



Comprehensive Solutions for Supporting Teachers' Personal Development and Well-being

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Developing Environment Programme



Developing Environment Programme

2,500 schools and kindergartens,
17 colleges, **26** universities
implemented the Programme

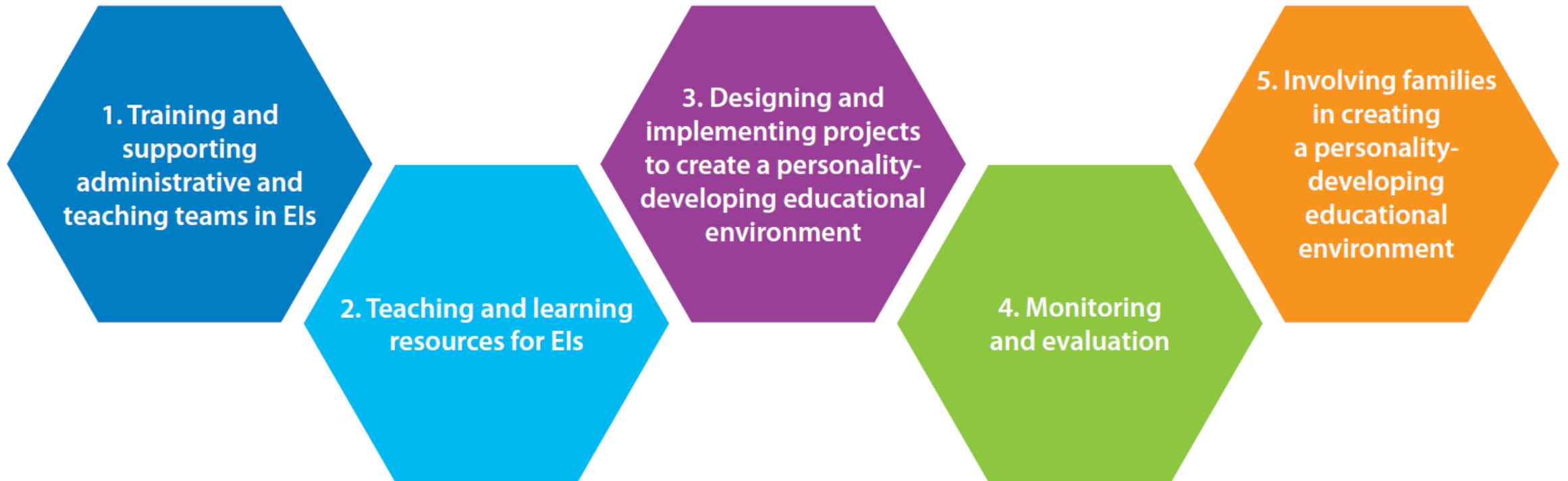
600,000 children
taught using the Programme's
Educational and Methodical Complex

36,000 educators
completed advanced training courses

5 countries in partnership
Belarus, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan

221 Personality Potential Development Centers created

Developing Environment Programme Focus Areas



Personality Potential Development Centers

Mission:

to **create conditions** for the development of a **prosperous individual** who understands themselves and their goals, knows how to achieve them and remains resilient to life's difficulties

Key values:

- Diversity
- Self-determination
- Initiative
- Creation
- Openness to change
- Dialogue
- Trust

Вклад
в будущее

МОСКОВСКИЙ
ГОРОДСКОЙ
УНИВЕРСИТЕТ



Professional Learning Communities

Approach

PLCs are

communities of educators, the value basis of which is the improvement of educational outcomes

Functions:

- create a space for discussing practical issues
- create connections between theory and practice
- contribute to the increase of the quality of teaching and learning
- develop the personality of the teacher and their professional competencies

Effects:

- teachers from institutions with PLCs have significantly **higher average levels of job engagement and well-being**
- those who actively contribute to PLCs report the **highest levels of job satisfaction**

Professional Learning Communities

Schools in Petrozavodsk

Background:

Two schools **ranked at the bottom** of the city's ratings, perceived as educational institutions with the most challenging learners

Actions taken:

- lessons and extracurricular activities with psychologists, social educators, speech therapists, etc.
- teamwork of teachers working in the same class

Features:

- each PLC – from 5 to 22 members
- teachers participated in more than one community
- voluntary participation
- topics and activities emerge organically

Support from the administration:

- encouraged active knowledge sharing and **professional development**
- provided modest but meaningful **financial incentives** and secured resources to broaden teachers' professional and personal growth
- provided opportunities for teachers to receive **high quality training** in cultural and educational institutions

Professional Learning Communities

Schools in Petrozavodsk

Head teacher:

“

Teachers visit each other's lessons, discuss and analyze activities. **Every day**—in the staff room during recess, **weekly**—summing up the results of a certain stage, broader issues are discussed **monthly** and at the **end of each quarter**. The community's work focus is chosen during the problem discussion and solution search.

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Thank You!



Developing Environment
Programme

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