

Teaching Quality Assurance

Ukrainian and Australian Perspectives

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A high level of quality teacher education determines a successful society's development in the era of the knowledge economy. In this regard, most developed countries are placing great emphasis on the related issues. The main objective of the present research is to explore and compare ways of improving quality teaching in Ukraine and Australia by considering annual state reviews and policy directions that have had an impact on quality teacher education in both countries. The findings revealed by the chapter might have wide applicability in enhancing quality teaching in Ukraine as it enters the global education environment.

— **Keywords:**

teacher training

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Introduction

The main objective of our research is to explore and compare ways of improving quality teaching in Ukraine and Australia by considering annual state reviews and policy direction frameworks, the legislative bases that have had an impact on quality teacher education in both countries.

Globalisation has led to greater awareness of the value of specialised knowledge and advanced skills around the world. As a result, the public in many countries has come to demand higher quality at all levels of the education system. The issue of the quality of teacher education has thus been raised. Education professionals express concern over a perceived lack of accountability among teacher education institutions for the actual teaching ability of their graduates. A high quality of provision is one of the core goals of the current reforms in European higher education, and this has led to an increasing demand for quality assurance. The work carried out in this regard at the European level resulted in the European Standards and Guidelines for Quality Assurance in the European Higher Education Area, which were adopted in 2005 (and readopted in 2015). This followed a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in co-operation with the European Students' Union (ESU). The European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA) are considered as cornerstones for higher education quality assurance due to their implementation of the internal quality assurance system (Loukkola & Zhang, 2010).

As is well-known, the internal quality assurance system involves the general quality assurance policies, strategies and procedures for the educational activity and quality of higher education at universities. In this regard, most developed countries are placing great emphasis on the related issues. Due to the recent changes in society, from a short-term perspective, professionals who are able to learn throughout life, think critically, set and achieve goals, work in teams, communicate in a multicultural environment and possess other contemporary skills will be the most successful in the labour market.

The findings revealed by the paper might have wide applicability in enhancing quality teaching in Ukraine as it enters the global education environment.

Australian Approaches to Teacher Training Quality Assurance

The present study shows that quality teaching in Australia, just like in Ukraine, has been a much-debated national topic for a very long time – a focus of attention for politicians, policymakers, media and the community. According to data presented by the Organisation for Economic Co-operation and Development (OECD) in 2013, 90% of teachers are satisfied with their work, but only 39% say that the teaching profession is of public importance. In addition, 47.8% of Australian teachers have low qualifications for working with students with special needs; 60% of teachers work in schools where students are late for classes and there is a high level of absenteeism among teachers; 10% of teachers face bullying from students; and 28.2% of schools report shortages or inconsistencies in computer equipment, book stock, and Internet access (OECD, 2014).

From this perspective, these data are evidence that educational reform in Australia represents a long-term focus of the government. National policy documents have emphasised quality education for all and improved teacher quality for over 30 years. The gaps in achievement among various groups of learners represent a problem for an education system seeking to achieve national quality benchmarks, standardised levels of teacher quality and common outcomes for all Australian learners. The national response for addressing this situation includes a set of initiatives to standardise teacher quality (Bahr & Mellor, 2016).

High-achieving countries have stable and effective policies and mechanisms in place to assure the quality of initial teacher education entrants, programmes and programme graduates. These policies and mechanisms determine who gains entry to teacher education, which providers are allowed to train them and who gains full entry to the profession. These policies concern recruitment for entry to teacher education, accreditation of teacher education institutions, and transition and entry to the teaching profession (Ingvarson, Reid, Buckley, Kleinhenz, Masters & Rowley, 2014).

High-achieving countries have stable policies in place to assure the quality of entrants to teacher education, such as making teaching an attractive career option for high academic achievers, matching supply and demand, and setting high standards for admission to teacher education programmes:

1. Accreditation of teacher education institutions:

High-achieving countries have regulated teacher education systems in place and rigorous procedures for the accreditation of teacher education programmes.

2. Transition and entry to the teaching profession:

High-achieving countries require and support a period of mentored induction coupled with rigorous assessments of readiness for full entry to the profession (Ingvarson, Reid, Buckley, Kleinhenz, Masters & Rowley, 2014).

