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Под това название от 14 до 16 юни 2019 година се проведе Седмата международна конференция, плод на сътрудничество между Факултета по педагогика на ЮЗУ „Неофит Рилски“, Благоевград, Факултета по образовни науки на Университет „Гоце Делчев“, гр. Щип, Република Северна Македония и Сплитски университет, гр. Сплит, Република Хърватска и Института по педагогика и психология при Череповецки държавен университет, гр. Череповец, Русия.

В рамките на тридневната конференция в отделните научни секции бяха представени доклади по проблеми, свързани с дидактиката и психологията на висшето образование, иновациите в подготовката и квалификацията на учители и други педагогически специалисти, проблемите на предучилищното и училищното образование, иновативните училища в съвременното образование. В конференцията участваха заинтересовани от проблематиката на възпитанието и образованието представители на Югозападен университет „Неофит Рилски“, Софийски университет „Св. Климент Охридски“, Тракийски университет – Стара Загора, Университет „Гоце Делчев“, Щип, Република Северна Македония, Университет на Сплит, Република Хърватия, Череповецки държавен университет, гр. Череповец, Русия, Университет в Ниш, Република Сърбия, Дагестански държавен педагогически университет, гр. Махачкала, Република Дагестан, Руска федерация, както и докторанти от Израел и Гърция.

Резултат от конференцията са текстовете на сборника “Съвременното образование – условия, предизвикателства и перспективи“. Донякъде те сякаш подвеждат. Може би след тях ще останат повече питання, отколкото отговори: има ли нещо сигурно за образованието днес, може ли да се състави обобщаваща картина, не се ли разпадат вижданията за него, така както са разпилени представите за света днес? Всъщност, ако несигурността е отличителна характеристика за времето ни, въпросите са не по-малко значими от отговорите, които се дават на различни проблеми на образованието.

Представените на конференцията изследвания разкриват стремежа на авторите им да анализират различни аспекти от сложните процеси, които протичат в образованието в различни културни и национални особености в отделните страни. В тях говори различна индивидуална чувствителност и

личен опит; те носят лични убеждения и надежди за бъдещето на така изненадващото и озадачаващо ни съвременно образование!

Предаваме на съда на читателите изследванията на участниците в конференцията с мисълта, че те ще провокират у тях собствени идеи в търсене на решения и решителност за практическото им отстояване както по конкретни проблеми на образованието, така и за изграждане на „по-големи картини“ за него било на равнище училище, университет или просто за сложните връзки със социокултурните условия в обществото. Може би това е една от възможностите, които ни предлага постмодерната ни несигурност: да се мисли критично по по-глобални проблеми и да се действа локално, с лична и професионална отговорност!

Седмата международна научна конференция „Съвременното образование - условия, предизвикателства и перспективи“ е факт благодарение на целевата финансова подкрепа на фонд „Научни изследвания“ за проект разработен от екип на Факултета по педагогика“ (Договор № КП–06–МНФ/16). Нашата искрена благодарност на членовете на екипа, разработил проекта: доц. д-р Даниела Томова, доц. д-р София Дерменджиева, гл. ас. д-р Блага Джорова, гл. ас. д-р Юлиана Ковачка, гл. ас. д-р Стефан Кинов, гл. ас. д-р Невяна Докова, ас. д-р Радослава Топалска, ас. д-р Янко Руменов, ас. д-р Цветомира Иванова, ас. д-р Вяра Цветанова, ас. д-р Василена Спасова, асистент Мария Младенова, докторант Ивета Мицова.

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PROFESSIONAL DEVELOPMENT OF THE TEACHERS IN MACEDONIA - SITUATION AND PERSPECTIVES

Sonja Petrovska, Despina Sivevska, Biljana Popeska, Jadranka Runceva

Abstract: The establishment of an effective system of teachers' professional development is a question on which practitioners, scientists, and politicians in all countries in the world discuss, regardless of their development level. Obtaining conditions for the realization of high-quality professional development of teachers is a responsibility of each country. In fact, the state taking care of the professional development of its own teaching staff, takes care of the quality of education that the children/students receive, and thus takes care of the quality of the knowledge that future citizens in the society will have.

The paper presents an overview of the results obtained from the project "Professional Development of Teachers in the Republic of Macedonia - Conditions and Perspectives", which was realized within the Faculty of Education Sciences, supported by the University "Goce Delchev" Stip. The paper included 398 teachers from 28 primary and secondary schools in Macedonia.

