

CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS



MONTENEGRO

There has been great progress in establishing a legal framework and a national strategy for continuing professional development (CPD) for vocational teachers in Montenegro.

At the national level, there are major strategies for both vocational and secondary education for 2015–20.

In general, institutional capacity to regulate, provide and quality assure CPD for vocational teachers is limited. There are no Montenegrin organisations that specialise in providing CPD to vocational teachers.

The main barrier to participation, according to half of vocational teachers, is the absence of relevant CPD.

Licensing requirements imply that 2 000 vocational teachers should be trained for 40 hours over the next five years.

The survey shows that while on average vocational teachers receive the required volume of training, 21% of teachers received no training

at all over the last 12 months and some 30–40% of vocational teachers did not receive the training they wanted.

Only 40% of vocational teachers participated in CPD which focused on their vocational subjects and only 27% of vocational teachers benefited from the provision of CPD on business premises.

Accreditation of CPD programmes for vocational teachers is not properly informed by up-to-date knowledge of the development needs of teachers and schools or new curricula and changes in the labour market.

There are no clear criteria to inform decisions about accreditation. There are some CPD programmes which are judged by vocational schools and vocational teachers to be leading to improvements in teaching practice, particularly those supported by international expertise and funding.

There is some good practice with regard to peer support and

collaborative development of pedagogy and materials. School evaluation identifies CPD as a tool to bring about school improvement.

However, there do not appear to be effective processes to bring about the implementation of recommendations arising from evaluation.

Selected recommendations

1. A specific action plan related to the implementation of the strategy for CPD for teachers and trainers would serve to encourage and coordinate the work of national agencies, schools and providers.
2. Specialised capacity to provide CPD for vocational teachers should be developed and accredited; for example, in university, in NGOs, in vocational schools and in professional associations.
3. Consideration should be given to creating budgets for CPD at school level: there should be more school-based CPD, where CPD can be embedded in teaching practice.