In this regard, the establishment of the following institutions of teacher quality assurance represents four major investments in teacher quality to improve educational outcomes for all Australian learners. This emphasis on teacher quality includes a focus on pre-service teachers and includes a cluster of quality initiatives:

- Tertiary Education Quality and Standards Agency (TEQSA)
– higher education provisions;
- Australian Institute for Teaching and School Leadership (AITSL)
– teacher standards;
- Australian Curriculum, Assessment and Reporting Authority (ACARA);
- Education Services Australia (ESA) – in charge of professional teacher training.

The TEQSA itself is one of four new regulatory and quality arrangements planned for post-secondary education within Australia.

These comprise:

- Tertiary Education Quality and Standards Agency (TEQSA),
- National Register of Higher Education Providers,
- Higher Education Standards Framework,
- My University website (O'Meara, 2011).

The TEQSA serves as an independent regulative body for post-secondary education to ensure that students receive a high-quality education at any higher education provider. Regulation activities include provider registration, institutional evaluations and quality assurance of international education. The Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) established the TEQSA as an agency.

The TEQSA registers institutions and accredits courses, using the Higher Education Standards Framework (HESF) as a benchmark. The HESF consists of five different standards: provider standards, qualification standards, teaching and learning standards, research standards and information standards. The objectives of the TEQSA are to provide national consistency in the regulation of higher education; to regulate higher education using a standards-based quality framework and principles relating to regulatory necessity, risk and proportionality; and to protect and enhance Australia's reputation for international competitiveness as well as excellence, diversity and innovation in higher education. In addition, it aims to encourage and promote a higher education system that is necessary to meet Australia's social and economic needs for a highly educated and skilled population. Finally, it seeks to protect students undertaking, or proposing to undertake, higher education by requiring the provision of quality higher education and ensuring that students have access to information relating to higher education in Australia (TEQSA, 2011).

To make higher education more available and more attractive, distance education has been heavily promoted. Distance education has been a feature of higher education in Australia for at least 80 years. The geographic size of Australia and the relatively small number of large population centres in previous years meant that, for many, distance education provided the only opportunity to gain a university degree. Traditionally, distance education was text-based, but Australia was an early adopter of new education technologies, and while text-based learning is still important, universities now use a range of delivery modes, including online courses, e-mail, telephone, video-conferencing, web TV, radio and television. Many courses are multi-modal in terms of delivery, and with increasing numbers of metropolitan students, the term "flexible delivery" is now more commonly used than distance education. In 2000, there were a total of 95,360 students studying at Australian universities through distance education arrangements, and 85,284 of them resided in Australia. Distance education students represent just under 14% of the total university enrolment in Australia. With the growth of online services, on-campus and distance education students can enrol in courses, attend lectures, receive tutorial materials, gain access to libraries and other university services, and submit assignments online. Students studying via distance education

at Australian universities receive the same degrees as their on-campus counterparts, and degrees obtained following study in this mode receive the same level of recognition as full-time courses from employers and other universities as the basis of admission to further study. Open Learning Australia (OLA) provides alternative higher education and vocational education and training courses. It is owned and operated by an association of universities. One acts as a mediator between students and institutions provider in Australia. It arranges bridging units, vocational education and training/TAFE units, undergraduate units and postgraduate units leading to formal qualifications in the Australian Qualifications Framework.

The Register of Higher Education is officially referred to as the Australian Qualifications Framework (AQF) Register of Recognised Education Institutions and Authorised Accreditation Authorities in Australia (AQF, 2013). This serves as a register of every AQF qualification and the providers accredited to deliver and issue Australian qualifications. The Student Experience Survey (SES), originally known as the University Experience Survey (UES), was created to provide a national framework for collecting feedback on the higher education student experience. The SES focuses on aspects of the student experience that are measurable, linked with learning and development outcomes, and potentially influenced by institutions. The Quality Indicators for Learning and Teaching (QILT) are a suite of government-endorsed surveys for higher education, which cover the student life cycle from commencement to employment. The QILT make available robust, nationally consistent performance data for Australian higher education, helping to drive quality improvement (QILT, 2018).

