

Teacher's professional development and Bologna process

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Abstract

Basic aim of Bologna process is to create an exclusive academics air, and to strength the European apparition for closely connection of the countries, cultures, scientism and citizens. In that sense every countries which ratification the Bologna declaration must to reforms their higher education, to give contribution into establishment of European education system. The reform in this system must to fit out ensure quality, efficiency, mobility, distinguish, competitions. In considerations of that, because the teacher is crucial pillar in the education, we put the question what is the qualitative teacher, which professional competences he must to have in his education to work with preschool children and with pupil's in the primary school, how long he must to prepare for that-three or four years, which subject is basic and crucial from them etc.

The debate of teacher qualification is always interconnecting with characteristic, attribute, knowledge, abilities...

In this paper we tried to answer this and the other questions like this.

Key words: *Bologna process, higher education, professional development, teacher*

In the global world where we living everything is changing, in every part of our life, in every sphere. Not encompassment sphere in this world changing is the educational sphere, because knowledge and innovation are the key factors for the economic development and social progress.

Research in every sphere, especially research in education is becoming still more crucial for the economic and industrial policies nationally as well as a European level and for enhancing competitiveness.

Changing in education is in all level: primary, secondary, higher education. In this global trend of changing most important role is place to changes in the higher education institution, because of its role – not only in giving young people higher education, but also in developing skills and knowledge for the rest of the adult population who may wish to attend further training. This changing is with the aim to create a European higher education. Because of that in Bologna in June 1999, 29 countries was signed the Bologna declaration, which have important role in educational changes. Every year many

countries signed Bologna declaration and try to adopt their higher educational program with the key decision from this declaration. So, they try to adopt their programs into two main cycles (undergraduate/postgraduate), system of credits (ECTS), teaching process, number of teaching subject, duration of every cycle...oriented towards issues such as quality assurance, accreditation and recognition of qualification and competences which are of a broader interest. The other key element is the mutual recognition of qualifications and diplomas with tendency to realize the right of free movement of people, what is also an important aspect of European citizenship.

Because of all of that, our country try to change our higher educational system – its duration – three or four years-undergraduate studies, gave an opportunity to everybody involved to learn, curriculum development... In this way we put the question what happened in the teacher curriculum development like one important aspect of a change which changes have long term effects and influence to a lot of people. We start with point that most important adult in children life are the teachers, because they have direct and powerful effect on what our children learn, love to explore, want to become. So from that, we make reforms at the teacher study curriculum-teacher for preschool institutions and teacher for primary school, build a teacher competences. which will be consist by knowledge, understandings, abilities, skills and values, the basic intention is to build integrative theoretical and practical concept which will be comparable and compatible with the others in the European educational space.

So, we put the question *what are the challenges for the teacher profession at the modern world?*

They must to select the best working methods to use in order to meet the learning objectives and to identify the best evaluation methods to use to provide a basis for future teaching solutions; to create a learning environment that encourages interaction support learning better than one leaves the learners alone and to their own devices; teacher should acknowledge the transformation of teaching from individual performance into team work; to developed their professional skills and the updating of abilities, knowledge and skills like important future in the teacher of the future; to be person who has a versatile range of pedagogical and didactic know-now; become a person who has the ability to manage social relationships in his class or in local or national environment; to have a

motivation, suitability for the profession and commitment which refers that teaching is secondary and the enabling for learning is primary; to help the student's to harness their own strengths and produce "timeless" professional skills which will enable the process of development.; to study and reflect their own practice, and be able to utilize theory in their own teaching; to be able to change and function in the constantly shifting situation; to continued their education because it must be a dialogue between the initial and continuing education; to form a link outside the school in order to utilize the learning possibilities offered by the surroundings;

These guidelines help us to find and define teacher competences which are categorized into three groups:

- *Generically (common) competences which must to have every teacher like;*
- *Specifically competences for teacher who do the educational work with children in primary school;*
- *Specifically competences for teachers who do educational work at preschool institution;*

All of these competences will be developed on different level across the subject programs.

In the same time, we put the question, what we will do with teacher professional development, what we mean about it, why for us is important a process of teacher professional development?

At literature we met different definition about teacher professional development like:

"teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining is r her teaching systematically" (Glatthorn, 1995, p.41), or

" carrier development is the growth that occurs as the teacher moves through the professional career cycle" and broader than staff development, which is the provision of organized in-service programmes designed to foster the growth of groups of teachers; it is only one of the systematic interventions than can be used for teacher development" (Ganser, 2000; Filding and Schalock, 1985) or

So, we determine for definition which understand that teacher professional development is the every day professional growth which is consist of long term courses

which include regular opportunities and experiences, new teaching methods and strategies etc.....

At literature exist dilemma about determination of teacher professional development like model or like system. If we determine it like a model we understand a specific process and opportunities that are planed to provide professional development to teachers from the beginning of their preparation. If we determine like system we think about wider perspective which include interconnections between goals, objectives, purpose, context in which is take place, personal characteristics, models, technique, procedures process of evaluate and asses, support infrastructure...

When we plane to implement professional development we must to follow some guidelines for success like: to recognize change, to star with small step, to work in teams, to include procedures for feedback results, to provide continuous follow-up, support, and pressure; to integrate programmes

Why is teacher's professional development important for us?

Because: It has a significant positive impact on teacher beliefs and practice, student's learning and on the implementation of educational reforms; It has a noticeable impact oh teacher team work, both in and out of the classroom, especially considering that a significant number of teacher throughout of the world are under-prepared for their profession; Because it has an impact on teacher's beliefs and behavior; It has a large impact on defining teachers goals (concrete, realistic and challenging goals for their students and these goals in turn affect the teacher behavior in the classrooms and schools; It has an impact to changing teaching methods and these changes have a positive impact on student's learning.

Reforms which have centered on teachers professional development have been extremely successful in transform ting even national education system. The professional development of teacher is a key factor in ensuring the reforms at any level. Successful professional-development opportunities for teacher have a significant positive effect on student's performance and learning.

Who must to take care about teacher development?

If we see professional development in the frame of social, economic and political trends and life, every one of us, schools, educators, school district administrators,

colleges and universities, communities..., they first must to evaluate their needs, cultural beliefs and practices in order to decide which professional development model would be most beneficial to their particular situation.

.In that direction Fullan (1987, p.) put out several crucial factors for successful teacher development like: redefinition of staff development a process of learning; the role of leadership at the school level; the organizational culture at the school level; the role of external agencies, especially at the local and regional level.

Conclusion

Every country where is place the question about teacher professional development and where is started the reforms in higher education according with Bologna process must to increase the social sensibility for increasing the dignity of this profession. The national concept for professional development must to be content with the basic structural components and to be oriented to the other European educational systems. It also must to follow the modern trends in building an organizational policy for teacher education.

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