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## The need of continuous professional teacher development

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### Abstract

"Effective teachers, effective school. Modern trends in education are aimed at creating effective schools. But could you modern and contemporary school without an effective teacher? Does the teacher can be effective if they do not follow current trends, if not grow professionally?"

In this direction is the preparation of this paper. In it we present the theoretical debates about the problem of teaching professional development worldwide, especially in R. Macedonia. It will also present the results of research conducted in the Republic of Macedonia. Results will highlight the current situation, more specifically to highlight the treatment of the professional development of teachers.

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*High-quality teacher is always ready to learn-sine qua non is facing dynamic complexity, key to the creation of citizens who can manage their lives and be connected with others around them in ever-changing world. There is no substitute for good teachers.... We can not have a society that teaches, without teachers who teach profession. "*

**Fullan, 1993**

### Introduction

World of change is all around us. In this world of change in every area of human life are posed many questions that are searching for an appropriate response. And in education as a strategy for successful social development set number and a number of issues which require an adequate response. One of the key issues is the issue of teacher professional development, an issue that is placed starting at the very beginning of his preparation for

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this profession. In this regard, first we will try to answer the question of what we understand the term professional development of teachers (PTD)?

In the literature we meet with many of the goals of what is professional development.

Althorn (5, p. 4.) Gives the following commitment, teaching professional development is its growth, its upgrade, which occurs as a result of its enrichment work and permanent experience who conducted research in teaching and beyond."

According to Gander, Filding and Schalock, (4, p. 8.) "Professional development is based on the concept that is understood as a process of inspiring and range of targets set by administrators aimed at changing professional s development activities that the teacher used in different environments and conditions that lead to permanent review and change. "

We are determined according to the definition of "PRN mean daily professional and personal growth teacher, long, continuous process that starts from the beginning of preparation for the profession and continue until the end of life, a process that is realized in different ways which means the development of teacher with new knowledge, skills, abilities, strategies in the respective areas of competence and application of modern technology".

Why is important for us PTD?

- Allows the creation of conditions for lifelong learning for all, regardless of age, including special efforts directed of disabled persons, those not otherwise involved in the educational system and migrants as a tool for their social integration;
- Provide opportunities for acquisition or renewal of basic knowledge and skills in specific, thorough, professional and academic area, the area of information technologies, foreign languages, technological culture and social relations;
- High quality and accessibility of specific information, support and counsel given to the possibility of setting up and implementation of specific objectives and tasks;
- Inclusion of representatives of relevant sectors, especially the young people in existing and future network structure in this area;
- Because it has significant influence on the beliefs of the teacher and his teacher practice;
- Affect student learning and the implementation of educational reforms;
- Has an impact on the establishment of teacher connection, strengthening teamwork and cooperation in the classroom, the school at local, national and wider;
- Influence the determination of goals (specific, realistic and variables) and the tasks of teaching and learning;
- Change of teaching methods, forms, strategies;
- Change the position and role of subjective factors in the learning process;

Professional development is more than training, including workshops, seminars, monitoring, reflection, observation and performance of activities by teachers, sets them in the role of trained, who are placed in this long process, but future trainers lead teachers to use new methods, techniques, approaches in their practice.

PTD involves the application of many forms such as team planning is performed, when teachers observe students and seek feedback when a team of teachers observe video lessons, and it reflects and discuss it. These methods of PTD are only part of more effective models of teachers learning.

What are the main features of the PTD?

- High applicability, practical orientation, participation and interactivity;
- A process that goes step by step;
- Process in which interlace and complement the theory and practice;
- Realism - what is thought to be implemented?
- High degree of internal maintenance, technical support;

## **1. What models of professional development of teachers and there exist among us?**

Professional development of teachers, consisting of several short courses, workshops in which teachers receive only new information on individual aspects of their work. Today, many authors, many international organizations, explaining that there are many new models of PNR which have the following characteristics:

- Based on constructivism - treatment of the teacher as an active participant and a student;
- Long-term process, teachers learn a longer period of time;

- I realized in school and out of them as groups of students and is in line with the daily activities of students and teachers;
- In accordance with the systemic reform and the process of cultural construction of school;
- The teacher is seen as reflective practitioners - such as persons who are directed to the profession and who build their knowledge of previous knowledge and experience;
- Professional development is a process associates;
- The professional development should be seen as different from others, adapted to the actual situation and possibilities.