A consortium commissioned by the Department of Education, Employment and Workplace Relations (DEEWR) designed the UES in 2011. The UES consisted of a survey instrument, the University Experience Questionnaire (UEQ), and a survey methodology (Radloff, Coates, James & Krause, 2011). The instrument and survey approach was refined in 2012 by the same consortium. From 2013 and 2014, respectively, Graduate Careers Australia and the Social Research Centre assumed responsibility for continuous improvement in the administration of the UES (UEQ, 2019).

In mid-2014, the QILT federal budget measure was introduced. Since 2015, the Social Research Centre has administered the SES

on behalf of the Australian Department of Education and Training as part of the QILT initiative. QILT include the deployment of a survey research programme aimed at collecting student feedback from current students (the SES), graduates (the Graduate Outcomes Survey) and employers of graduates (the Employer Satisfaction Survey) (QILT, 2018).

In 2015, the UES was renamed as the SES to be inclusive of students enrolled at non-university higher education institutions (NUHEIs) that offered undergraduate-level degree courses. In 2017, the collection was expanded to include postgraduate coursework students for the first time (SES, 2018).

The Australian Institute for Teaching and School Leadership aims to promote a five-point strategy to raise the quality of teaching in all schools for the benefit of every student. This strategy includes national policies for teacher recruitment and preparation.

The Institute has introduced a new set of professional standards for teachers to underpin national reforms. These reforms include the accreditation of pre-service teacher education courses, as well as the accreditation of graduate-level teachers based on a set of effective educator competencies. The National Standards identify what is expected of teachers under three domains of teaching, namely professional knowledge, professional practice and professional engagement.

The Australian Professional Standards for Teachers are a public statement that constitutes teacher quality. They define the work of teachers and make explicit elements of high-quality, effective teaching in 21st-century schools that will improve educational outcomes for students. As for the graduate teachers, they are also expected to meet a set of national standards through their successful completion of a nationally accredited programme of initial teacher education. It implies that the successful completion of an accredited programme will equip a graduate with the knowledge and skills to meet common and agreed standards for all Australian teachers (AITSL, 2018).

The development of the Australian Professional Standards for Teachers was enlightened by intensive analysis, knowledgeable information, associate analysis and a review of standards in use by teacher registration authorities, employers and skilled associations across Australia, as well as by important consultations. The method was based upon the work of previous national frameworks and agreements.

Stakeholder arrangements were developed by territorial institutions, major authorities and teacher regulatory bodies.

In total, 120 single and joint submissions were received from the Federal, State and Territory governments, regulatory authorities, education unions, skilled peak bodies and individual faculties and academics. Following this, the standards were tested across systems, sectors, faculties, and geographical locations. These standards should be an integral part of ensuring quality education in Australian schools.

Education Services Australia (ESA) is a not-for-profit company, owned by all Australian education ministers, which provides some assistance with professional learning needs among both in-service and pre-service teachers. These learning needs include access to relevant teaching resources and the provision of professional learning opportunities to support efforts in teaching or preparing teachers to teach new dimensions of the curriculum. The purpose of this corporation was to strengthen collaboration in order to promote effective curriculum development across Australia. The establishment of the ESA provided a portal for pre-service teachers across Australia to access research to improve their professional knowledge, resources to improve their professional practice, and networks to promote professional engagement. Upon graduation, teachers can continue to engage with the profession. Its strategy statement explains it uses a unique mixture of training and technology information to create and supply solutions that can be used to enhance pupil outcomes and enhance overall performance throughout all schooling sectors. Achieving academic excellence in Australian schools requires strategic initiatives delivered at a countrywide scale that equips each Australian student in each school with the chance to attain their potential. As Australian education's national, cross-sector schooling technology provider, the ESA has the relationships, functionality and track record to take a leading position in driving initiatives for the attainment of this goal. The ESA has also established a capability to mix training and technology expertise to generate and supply options that further Australia's education reform agenda and meet the needs of stakeholders across all sectors. Five strategic pillars provide the aid and capabilities needed to achieve the objectives and focus on the approach's execution. Each strategic pillar builds on the ESA's core capabilities. The pillars are to deliver outstanding tasks and services, disseminate insights

that support decision making, provide management in schooling records management, develop and preserve countrywide schooling science platforms that amplify entry to and enhance connectivity, and strategically engage stakeholders to set up partnerships that help them to attain their goals (ESA, 2018).