Professional development of teachers was considered from the following aspects: initial education as a starting point for inclusion in school life; mentoring as a form of professional development; organization and realization of professional development.

The results show differences in professional development between elementary school teachers and subject teachers and differences in professional development between teachers with different work experience. It is necessary to work on the improvement of the process of professional development of teachers in order to maintain and improve the quality of education in general.

Key words: professional development, Macedonia, teachers

INTRODUCTION

The quality of teachers' work is a global problem for which are interested all those who, in one way or another, are involved in the education of children and young people. Upbringing - educational work as an exceptionally stochastic system requires continuous planning, control, evaluation primarily due to the need for high level of prediction within the framework of the micro-methodical discourse, and for reducing the entropy that can have detrimental effects on the final result – the upbringing – educational results among the children and youth. Upbringing and education are complex and long-lasting processes and their results are not immediately perceptible, but they are expressed after a long and continuous impact, and the factors that determine the results are numerous and are of varying intensity. However, a huge body of research confirms that the teacher with all his personal, professional and moral capacity has a significant influence on the quality of the outcomes of those processes. (Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K., 2007; Moir, E., Barlin, D., Gless, J., & Miles, J., 2010; Половина, Н. и Ј. Павловић, 2010; Крњајић, С., 2006).

The Teachers' Strategy (2012-2015)² promoted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) very explicitly emphasizes that for the quality of teachers, it is crucial to create „... an environment that appreciates professional advancement, an environment that is committed to increasing students' learning opportunities through quality teaching practice “ (UNESCO Strategy on Teacher (2012-2015), p. 1). According to this strategy, the priority areas in which the professional development should take place are:

1. Development of institutional capacities for their education and support;
2. Systematic dissemination of quality teaching, especially when working in difficult conditions and through mechanisms for supporting teachers and their professional development, as well as removing barriers to success;
3. Support the development of policy and normative frameworks, instruments, and extending the opportunities for international dialogue on successful policies, strategies and practices, including

² UNESCO Strategy on teachers (2012-2015), <http://unesdoc.unesco.org/images>

through peerlearning, particularly in relation to policies for attracting, retaining, deploying teachers, especially in disadvantaged contexts. (UNESCO Strategy on Teacher (2012-2015), p. 1-2).

Professional development is one of the preconditions for effective education that follows the needs and trends of modern society. Teacher's work require many different competences that can not be aquired during initial education. Some of competences such as: organizational skills, research skills, lidership, team work and other competences are acquired mainly after initial education, attending different forms of professional development of the teacher. Even the best quality initial education, cannot provide skills required for whole professional life (Hendriks et al, 2010). This is the reason why we need professional development during the professional span.

In the literature, the professional development of teachers is usually defined as a process of continuous acquisition, expansion and deepening of knowledge, developing skills and abilities that are relevant for successful performance of teaching and extracurricular activities; acquiring knowledge and skills that provide quality and successful cooperation with colleagues, as well as quality relationship with the parents and the local community; preparation for accepting the changes, their successful application and active participation and initiative in the implementation of the reforms (Попович, 2010).

The analysis of many political documents, scientific discussions and reports from realized practices³ regarding the professional development of teachers indicates that it is possible to determine the characteristics of successful models of professional development of teachers:

1. Professional development is a continuing learning process for the teacher, unlike one-time seminars.
2. The main goal is to improve teaching practice and improve student learning.
3. Professional development is an integral part of the daily work of teachers involved in activities and events (formal and informal meetings) tailored to students' learning needs.
4. Emphasis is placed on the essential activities of teaching and learning - planning of classes, assessment of students 'work and effective teaching practice which enables improvement of students' achievements.
5. Encourages co-operation and team work that most often involves the exchange of knowledge and experience and improves learning on issues related to the promotion of the teaching and learning of students.
6. Includes learning and providing support from experienced teachers / mentors who help in solving the problems related to the performance of quality teaching and improving students' achievement.
7. The results of the research of the practice, through analysis and action research, are the starting point in the planning of the professional development activities.

