, while traditional models of teacher PD have established a foundation for professional learning, their effectiveness is often hindered by a lack of personalization, engagement, and ongoing support. The hierarchical approach, one-size-fits-all training programs, and periodic PD days, though well-intentioned, may not fully cater to the evolving needs of modern educators. This recognition has led to a shift towards more innovative and tailored approaches in managing teacher professional development.

Innovative Models of Teacher Development. In the realm of teacher professional development, innovative models have emerged as powerful tools to address the

evolving needs of educators in a rapidly changing educational landscape. These models, driven by collaborative, personalized, and technology-enhanced approaches, offer a stark contrast to traditional, one-size-fits-all strategies.

Collaborative Professional Learning Communities. The concept of Professional Learning Communities (PLCs) represents a significant shift from the isolated, workshop-based professional development models. PLCs are grounded in the belief that collaborative learning among teachers is crucial for fostering a culture of continuous improvement and shared responsibility. In these communities, teachers engage in regular, structured conversations to reflect on their practices, share experiences, and analyze student learning data. This model not only encourages collective problem-solving but also promotes a sense of camaraderie and professional support among teachers. Studies, such as those by Hord, have shown that PLCs can lead to improved teaching practices and student outcomes, as teachers collectively work towards refining their instructional strategies [1]. Gorbunova and Topuzov et al. both concentrate on the development of specific models customized to the context of teachers' professional development. Gorbunova emphasized the significance of systems and models of professional development, while Topuzov et al. suggested a structural-functional model for the professional development of life sciences teachers in rural colleges, specifically in the context of range education [2; 3].

Individualized Professional Development Plans. Moving away from the generic approach, individualized professional development plans cater to the unique needs, interests, and career goals of each teacher. This model empowers teachers to take charge of their learning journey, choosing professional development activities that are most relevant to their classroom context and personal growth. Such plans often include a mix of workshops, mentoring, peer observations, and self-directed learning opportunities. The effectiveness of this approach lies in its flexibility and relevance, as teachers are more likely to engage with and benefit from professional development that resonates with their specific teaching environment and aspirations. The work of Guskey highlights the positive impact of personalized professional development on teacher efficacy and student achievement [4].

Integration of Technology and Online Learning Platforms. The integration of technology has

revolutionized teacher professional development by providing flexible, diverse, and accessible learning opportunities. Online platforms and digital tools have made it possible for teachers to access a wealth of resources, engage in virtual communities of practice, and participate in online courses and webinars. These technologies cater to various learning styles and allow for asynchronous learning, which is particularly beneficial for teachers' busy schedules. Digital badges, micro-credentials, and e-portfolios have also emerged as innovative ways for teachers to document and showcase their professional learning and achievements. The research by Greenhow and Lewin underscores the potential of digital technologies in enhancing the professional learning experiences of teachers, offering avenues for personalized, collaborative, and sustained professional growth [5]. Wuryaningsih et al. highlight the results of an understanding of teachers' achievement, especially in the context of promoting the reform of teacher professional development in the digital age [6].

In conclusion, these innovative models of teacher professional development signify a paradigm shift in how teacher learning is viewed and facilitated. Emphasizing collaboration, personalization, and the use of technology, they respond effectively to the dynamic nature of teaching, empowering educators to become lifelong learners and adapt to the ever-changing demands of the education sector.

In analyzing the traditional and innovative models of managing teachers' professional development, it is crucial to compare their effectiveness in three key areas: enhancing teacher skills, impacting organizational culture, and adapting to the changing needs of education.

Enhancing Teacher Skills: Traditional models, characterized by their hierarchical structure and one-size-fits-all training programs, have been effective in providing a broad foundation of professional knowledge. These approaches ensure that all teachers receive a consistent level of training, which is essential for maintaining standard teaching practices across educational institutions. However, they often lack the flexibility to address the specific needs and strengths of individual teachers, potentially leading to a mismatch between the training provided and the actual skills needed in diverse classroom environments.

In contrast, innovative models like individualized professional development plans and collaborative professional learning communities offer a more

personalized approach. These models recognize the unique skills and learning styles of each teacher, allowing for tailored development programs that are more directly applicable to their specific classroom contexts. Such an approach not only enhances the relevance of professional development but also encourages teachers to take ownership of their learning journey, leading to deeper engagement and more significant skill enhancement.

Impact on Organizational Culture: Traditional models, with their top-down approach, often reinforce a hierarchical organizational culture. This can limit open communication and collaboration among teachers, as the emphasis is more on compliance with standardized procedures than on innovation and creativity in teaching methods.

On the other hand, innovative models, particularly those that emphasize collaborative learning and shared decision-making, foster a culture of continuous learning and mutual support among teachers. This collaborative environment encourages experimentation and innovation in teaching practices. It also enhances teacher morale and job satisfaction by giving educators a voice in their professional development, thereby creating a more dynamic and responsive educational setting.

Adaptability to Changing Educational Needs: The rapidly changing landscape of education, fueled by technological advancements and evolving educational paradigms, demands adaptable professional development models. Traditional models, due to their standardized and inflexible nature, often struggle to keep pace with these changes, leaving teachers underprepared for new challenges. Enforcing one-size-fits-all or top-down techniques without considering the unique requirements of teachers can cause disengagement and reduced efficiency [7].

Innovative models, however, are inherently more adaptable. The integration of technology and online learning platforms allows for real-time updates and access to the latest educational resources and methodologies. Additionally, the focus on individual and collaborative learning ensures that professional development is continuously aligned with the current and emerging needs of the education sector.

In conclusion, while traditional models have provided a solid foundation for teacher professional development, the evolving educational landscape necessitates a shift towards more innovative, flexible, and personalized approaches. By combining the

strengths of both traditional and innovative models, a more effective and responsive system of teacher professional development can be achieved, one that not only enhances teacher skills but also positively influences organizational culture and adapts swiftly to meet the changing demands of education.

Conclusion. The landscape of teacher professional development is complex and continually evolving, influenced by changes in management theory and educational needs. This paper has highlighted the contrast and potential synergies between traditional and innovative models in managing teacher development. The fusion of these models, guided by thoughtful leadership and a responsive organizational culture, can lead to more effective and fulfilling professional development for educators. By embracing both the structure of traditional models and the adaptability of innovative approaches, educational institutions can create a dynamic environment that not only fosters teacher growth but also adapts to the ever-changing demands of the education sector. As we move forward, it is crucial that these models are continuously reviewed and adapted, ensuring that they align with the overarching goal of enhancing the quality of education through the development of skilled, knowledgeable, and adaptable teachers.

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