The ESA measures the success of its strategy statement in terms of its impact. It has efficiently executed its strategy statement and contributed to initiatives for improving student outcomes and strengthening teachers' influence, and school communities also had an impact on initiatives delivered on behalf of governments. In addition, the uptake of products and services supplied via the ESA and the use of the ESA's shared platforms were modern options that resulted in increased efficiencies and the effective use of resources, providing more desirable strategies to school managements countrywide.

With the introduction of the above-mentioned in Australia, the recent reforms have led to the successful quality improvement of teacher education and professional development. TALIS results show that:

- 98% of teachers have higher pedagogical education,
- 97% of teachers are involved in professional development programmes,
- 51% of teachers are members of a professional association,
- The index of teacher professionalism is 0.2 out of a possible 0.25 (OECD, 2014).

Thus, the above-mentioned initiatives have led to positive changes in teaching quality assurance in Australia.

Education Policies for Teacher Training

Quality Assurance in Ukraine

Australian reforms in teacher education, particularly in teacher quality assurance, are a role model for Ukraine. Educational reforms on teacher quality in Ukraine are needed, as today's Ukrainian schools do not equip pupils with the skills needed for the future. So what are the challenges we face? According to the Minister of Education, firstly, the way of teaching in contemporary Ukrainian schools does not motivate children to learn, and secondly, teachers use mostly outdated teaching methods. At the same time, teachers lack real motivation

for personal and professional growth. In addition, low social status and low salaries certainly also demoralise teachers. The digital distance between teachers and pupils is growing. Many teachers are just not able to research problems using modern methods, to work with large amounts of data, to make and present conclusions, or to collaborate online on educational, social and academic projects. Teacher issues are currently important considerations for policy agendas because of concerns expressed by teachers themselves about the future of their profession – whether it is sufficiently attractive to talented new entrants, and whether teachers are sufficiently rewarded and supported in their work. As teachers are in daily contact with the students who will potentially form the next generation of teachers, the enthusiasm and morale of the current workforce are important influences on the future supply of teachers.

Radical reforms are needed that will reverse all the negative trends and turn Ukrainian schools into entities able to leverage social equity and consolidation, economic development, and competitiveness. Currently, teacher education in Ukraine is undergoing dynamic reforms. The main principles of state policy in this process are person-centredness, ensuring equal access to education without discrimination, and the development of an inclusive educational environment. Furthermore, the scientific nature of education, the diversity of lifelong learning, the transparency and publicity of managerial decisions, integration with the labour market, and flexibility in choosing the types and forms of education, educational programme, and educational institution are also key considerations (Ministry of Education and Science Ukraine, 2016).

The overall enhancement of the reforms has been accompanied and assured by the introduction of the Law on Higher Education (2014). It prescribes an internal quality assurance system and provides principles for teacher training, a system for monitoring and carrying out periodic reviews of educational programmes, and the annual assessment of higher education graduates. The other equally important factors are the provision of professional development for pedagogical staff, the availability of the necessary resources for students' independent work in each educational programme, the academic integrity of university staff, and preventing and detecting academic plagiarism. As prescribed by the law, the quality assurance system of higher education in Ukraine consists of:

1. a system to ensure the quality of educational activities at institutions of higher education and the quality of higher education (internal quality assurance),
2. a system of external quality assurance for educational activities at higher education institutions and for quality higher education,
3. a system of quality assurance activities conducted by the National Agency for Quality Assurance in Higher Education (NAQA) and independent agencies.

The internal quality assurance system involves the following procedures and activities:

1. defining principles and procedures for quality assurance in higher education;
2. monitoring and periodic revision of educational programmes;
3. annual assessments of applicants for higher education, research-pedagogical and pedagogical staff of higher educational institutions and regular publication of the results of such assessments on the official websites of higher educational institutions, information stands and any other way deemed appropriate;
4. provision of professional development activities for pedagogical, scientific and scientific-pedagogical employees;
5. ensuring the availability of the necessary resources for the organisation of the educational process, including the independent work of students in each educational programme;
6. ensuring the availability of information systems for effective management of the educational process;
7. ensuring the publicity of information about educational programmes and higher education qualifications;
8. ensuring an effective system of preventing and detecting academic plagiarism in the scientific works of employees of higher education institutions and applicants of higher education.

