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Why Is Continuous Professional Development Crucial for Quality Teaching? Insights from the Slovenian Context

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Abstract

The paper discusses the importance of teachers' professional development as one of the key factors in ensuring and enhancing the quality of the education system. We will present selected empirical findings from an evaluation study on slovenian teahhers, which explores the areas in which teachers in vocational and professional education most frequently pursue further training, as well as the average frequency of such professional development. The study analyses differences among teachers based on their career paths, work experience, educational background, subject area, and specific characteristics of the school environment.

The findings indicate that teachers who engage in regular and targeted professional development more effectively implement contemporary pedagogical approaches in practice, adapt more easily to changes, and better respond to the needs of students and the labour market. Professional development thus directly impacts the quality of teaching and learning and contributes to the overall effectiveness of the education system.

The research is based on a descriptive and causal-non-experimental method of empirical pedagogical inquiry and offers important insights for education policymakers, school leadership, and teachers themselves.

Keywords: Professional Development, In-Service Training, Vocational Education, Quality of Education