The analysis of the summarized characteristics of successful models of professional development of teachers indicates that this is a complex issue that requires a systematic and multiple approach in defining the strategy for professional development of teachers. It focuses on the teacher and the possibility to provide continuous and systematic support in the development and improvement of their own knowledge and personal competences, exchange of experiences and positive practices, a system of appropriate assessment

³ European Commission (2012) *Supporting the Teaching Professions for Better Learning Outcomes*. Strasbourg: European Commission

Teacher Education Policy in Europe (TEPE) Conference (2008) Official Conference Document *Conclusions and Recommendations*. Ljubljana: University of Ljubljana.

UNESCO (2011) *World Data on Education VII Ed. 2010/11*.

UNICEF (2007) *Analiza potreba nastavnika u pogledu stručnog usavršavanja*. Vandenbroeck, M. (1991) Professionalisation. in Peeters, J, Braam, J. & Vanden Heede: *Family Day Care: Teacher or Substitute Mother*. Gent: VBJK, p. 157.

Европските принципи за компетенции и кфалификации на наставникот (Common European Principles for Teacher Competences and Qualifications, ЕС, 2010), Образование и обука (Education and Training 2010 (ЕС,2009), Обезбедување на квалитет во образованието на наставници (Quality Assurance in Teacher Education in Europe, ЕС, 2006).

Велковски, З. (2012) Основа за развивање на Национална рамка на наставнички квалификации – Проект: *Унапредување на професионализмот на наставниците за инклузивно, квалитетно и релевантно образование* – АТЕПИЕ.

Министерство за образование и наука (2005) *Национална програма за развој на образованието во Република Македонија 2005–2015*, Скопје.

of all activities and achieved results, well-developed network of professional and an institutional network of teacher support, supported by appropriate legal solutions and clear legal provisions on teachers' rights and obligations from the aspect of their professional development. Considering these guidelines and experiences, and taking into account the situation in Macedonia and current developments in the professional development segment, we conceived the idea for the project „*Professional Development of Teachers in the Republic of Macedonia - Conditions and Challenges* “ which was realized within the Faculty of Educational Sciences, Goce Delcev University - Stip, Macedonia, 2016-2018 year. The obtained results are sublimated and presented in this paper

1. METHODS

In this direction the research is aimed at detecting the conditions of the professional development of teachers in Macedonia from the aspect of monitoring the current situation with the professional development of teachers in Macedonia (legal regulations provisions, current policies, institutional support at state, local and internal school level); identifying and discovering possible ways to promote them.

The subject of this paper is to give an overall overview of the results and conclusions obtained from the project „Professional Development of Teachers in the Republic of Macedonia - Conditions and Challenges “ which was realized within the framework of Faculty of Educational Sciences, Goce Delcev University - Stip, Macedonia

The purpose of the research was to study the position and functionality of the system of professional development of teachers in Macedonia, as well as to determine views and opinions of the teachers on various aspects of professional development (initial education as a starting point for inclusion in school life, mentoring as a form of professional development, organization and realization of professional development).

The sample consists of 398 teachers (departmental and subject teachers) from 28 city primary and secondary schools with approximately equal material-working conditions and with approximately equal social structure of students. Of these, 73.9% are female and 25.1% male. According to work experience, most of them have work experience of 6-15 years (37.7%), 21.6% have work experience over 25 years, 19% have working experience of 16-25 years and 16.8% have experience of 1- 5 years. According to the working position 40.2% are departmental teachers, 34.2% are subject teachers in secondary school and 24.6% are subject teachers in primary schools. Of the total number of respondents, 39.5% of them have been mentors of novice teachers

For the needs of the research, a specially designed instrument - questionnaire was used. The obtained results are analyzed and presented using descriptive statistics: frequencies (f), percent (%), and nonparametric procedures: t-test and F-test. The data obtained from the survey are processed using the statistical package SPSS 19.

