



Sustaining Teacher Change: Professional Development as Process in School-Based Innovation

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Abstract

Discussions on the role of teachers and teaching quality remain central to debates on the future of education. Teachers and school principals significantly influence student learning and achievement (Darling-Hammond, 2017, in OECD, 2018). Equally important is how teachers perceive their professional competence and capacity for autonomous decision-making (Kalin & ?epi?, 2019). Professional development therefore extends beyond acquiring knowledge to shaping professional identity, beliefs, and professional capital (Hargreaves & Fullan, 2012).

This paper is based on monitoring activities within the project Entrepreneurship – Building Young People’s Confidence (Project Pogum), which aims to develop didactic approaches and supportive learning environments that foster entrepreneurial competence in primary education and strengthen cooperation between schools and their wider environment. The project introduces pedagogical strategies to systematically promote entrepreneurial competence.

The study explores changes in the personal and professional development of teachers who led school project teams. Although not primarily focused on teacher development, the project contributed significantly to their professional growth.

Grounded in the concept of professional capital and Guskey’s (2002) model of teacher change, the study used qualitative content analysis of reflective accounts. Findings indicate changes in teaching practice, student outcomes, and teachers’ beliefs and knowledge, highlighting the importance of continuous, collaborative, and sustainable professional development.

Keywords: Entrepreneurial Competence; Professional Capital; Qualitative Content Analysis; Teacher Change; Teacher Professional Development