The internal quality assurance system is managed by the NAQA. This regulator accredits independent agencies for assessing and assuring the quality of higher education in compliance with the requirements of the quality assurance system of higher education, which is approved by the NAQA.

The external quality assurance system involves the implementation of the following procedures and measures:

1. ensuring the efficiency of the processes and procedures of internal quality assurance of the educational activity of higher education institutions and the quality of higher education;
2. ensuring the availability of a system of external quality assurance procedures;
3. ensuring that decision-making criteria are made public in accordance with the standards and recommendations for quality assurance in the European Higher Education Area;
4. providing accessible and comprehensible reporting;
5. conducting periodic audits of the activity of quality assurance systems and mechanisms of work with the received recommendations.

The quality assurance system of the NAQA and independent quality assurance agencies involves the following procedures and measures:

1. ensuring the availability and efficiency of external quality assurance processes and procedures for higher education;
2. ensuring the availability of sufficient and balanced resources for the implementation of external quality assurance processes in higher education;
3. ensuring the independence of the activities of the NAQA and independent institutions for evaluating and ensuring the quality of higher education;
4. accountability.

The Law of Ukraine "On Higher Education" stipulates the following procedures and measures that define the principles and procedures for quality assurance in higher education: the importance of annual evaluations of higher education applicants, research and pedagogical staff of higher education institutions and the regular publication of the results of such assessments on the official website of the higher education institution; advanced training for pedagogical, research and scientific-pedagogical staff; the availability of the necessary resources to organise the educational process, including the independent work of students, for each educational programme; the availability of information systems for effectively managing the educational

process; the publicity of information on educational programmes; developing higher education degrees; and ensuring an effective system for preventing and detecting academic plagiarism in the research work of employees of higher education institutions and applicants for higher education.

The NAQA (2018) was established in order to implement the procedures for ensuring higher education quality. It sets requirements for accreditation criteria of educational programmes and institutions. It monitors the quality of the educational process at universities and supervises the scientific and research achievements of the teacher education sector, which determine the ratings of universities in Ukraine. An important factor in the pedagogical education reforms is the development of the qualifications system, which involves the development of the qualifications framework for setting professional and higher/advanced teacher training standards to meet the requirements of pedagogical competencies and applicants' certifications in higher education. The mission of the agency is to become a catalyst for positive changes in higher education in Ukraine and to develop a culture of quality. The agency guarantees the quality of study programmes, promotes and benchmarks quality assurance systems in the universities, and develops standards and criteria of higher education quality assurance on the basis of the best foreign and modern practices.

In 2019, the agency developed and implemented a new accreditation system for higher education programmes. This document defines the main principles and procedures for educational programmes' accreditation. Accreditation is used as a tool for the external quality assurance of higher education in Ukraine and is provided by the NAQA. It is voluntary and is initiated by the institution of higher education. In addition, accreditation is conducted in accordance with the Laws of Ukraine "On Education" and "On Higher Education", as per the Charter of the NAQA. The purpose of accreditation is to determine the quality of educational programmes and the educational activities of this programme, which are defined by the criteria of the "Regulations on Accreditation of Study Programmes in Higher Education".

Accreditation helps institutions of higher education to determine the strengths and weaknesses of educational programmes. Moreover, it provides all stakeholders with information about the quality of the educational programme and the educational activities

of the programme, thus increasing confidence in higher education in Ukraine and promoting the integration of Ukrainian higher education institutions in order to meet European higher education standards (MONU, 2019).

The accreditation programme also aims to assess the quality of the educational programme. The accreditation of the educational programmes helps to meet standard requirements, as well as the achievement of stated learning outcomes in accordance with the evaluation criteria of quality (EACEA, 2017).