In this regard in the literature meet commitments under the PTD can be viewed through three categories, three main models, such as:

- **Standardized PTD**-a centralized approach that involves the participants to share skills and knowledge with a larger group of educators, face to face or multimedia. Often applied to dissemination of results and skills of older teachers.
- **Purposeful PTD** - involves learning extensively by teachers in the school or region, aimed at long-term changes in instructive methods. Are often implemented in schools, resource centers or other training centers. Teachers working with facilitators or master teachers with the intention of acquiring a higher level in the development of their technological skills, as facilitators, instructors, are directed towards the contents of curricula, achievements, performance and technology. Must comply with laws that exist in a particular environment and the condition for its implementation;
- **PTD-personal development** - the independence of learning, sometimes initiated by the individual who uses the available resources which may include computers and Internet. Means emphasis on their goals and selecting activities that will enable the realization of set goals. Means seeing the examples of teaching and learning in the classroom, reading professional literature, case studies, visit the on-line courses, or classes of public observing colleagues. Many teachers have practice this way PTD seeking additional plans on the Internet or help from relevant experts and non-governmental organizations.

Different approaches to PTD can be implemented in various forms, of course depending on the needs and interests of teachers to make the conditions and opportunities for learning students better. Recipient of PTD are teachers who take a role of recipients and the disseminators of learned, acquired, formed.

There are other models of teacher's professional development that fit within the above categories, and aimed at promoting and supporting the professional development of teachers from the beginning of his career, and throughout life. In many countries do a combination of different models, to undertake certain parts of different models and new innovative arise, different from the other model, of course complies with the conditions and possibilities for implementation in specific country.

In implementing the PTD have to abide by the following several principles: recognition of the needs, requirements of teachers, the teacher profession, school, local community, to start with small steps, working team, to include activities that enable continuous feedback, to allow continuous monitoring, maintenance, to ensure coherence of programs.

## 2. Comparative review of the professional development of teachers in Europe and here?

Based on the literature studied, using a comparative analysis of the proceedings came to the following conclusions:

- Specialized improvements in various countries are developing in different ways, but in most professional development take place at specialized centers or professional development within the universities, the universities, where there are opportunities for postgraduate specialization. Present a tendency for universitation, aimed at enhancement of teachers' competence in the field of educational work. After all, tendency in Europe to harmonize the educational systems and enabling horizontal and vertical mobility of future teachers.
- It transforms the model of traditional centralized professional development of decentralized, where plans for professional development are made in accordance with the needs of the local community and the needs of specific providers educational services.

For example, in Austria vocational improvement is realized as a form of postgraduate training completed with a certificate / diploma. Each teacher is committed to year round 15 hours after his choice to choose their own program of professional development. It can do within the regional pedagogical institutes, universities, teacher associations and others. Where the offer specialized programs aimed at restoring and promoting teachers' knowledge and skills, gaining higher qualifications, the introduction of new teachers practice, education the field of methodology, foreign languages and others. Teachers only get a certificate for their participation.

In the Netherlands the system of education is decentralized professional and schools are those that assess their needs, depending on funds that can allocate for their own professional development, but focused on providing quality teacher profession.

### **3. What is the situation in our country, R. Macedonia, as is accomplished?**

According to the National Strategy for Development of education in R. Macedonia, specifically in the program for professional development of school staff, in accordance with the necessity of meeting the standards for compatibility, modernity and efficiency of educational practice, and under it, and the promotion of effective teachers as agents for the effectiveness of educational institutions, is the requirement of effective professional development of teachers.

Professional development of teachers in preschool, according to program in elementary and secondary education is to be realized on several levels, including:

- 1st national or regional - usually through the regional offices of the Bureau for Educational Development, depending on the purpose of perfecting or number of participants should be covered (for the curricula and programs, certain issues of educational technology projects - such as teaching and programming innovations);
- 2nd schools / educational institutions active in professional groups of teachers (first cycle of teaching, second cycle- subject teaching, professional group of subjects) or school teams (mainly within the individual projects);
- 3rd professional meetings, roundtables, symposia, most current or "basic" questions from the educational process where participation is individually or school officials;
- 4 pedagogic and professional periodicals, newspapers, informants with professional materials, methodical items, observations, where participation is the individual or the level of the institution / school.

In order to see the situation on the ground realized that little research on how the survey took a sample of teachers from primary and secondary schools, as well as representatives from the Bureau for Development of Education in Macedonia, in particular the cities of Stip, Kocani, Bitola, Skopje. The aim of the research was to see how and through which forms of organized professional development of teachers, what are the effects and expectations in the future as teachers, counselors from the BDE, and what are their proposals and suggestions for improvement in this area.