RESULTS AND DISCUSSION

Establishment and functionality of the system of professional development of teachers in Macedonia

In Macedonia, the professional development of the teachers is obligatory and is regulated with legislative, low acts and regulative. It is provided in many different forms and all suggested forms must be approved and accredited by the Ministry of education and science (Low for primary and secondary school teachers, 2018). Beside the Ministry, another authorized institution, responsible for professional development of teachers is the Bureau for development of education. Their responsibilities are related with evaluation and quality of teaching process and in these frames, work of the teachers. Related to this, they prepare, design and propose the program for professional development of the teachers; organize courses and workshops aimed to impact on teacher's professional development etc (Low for Bureau of education). Based on these documents and legislative, teachers are obligated to participate in activities for their professional development and to spend 60 hours in period of three years in activities for professional development.(Petrovska at all., 2018)

Teachers' views regarding their initial education

Initial teacher education is the first and probably the most important point that determines the effectiveness and quality of the teacher and his/her work in future. In this regard, the initial teachers training should provide theoretical and practical basis which is necessary for both: successful realization of teaching process and successful enrolment in the school life in general. Teacher's initial education is the starting educational point for future work and also the first step for the process of professional development of the teachers. In this regard, we work on issues related to teachers for the quality of their theoretical knowledges, qualifications for practical work and enrolment in overall school life (participation in development of the school, ridership, cooperation with parents, colleagues, social surrounding) during their initial education and initial education of students – future teachers (Petrovska et. all., 2017) The aim is analyzed from two different points – in relation with working experience of the teachers and in relation to their specialization: departmental teachers and subject teachers.

Based on obtained results, statistical differences in all analyzed questions were obtained regarding the level of experience of the teachers based on the years of their working experience. According obtained answers, novice teachers with less year of working experience declare most positive attitudes and greatest level of satisfaction of the all analyzed aspects compared with their older and experienced colleagues that share mainly lower level of satisfaction regarding their preparation during their initial education. From one point, this can be explained with the latest changes that were made in the current study programs at the Teaching faculties related with more time for practical work during studies.

The other point are the years of experience and process of continuous learning that is an important segment for each teacher that are present in everyday work of the teachers with more years of working experience. Differences in opinions are noted between teacher's apprentices that consider that deeper theoretic knowledges are needed and teachers with more than 25 years of working experience that consider that priority should be improvement of the preparation for practical work.

Regarding the opinions upon the different aspects of preparation for school life, statistically significant differences were obtained between departmental teachers and subject teachers in primary and secondary educational level, for the questions related with level of satisfaction of: acquired theoretic knowledges, preparation for practical work and preparation for enrolment in school life. In these three questions, departmental teachers express greater satisfaction and positive attitude compared with generally negative attitude of subject teachers, indicating that initial education of the teachers (departmental teachers and subject teachers) has an important role in estimation of required knowledges, abilities and skills that are necessaire for teaching work and also for their enrolment in school life.

Teachers' views regarding mentoring as a form of professional development

Mentoring is a complex, interactive process that takes place between people with different levels of experience and expertise. It's a process of support, exchange of experience, expertise, practical knowledge between the expert (mentor) and novice colleague. The ultimate goal of this process is professional development and career advancement (According to Carmin, 1988, as cited in Hester and Setzer, 2013). The mentoring process is of particular importance for the teachers who are at the beginning of their careers. That's why is very important the apprentice teachers to receive teachers – mentors who will be able with their knowledge, skills and practical experience to include the apprentice teachers in the teaching profession and in the school life.

While mentoring as a process is regulated by law, in practice, there are still inconsistencies in its practical implementation. The obtained results of our research pointed to the weaknesses that the mentoring process in Macedonia is facing with (Petrovska et al, 2018). According to the obtained results, most of the teachers agree that changes in the current mentoring system of apprentice teachers are needed, emphasizing the need to develop instruments and procedures for advancement in titles and system for evaluation of professional development. as well as greater financial motivation for teachers - mentors, which could be achieved through the preparation of financial plans for promotion in titles, which increases the awareness of a more serious approach to mentoring as one of the ways for professional and career development of teachers.

Teachers' views regarding the organization and realization of the personal professional development

There is no initial education that will give all the necessary knowledge and skills to the teachers, that are needed for work throughout the entire teaching life. The acquired knowledge and skills through the teacher's initial education are not the last step of the teachers' educational process. Their acquired knowledge, skills, and abilities are a base that complements and improves throughout the entire teaching life.

From one side, teacher's professional development contributes to improve teacher's knowledge, skills, abilities and teaching practices, and on the other side, teacher's professional development improves the quality of teaching, provides higher quality teaching and creates opportunities to improve students' achievements.

The results of the conducted research of the teachers from the primary and secondary schools in Macedonia generally showed that there are differences in the opinions of teachers with different work experience in terms of: who should determine the goals and contents of the teachers' professional development; who should perform organized trainings for the professional development of teachers; factors that can contribute to the professional development of teachers (Petrovska, S., Sivevska, D., Runceva, J., 2018).