Various criteria are applied to the standards and guidelines for quality assurance in the European higher education system. The criteria are used to prepare information on self-assessment by the institution of higher education for the NAQA, its sectoral expert councils and experts during the accreditation process. An evaluation of the educational programme and its activities is carried out, and each criterion is marked according to a scale of assessment that covers four levels of compliance:

Level "F" – the educational programme and/or educational activities under this programme does not meet the particular criterion, and the identified deficiencies are of a fundamental nature and/or cannot be corrected within one year;

Level "E" – the educational programme and/or educational activities under this programme generally does not meet the particular criterion; however, the identified deficiencies can be eliminated within one year;

Level "B" – the educational programme and educational activities on the programme as a whole meet the particular criterion with defects that are not material;

Level "A" – the educational programme and educational activities under this programme fully comply with the particular criterion, including having innovative component and/or approach.

An institute of higher education can be simultaneously accredited at the same level to two or more educational programmes within the same speciality. The institution of higher education is obliged to promote accreditation and to act in good faith in its relations with the NAQA, its sectoral expert councils and its experts (Kvit, 2019).

In 2017, the Ukrainian Parliament passed the law "On Education", which became the foundation of subsequent educational reforms. The law also encourages professional growth and a European

structure of the national education system, introduced new principles of content development, the quality assurance system, the National Qualification framework, allows the building of economic relationships in the education system, and implemented the New Ukrainian School project (2017). According to the law, the education system's quality assurance system is made up of an internal quality assurance system, an external quality assurance system, and the quality assurance system of governing bodies and institutions providing external quality assurance (Ministry of Education and Science Ukraine, 2018).

According to the law, the internal quality assurance system in educational institutions may include:

- education quality strategy (policies and procedures);
- systems and mechanisms for ensuring academic integrity;
- publishing criteria, rules and procedures for evaluating students;
- publishing criteria, rules and procedures for evaluating the (scientific-)pedagogical activity of pedagogical and research-pedagogical employees;
- publishing criteria, rules and procedures for evaluating the management activities of the educational establishment's executives;
- ensuring the availability of the necessary resources for the organisation of the educational process, including for the independent work of students;
- ensuring the availability of information systems for the effective management of the educational institution;
- creating an inclusive educational environment, universal design and smart adaptation in the educational establishment.

The introduction of the "Concept of Pedagogical Education Development" by the Ministry of Education (2018) represents the process of quality teacher education in Ukraine and focuses on the importance of alternative methods of professional teacher education. It is one of the first steps in overcoming the issues and the changing system of teacher quality assurance.

The aim of the concept is to promote and improve pedagogical education by training pedagogical staff from the new generation and providing alternative, modern models for professional and personal teacher development that will become key to the implementation

of the New Ukrainian School reform by 2029. In general, teacher training should meet public expectations formulated by professional and education standards and take into account global trends and the recommendations of international teacher training organisations. However, there are obstacles to the creation of quality teacher training and professional development systems. These include the dispersion of responsibility between different institutions at different stages of teachers' professional development; problems with the mastery of the selected subject alongside aspects of its teaching; insufficient teacher awareness of the research methods or lack of awareness of the need for them; and insufficient delegation of specific responsibilities between members of the teaching staff.

In some countries, initial teacher education is directly organized and supervised by the Ministry of Education. As other countries have raised the level of teacher training to the post-secondary level, a variety of institutions may offer teacher education programmes. Some programmes are managed by departments or schools within large universities. Other programmes are provided by specialised teacher education institutions, some of which may be private. The growing complexity and independence of teacher education institutions in many countries has led to the need to evaluate their quality of instruction in light of the skills expected of graduates. From this perspective, the accreditation of teacher education institutions or programmes within an institution, particularly in Ukraine, is one of the most important aspects of developing a quality assurance system.

The cross-industry nature of teacher education means that different directions can be taken when preparing for the pedagogical profession.

One of the main tasks of the "Concept of Pedagogical Education Development" is building a modern model of the teaching profession in the context of society's needs, the prospects of national economic development and global technological changes. Policymakers in Ukraine state that teaching staff in educational institutions need to be regulated at the legislative level, based on a combination of high social importance and responsibility and features of permanent employment, mainly relating to those in the public sector. Such a status should balance special requirements for training and the professional activities and improvement of teaching staff with privileges and opportunities. Training principles and pedagogical staff

need professional improvement regulated by law, and this should be identified through a sectoral system of qualifications. In particular, this law must regulate the activity of institutions of higher education in terms of forming the content of their education and organising the educational process. Furthermore, additional requirements should be implemented for the internal and external quality control of pedagogical education, personnel and inventory technical control. Teacher education in Ukraine requires the introduction of a special state model to support pedagogical education.