Based on interviews with teachers we came to the following conclusions:

- Enriched is their teacher education in terms of extending the duration of the studies, four-year duration, and expanded the curriculum with new subjects - information technology, language, methodology of work with gifted, children with special needs .. And enhancement of existing items with new contemporary content, are aimed at raising their skills, competence;

- Within the schools, primary and secondary, always include a greater number of teachers in the implementation of project activities (planned and implemented by the Ministry of education or the NGO), aimed at expanding and deepening the knowledge of teachers for new instructive skills methods and techniques - a type of workshops, seminars in which professors are hired as professionals, training for the application of modern educational technologies;

- The existence of several models of professional development but the most common and centralized model for personal development. Namely, due to the implementation of government projects, a computer for every child, access to the Internet to teachers within the schools, allowing them to constantly looking to follow contemporary trends in the development of appropriate scientific field, to improve himself;

However, most teachers surveyed agree that the professional development of teachers is a series of shortcomings:

- Spare time of individual initiative;

- undefined training system, often the request for participation in various trainings offered by the Ministry of education or some NGO's up and only a few people at the school, without understanding the real needs of the school and direct involved- teachers, students;

- perfecting a teacher is his private business, personal choice whether or not it wants to engage in some sort of improvement. Perfecting it is recommended the teacher, but often are not assessed the effects of the development process of his work;

- perfecting often comes down to one-time monitoring of courses that the teacher receives new information on individual aspects of work, mostly new content and a certificate for completing the same;

- Lack of material support to the school and the teacher for his professional development;

- Lack of dissemination of the results of seminars, workshops.

Interviewed officials from the Bureau for Education Development emphasized the following:

- Continuously monitor current world trends in education, and in accordance with this endeavor to bring evaluation and training programs for the implementation of teaching in primary education;
- Include training for teachers and trainers, giving his expert assistance and support, especially in training for the implementation of curriculum are involved in the preparation and implementation of projects aimed at the professional development of teachers;
- Work planning and preparation of teachers for the application of modern approaches and concepts, organizing seminars, workshops for teachers for the same;
- Working on the development of instruments for evaluation or verification of achievements of the teachers themselves;
- Engage in constant monitoring and regular support and assistance of the teacher work with constant feedback through various types of evaluation;

And teachers and representatives from the Bureau for Development of Education agree with the following:

- Within the faculties of education of the teaching staff to establish specialized centers for professional development of teachers;
- To adopt decentralized model of implementation of the PTD, to PTD is in line with actual needs of the teacher in accordance with the needs of the school and the actual local environment in accordance with the tendency for creating local curricula;
- PRN to be implemented in accordance with contemporary trends in the development of education worldwide;
- As trainers to engage professionals, eminent persons from relevant fields;
- To carry out continuous monitoring of the effects of realized trainings, seminars and in accordance with it to take the future activities of PTD;
- Be a dissemination of results, dissemination of training materials;
- To work on creating a new model of PTD that will meet the needs of the teacher, school, local community, society;
- To use various forms of organization and realization of the professional development of teachers;

#### **4. Who should care for the professional development of teachers?**

PTD involves a complex dynamic model of cooperation on a series of different institutions (faculties, research institutions, governmental or nongovernmental institutions, experts and others.)

If we see the professional development of teachers within the social, economic, political, social life, each of us, schools, educators, school districts, community, society, universities as a whole has responsibility for providing conditions and opportunities for which PNR will have the benefit not only teachers, students and society as a whole. Creating stimulating social and professional conditions for career development in the teacher profession will significantly change the attitude of the teacher's own professional development.

#### **Conclusion**

PTD mean daily professional and personal growth teacher, a long, continuous process that starts from the beginning of preparation for the profession and continue until the end of life, a process that is realized in different ways, which involves training of teachers with new knowledge, skills, strategies in the respective areas of competence and application of appropriate technology. Important is because it has significant influence on teacher

beliefs and practices of his teacher, affect student learning and the implementation of educational reform, have influenced the establishment of teacher connection, strengthening teamwork and cooperation in the classroom, local school, national and wider, affecting the determination of goals (specific, realistic and variables) and the tasks of teaching and learning: Changing teaching methods, forms, strategies, change the position and role of subjective factors in the learning process, is realized through number and variety of models that show its efficiency, effectiveness, depending on specific conditions, national programs for the PTD, the personal commitment and ambition of the teacher. Each model accepts and realizes comply with its needs, the needs of teachers, and communities in the same conditions that exist. Creating stimulating social and professional conditions for career development in the teacher profession, should be the responsibility of each of us, schools, educators, school districts, community, society, universities in general, which in turn will affect the change of attitude towards the teacher own professional development, and the development and promotion of students and society as a whole.

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