Differences in the responses of teachers with different work experience indicate that teachers with less work experience mainly rely fully on the state in terms of planning and organizing their professional development, while more experienced teachers (teachers with more work experience) need and require their greater involvement in the process of pedagogical-organizational design of teachers' professional development

The results of this research confirm that the successful professional development of teachers, except that includes a plan, continuity, it is also needed to be carried out inside and outside the school, through professional partnerships (international, state, local, intra-school) and with a high level of respect for the professional needs of each teacher.

Teachers' views regarding the establishment and functionality of the system for professional development of the Macedonian teachers

Results from the conducted research for the teachers from the primary and secondary schools in Macedonia, showed that although BDE as a state institution in its authority takes care for the professional development of the teachers, teachers should be given greater opportunity in defining the goals and tasks of their professional development. This was confirmed by the answers of both groups of teachers (departmental teachers *partly agree*, while subject teachers *agree* with the opinion that they should determine the goals and the contents according to which their professional development will be realized). (Petrovska, S., Sivevska, D., Runceva, J., 2018) The results are quite expected. The sample includes teachers with different work experience, different interest, different success in certain areas, different models of initial education. Hence, from the BDE as a state institution that is predominantly responsible for the professional development of teachers, it is expected to take greater care of the individual professional needs of teachers.

The teachers emphasized the need for their greater involvement in the organization of trainings for their professional development, of course in cooperation with the school's expert services, who certainly know the needs for teacher's development, and with the help and support of the BDE and the teaching faculties (according to the perceived needs of the teachers for their improvement and development in a given area). Statistically significant differences were observed in the statement *How much the cooperation with the teaching faculties can contribute to your professional development?*. From the answers we can conclude that the departmental teachers *partially agree with this* statement, while subject teachers agree that the cooperation with the teaching faculties can contribute to their professional development.

Numerous factors affect the professional development of teachers. As a priority, the teachers mention: the work in the professional activities; informal communication among colleagues, cooperation with the BDE and cooperation with other schools, through sharing good practices

The results from this research show that the successful professional development of the teachers except that includes a plan, continuity, it is necessary to take place inside and outside the school, through professional partnerships (international, state, local, in-school) and with a high level of respect for the professional needs of each teacher.

Teachers' views with different work experience regarding the establishment and functionality of the system of professional development of Macedonian teachers

When speaking about professional development, many aspects are important. It's not always just legislative, opportunities, and professional requirements. Many times, it depends from personal attitudes of the teachers and their personality. In this regard, one of the aspects that we also wanted to investigate are attitudes of teachers with different work experience in relation to several categories of the professional development. In particular, whether there are differences regarding satisfaction from their own level of professional development, forms and approaches they have used for personal professional development and the level of personal activity for personal and professional development.

Obtained results from our study (Petrovska, Sivevska, Popeska & Runcheva, 2018) suggested statistically significant differences in analyzed categorie: **satisfaction with personal level of professional development**. These differences occur mainly between novice teachers with maximum 5 years working experience and experienced teachers with more than 25 years working experience. Namely, novice teachers are personally satisfied with their level of professional development, while experience teachers declare that are not satisfied. Probably enrolling in teacher profession means also enrolling in different forms of professional development, communication and cooperation with colleagues. Novice teachers learn many new things considering that they are new in the work, which gives them feeling that they learn and see many things. From the other hand, more experienced teacher had also greater expectations and the experience by itself means that they have already participated in different forms of professional development and they need something new.

Regarding second category: applied forms for their professional development (shared experience with colleagues, internet and social network, (workshops – teachers as active participants, etc.) differences have been noticed between teachers with less experiences compare with teachers with more work experiences. In this regard, we could conclude that answers to this question are expected. In the spirit of the new digitalization and implementation of technology, the availability of numerous data on the Internet and the existence of numerous portals, forums and teaching platforms, new teachers are able to expand their initial knowledge using this form as a manner to empower to their own professional development. As expected, this is not very preferred by experienced teachers who prefer the immediate way of transferring knowledge and experiences and are not so much involved in technology.