An important factor of pedagogical education reform that has been actually going on since 2014 is the formation of a sectoral qualification system that provides professional development and introduces a sectoral qualification framework as well as the development of professional standards, digital competence standards, and a code of ethics for pedagogical employees. Pedagogical reforms set standards for higher and professional higher education based on professional standards that should contain parts in common (between the speciality and education levels) regarding requirements for the pedagogical competence and certification of higher education applicants. The introduction of speciality sections of higher and professional higher education standards determines the structure of educational programmes, the boundary ratio between the cycles in them and the requirements for training. It also sets requirements for programmes of pedagogical internship and teacher qualification exams at a higher education institution or a relevant qualification centre after no less than one year of teaching in secondary education. These requirements are also set for preschool, extracurricular, professional (vocational-technical), professional higher education, and specialised education at appropriate levels.

The importance of defining additional requirements is obvious and can ensure the quality of training and professional development of educators. The internal quality assurance system may also include an assessment of the personal and pedagogical skills and abilities of teachers applying for vocational education, entry-level (short cycle) or the first (Bachelor) level of higher pedagogical education (psychological testing and/or other confirmations of personal and pedagogical abilities). A requirement for teachers who carry out the psycho-pedagogical and methodological training of applicants for teacher education should be introduced with

training by pedagogical staff and get experience in preschool, secondary, professional (vocational), and adult education institutions. Involvement of experienced teachers of preschool, secondary, extracurricular, and professional (vocational) education in teaching individual courses or training future teachers; combining pedagogical training for candidates with pedagogical activities in the form of voluntary training, internships, dual forms of education, working in holiday periods, part-time work – are recommended.

The external quality assurance system for the training and professional development of teaching staff should additionally involve some experienced employees. Staff from preschool, secondary, vocational and/or extracurricular education (who have not studied or did not previously work at a rated institution) and professional associations' teaching staff and other public associations in the field of education should take part in the accreditation (audit) of educational programmes and institutions.

Conclusion

At the beginning of the 21st century, efficiency, accessibility and quality became the priority tasks of educational development. Quality education is traditionally considered as an instrument of socio-cultural harmony and economic growth by the world community. Nowadays, no single country in the world is fully satisfied with the quality of its education system. Everyone is looking for innovations that will produce results.

One of the ways that Ukraine can gain a decent place in the international labour market in the era of knowledge and technology is through supporting and respecting evaluations of teaching careers and undoubtedly through enhancing teacher quality assurance. The modernisation of educational programmes should include, in particular, the introduction of a competency-based, student-centred approach to teacher education, thus ensuring the formation of general competences, the acquisition of teaching skills, the development of pedagogical techniques, and the use of ICTs and digital technologies. In addition, the improvement of educational programmes should go along with the strengthening of the practical components of teacher education, the psycho-pedagogical approach, and methodical preparations for practical professional activities. The pedagogy of partnership based on co-operation between students, teachers,

parents and the public as well as on the principles of inclusive education should be introduced. A significant move would be to build managerial skills with a wide use of ICT and digital technology for its effective operation in conditions of real autonomy of educational institutions, as well as to provide practical training through continuous pedagogical training during preschool, secondary, extracurricular, and professional (vocational) education. In addition, the formation of the socially mature pedagogical personality of the employee should be promoted, along with national identities and tolerance for multiculturalism, a willingness to disseminate these qualities to students, instilling innovation as a way of thinking and a key tool of leadership in public-public partnerships, the perception of the globalisation of educational processes, and competition as a required context of the development of pedagogical education systems.

Continuing efforts to define and promote quality teaching in Australia as well as in Ukraine take place within the development of national frameworks for professional teaching standards that have significant benefits in terms of quality assurance in higher teacher education. Our study has shown the improvement in the quality of pedagogical education in both countries. Common trends of the successful improvement to the quality of teacher education are government regulation, the introduction of pedagogical standards, and the adoption of flexible methods of professional training, development and guidance.

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