



UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

Course Code EDUC-575	Course Title Principles and Models of Staff Development	ECTS Credits 9
Department Education	Semester Fall or Spring	Prerequisites EDUC 570
Type of Course Elective	Field School Management	Language of Instruction Greek
Level of Course 2 rd Cycle	Year of Study 2 nd	Lecturer(s) Dr Panayiotis Xochellis
Mode of Delivery face-to-face	Work Placement N/A	Co-requisites None

Objectives of the course:

- Understand the importance and assumptions of staff development.
- Make explicit the importance of individual lifelong learning effort as well as that of responsible bodies for in-service training.
- Know the current forms which in-service training might take given the technological and cultural developments in Europe.
- Study in depth the importance of in-service training for school-improvement and for individual development of staff members.
- Know and apply models of offering and evaluating in-service programs.

Learning outcomes:

- Apply various methods for assessing in-service training needs of the teaching staff at the school and the district level.
- Function as a reference person for in-service training at the school and the district level.
- Offer in-service training using a variety of methods and approaches.
- Support coordination efforts at the school level through in-service training and staff development.
- Plan and evaluate in-service training activities and use the resulting feedback for further action.

Course content:

- In service training of teaching staff at the european context.
- Teacher life-long learning: motives, methodology, problems. Research outcomes.
- Teacher in-service training under the present circumstances.
- Methods and instruments for the assessment of in-service training needs at the school and district level.
- Methods of in-service training.
- The dynamics of in-service training at the school level.

- The school principal as an agent of in-service training.
- Evaluation of in-service training: methods, instruments.

Learning activities and teaching methods

Lecture, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations

Assessment methods

Formative assessment, feedback, individual research, collaborative work, presentations, discussions

Required textbooks/reading:

Authors	Title	Publisher	Year	ISBN
Ξωχέλλης, Π.	Ο εκπαιδευτικός στον σύγχρονο κόσμο	Τυπωθήτω-Γ. Δαρδανός, Αθήνα	2005	960-402-212-1
Day, Chr.	Η εξέλιξη των εκπαιδευτικών	Αθήνα: Τυπωθήτω-Γ. Δαρδανός	2003	960-402-101-X

Recommended Textbooks/Reading:

- Αντωνίου, Χρ. (2009). Εκπαίδευση εκπαιδευτικών. Αθήνα: Ελληνικά Γράμματα
- Brew, A. (Ed.) (1995). *Directions in staff development*. Buckingham, Society for Research in Higher Education and The Open University Press.
- Γεωργιάδης, Μ. (2004). Η εκπαίδευση και η επιμόρφωση των εκπαιδευτικών στην Ελλάδα και στην Αγγλία. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Darling-Hammond, L. & Sykes, G. (1999). *Teaching as the learning profession: Handbook of policy and practice*. Jossey-Bass Inc. Publishers.
- Diamond, C.T., Patrick & Mullen, C. A. (Eds.) (1999). *The postmodern educator: Arts based inquiries and teacher development*. NY: Peter Lang.
- Fallows, St. & Bhanot, R. (2002). *Educational development through information and communications technology*. Kogan.
- Fullan, M. & Hargreaves, M. (1995) *Understanding teacher development*. (ελληνική μετάφραση Π. Χατζηπαντελή, εκδόσεις Πατάκη) London: Cassell.
- Hayes, D. (1997). *In-service teacher development: International perspectives*. Hemel Hempstead, UK: Prentice Hall.
- Kwok-Wing, L. (2001). *E-learning: teaching and professional development with the internet*. University of Otago Press.
- Καλαϊτζοπούλου, Μ. (2001). *Ο εκπαιδευτικός ως στοχαζόμενος επαγγελματίας*. Αθήνα: Τυπωθήτω-Γ. Δαρδανός.
- Μπαγάκης, Γ. (επιμ.) (2005). *Επιμόρφωση και επαγγελματική εξέλιξη των εκπαιδευτικών*. Αθήνα: Μεταίχμιο.
- Merkens, H. (Hrsg.) (2003). *Lehrerbildung in der Diskussion*. Opladen: Leske +Budrich.
- Nicholls, G.M. (2001). *Professional development in higher education: New dimensions and directions*. Kogan Page.

- Neave, G. (1998). *Οι εκπαιδευτικοί. Προοπτικές για το εκπαιδευτικό επάγγελμα στην Ευρώπη*. Αθήνα: Μεταίχμιο.
- Norlander-Case, K. A., Reagan, T. G., & Case, C. W. (1999). *The professional teacher: the preparation and nurturance of the reflective practitioner*. San Francisco, Ca.: Jossey-Bass.
- Ξωχέλλης, Π. (1997-98). Σχολείο και εκπαιδευτικός μπροστά στις σύγχρονες προκλήσεις, στο: *Μακεδόν*, τ. 4, 3-20.
- Ξωχέλλης, Π. & Παπαναούμ, Ζ. (2000). *Ενδοσχολική Επιμόρφωση των εκπαιδευτικών*. Ελληνικές εμπειρίες 1997-2000. Θεσσαλονίκη.
- OECD (1990). *The Teacher today. Tasks, Conditions, Policies*. Paris: OECD.
- Παπαναούμ, Ζ. (2003). *Το επάγγελμα του εκπαιδευτικού*. Αθήνα: Τυπωθήτω- Γ. Δαρδανός.
- Sachs, J. (2003). *The activist teaching profession*. Open University Press.
- Scherer, M. (2003). (Ed.). *Keeping good teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schön, D. A. (1983). *The reflective practitioner*. New York: basic Books.
- Σχολή Επιστημών Αγωγής του Πανεπιστημίου Λευκωσίας (2008). *Επιμόρφωση και εξέλιξη εκπαιδευτικών*. πρακτικά Συνεδρίου. Λευκωσία
- Χατζηπαναγιώτου Π. (2001). *Επιμόρφωση των εκπαιδευτικών: Ζητήματα οργάνωσης, σχεδιασμού και αξιολόγησης*. Εκδόσεις: Τυπωθήτω.