Regarding third category: **Satisfaction from personal activity level related to personal professional development**, we can conclude that teachers generally invest in their professional development, self-initiative including in various activities, which are often included for the exchange of experiences and knowledge with colleagues, are open for cooperation with colleagues from other schools, they make visits to other schools etc. It is positively that investments in their professional development make them most often self-initiative, and not because of the legal norms.

CONCLUSION

In today's modern society demands that are placed before teachers are more complex. They are constantly required to continuously work on their professional development in order to be able to respond to the needs of the society. Our country, following the European trends for continuous improvement of the teaching staff, is working on the development of strategies for improving the competencies of the teachers.

The aim was to see the current state of the system of professional development of teachers in primary and secondary schools in Macedonia. For this purpose, several aspects of professional development were analyzed (initial education as the starting point for inclusion in school life, mentoring as a form of professional development, organizing and realizing professional development).

Regarding the first aspect, certain changes are needed in the **initial education**, the importance has not only the acquisition of theoretical knowledge and competence for the realization of the practical work, but also the preparation for inclusion in the school life in terms of participation in the development of the school.

Speaking about changes and intervention in the program, they should be made in the segment of preparation for practical work, by increasing the number of classes for practical teaching, number of hours of presence of students in schools not just during the educational process but also being present in all other segments of school life. In this regard one also very important step is the process of cooperation on different levels and relations: cooperation between schools and faculties; teaching and administrative staff in schools with students and their professors; parents, schools, students and faculties etc. In this regard, latest changes in the study programs could be evaluate as positive but they should be upgraded in relation to previously noted aspects. At this way, only team work between all involved subject could lead to best possible form of preparation of students – future teachers that in future period will lead to excellent teachers prepared for all aspects of school life. At the final point, this will be a wining situation for all involve parties and mainly for the education and children in general.

In the **mentoring** section, apprentices emphasize the need for more frequent contact with their mentors, the need for their greater attendance at their classes. Оттука е препораката до училиштата да се обидат, освен менторството, да понудат и други форми на поддршка на приправниците и до државата да се обиде да ја поддржува наставничката професија преку континуирано вложување (кадровско и финансиско). Teacher`s working experience was determined as important factor when speaking about mentoring. Namely, based on study results statistically significant differences in teacher`s opinions were determined between teachers from different categories of working experience. Furthermore, work experience plays an important role regarding the estimation of the mentoring process of novice teachers, and how this process contributes to teacher`s professional development. According the results, in the processes of mentoring, communication between mentor and novice teachers are realized both in formal and informal structures by supporting both the school leadership and the entire pedagogical team. The established teacher gives a strong start to the young teacher, sharing not only his classroom and extracurricular experience but also his / her skills and attitudes.

Regarding teachers views about their personal professional ddevelopment, the obtained results showed statistically significant differences in more of the analyzed answers, which leads to the conclusion that the work experience of teachers plays an important role in their opinion about the position and functionality of the system of professional development of teachers in the Republic of Macedonia. They pointed out that except the BDE as a state institution that is one of the institutions that in its jurisdiction takes care of professional and career development of teachers, the teachers themselves should play a bigger role in the process of the pedagogical-organizational designing of the teachers `professional development.

Statistically significant differences were also observed in the issue in which teachers were asked to state their consent regarding the stated factors that could contribute to the professional development of teachers (Work in professional bodies, Informal communication among colleagues, cooperation with teaching faculties, Collaboration with BDE, Collaboration with other schools, Dissemination of colleagues `good practices). Резултатите покажаа дека наставниците со помало работно искуство сметаат дека понудените форми повеќе им придонесуваат за личниот ПП, за разлика од поiskusните наставници.

Regarding the establishment and functionality of the system of professional development of teachers in Macedonia there are differences between teachers with different work experience and differences between teachers with different work position (departmental and subject). This results, that suggest differences between different age categories of teachers were expected considering the time gap between these two groups, different possibility that they have during their working period, experience that they have participating in many different activities, as well as differences in experience in contacts and communication with colleagues, representatives, responsible institutions etc. In this regard, we must pay attention on variety of forms for professional development, creation of mixed teams that will join energy and enthusiasm of apprentice teachers with experience of the older one.

Finally, we can conclude that for the successful professional development of the teacher, the involvement of all stakeholders in this process should be ensured, starting from the state institutions that in their competence have the organization and realization of the professional development, to the teacher himself, who must continuously invests in expanding and deepening the already acquired knowledge and skills.

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