Table 5.2) Course unit description

Study program: Pedagogy
Type and level of studies: Bachelor Studies
Course unit: Teachers' Professional Development
Teacher in charge: Marina Semiz, Ph.D., Associate Professor
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Winter Semester
Course unit objective The objective of the course is to develop students' understanding of the concept of teachers' professional development and foster the knowledge, skills, abilities, and motivation necessary for active engagement in ongoing professional development.
Learning outcomes of Course unit By the end of the course, students will be able to: understand the system of initial teacher education; critically analyze literature relating to the concepts and systems of initial teacher education; understand the key characteristics of models of teacher education and teachers' professional development; and recognize the relationship between student achievement and teachers' professional development.
Course unit contents Theoretical Classes 1. Teachers' Professional Identity: Factors Influencing Its Formation and Development 2. Teachers' Professional Competencies as a Foundation for High-Quality Educational Practice 3. Teachers' Professional Development: Concepts, Objectives, and Significance for Improving Educational Practice 4. Initial Teacher Education: Current Status, Challenges, and Future Prospects 5. Concepts and Models of Continuing Professional Development for Teachers 6. The Teacher as a Reflective Practitioner 7. The Teacher as a Researcher of Their Own Practice 8. Teacher Induction and the Role of the School Pedagogical Specialist in Supporting Teachers' Professional Autonomy 9. Research on Teachers' Professional Identity: Attitudes, Experiences, and Professional Challenges 10. The System of Continuing Professional Development for Teachers: Opportunities, Limitations, and Prospects for Improvement 11. The Role of the School Pedagogical Specialist in Planning Teachers' Professional Development at the Individual and Institutional Levels 12. The Individual Professional Portfolio as a Tool for Monitoring, Assessing, and Enhancing Teachers' Professional Development 13. The Role of the School Pedagogical Specialist in Fostering Collaboration and Professional Learning Among Teachers
References Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development.* Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development Kirsten, N. (2020). A systematic research review of teachers' professional development as a policy instrument. *Educational Research Review, 31*, Article 100366. https://doi.org/10.1016/j.edurev.2020.100366 Marinković, S. (2010). *Profesionalni razvoj nastavnika i postignuća učenika*. Učiteljski fakultet Postholm, M. B. (2018). Teachers' professional development in school: A review study. *Cogent Education*, *5*(1). https://doi.org/10.1080/2331186X.2018.1522781 Pešikan, A., Antić, S., i Marinković, S. (2010). Koncepcija stručnog usavršavanja nastavnika u Srbiji -

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Number of active teaching hours				Other classes /
Lectures: 2	Practice: 0	Other forms of classes: /	Independent work /	

Teaching methods
Teacher-led presentations, discussion; method of practical activities, e-teaching, presentations and mentoring.

Examination methods (maximum 100 points)

Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
student's activity during lectures	**15**	oral examination	/
practical classes/tests	**15**	written examination	**60**
seminars/homework	**10**	.....	
project	/		
other	/		

Grading system

Grade	**No. of points**	**Description**
10	**91–100**	**Excellent**
9	**81–90**	**Exceptionally good**
8	**71–80**	**Very good**
7	**61–70**	**Good**
6	**51–60**	**Passing**
5	**Less than 51**	**Failing**