



(Re)thinking the role of assessment and well-being in teachers' professional development

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In 21st century the most difficult question for decision-makers in the world is to give answers: re-think the roles and goals of the schools to reach the main goals, that is namely the education of a well-being students, who is among other things an entrepreneur, and a lifelong learner. The key figure in this process is the teacher, so we must begin to make changes on the level of teacher training and the well beingness of teachers in their professional development is a core issue. Our researches in the last two decades focus on the student-centred teaching-learning methodology. Based on literature on the field of teacher thinking research we think that we must give positive experiences to teacher students if we want them work as a modern teacher with new believes about children and teaching. In this lecture we focused on assessment for learning and the professional well-being of teachers and student-teachers. The goal of our research was to investigate (a) what teachers and teacher students think of being assessed and the role of that in their professional wellbeing and development is there a correlation between assessment feedback and subjective well-being; (b) correlation among teachers' own beliefs on assessment, their used evaluation methods, and the impacts of the preferred teacher assessment. A mixed research approach was used: an online questionnaire (Cronbach $\alpha=0,848$; $N= 695$) and a thematic interview ($N=32$). With respect to the role of feedback has been centred on evaluating students; however, its significance is evident in the case of teachers' professional development and wellbeing. Surprisingly, most of teachers believe in the effectiveness of the traditional evaluation methods and they follow those . There are some interesting correlations and differences between the primary school teachers, the teacher students' and the teachers with a post-graduate evaluation-specialist diploma. The results clarified that the impacts of feedback given by mentors, leaders, parents and students are quite different. In the first case, teachers consider the reality and professionalism of its content doubtful. They miss formative assessment given on a regular basis. The correlations between the feedback and subjective well-being gives us lots of results that makes us wonder. Conclusion highlights the necessity for changing teacher assessment and teachers' point of view, and the importance of this segment of teacher training and professional development.