



**HOW SHOULD THE SCHOOL
SUPPORT THE CAREER
ADVANCEMENT OF TEACHERS?**



WHY IS THE PROFESSIONAL AND CAREER DEVELOPMENT OF EDUCATIONAL STAFF IMPORTANT FOR THE SCHOOL?

To be able to say that a certain school is good, it should constantly achieve good results and advance its work. To achieve this, it is required that all learn and improve. When declaring that “all learn”, we don’t think only about students, but also about employees. Therefore, one of the conditions required for a school to be effective, is to care for its staff and their professional development and advancement.

Professional development means:

- learning
- readiness to change
- readiness to resolve specific professional problems
- change in behavior and work
- altering the process of teaching
- advancement of education staff
- feeling that the individual is respected and appreciated in the working place

PROFESSIONAL DEVELOPMENT is not only about accumulation of new knowledge, but also its application in practice and willingness to make changes in his/her work modus, attitude towards students, colleagues and parents, as well as the method of communication practiced in the school. It also leads to career advancement of educational staff.

Every school is proud to have in its ranks teachers who have shown high professionalism and dedication to their work and who deserve to advance in their profession.

They should be noticed and supported by the school, since through their advancement the school secures professionals who will be a strong support to the professional development of their colleagues and contribute to the progress of the whole school. These teachers not only possess the core professional competences, but also meet most of the standards for advancement into the title mentor or advisor. Consequently, they are recognized in the school as people who stand out in many ways, especially in terms of their work and communication, dedication, practice of cooperation and ownership of high ethical values.

Good schools are interested, motivated and committed to support their teachers in their professional and career development.

HOW IS THE SCHOOL INCLUDED IN THE PROCESS OF CAREER ADVANCEMENT OF TEACHERS?

In the process of career development of teachers, the assessment of the acquired standards for advancement in titles is performed in several aspects; and the assessment of certain standards is best if carried out by the school.

Therefore, the educational staff in school should be familiar with the:

- Core professional competences that a teacher should possess
- Professional standards for teacher – mentor
- Professional standards for teacher – advisor

The school conducts the assessment for the one teacher who is prepared and has applied to advance in title. To ensure transparency in the entire process and obtain information that will be sufficiently reliable, the school should involve all stakeholders in the educational process. The school should base its assessment on information derived from four sources:

- parents
- students
- teachers
- school documentation.

HOW SHOULD THE SCHOOL IMPLEMENT THE PROCESS OF GATHERING FEEDBACK?

The feedback from students, parents and teachers is solicited through a survey, as follows:

- The survey with students and teachers is conducted by the professional development team.
- The survey with parents is conducted by the parent council team.

The surveys of students and parents *for grade teachers in primary school* are implemented in the class lead by the teacher.

The survey is conducted in the form of a conversation with the first and second grade students and minutes are recorded.

The surveys of students and parents *for subject teachers in primary and secondary schools* are conducted in classes in which the teacher teaches in the current year, and only 20% out of the total number of students receive the survey at random and the same percentage of parents.

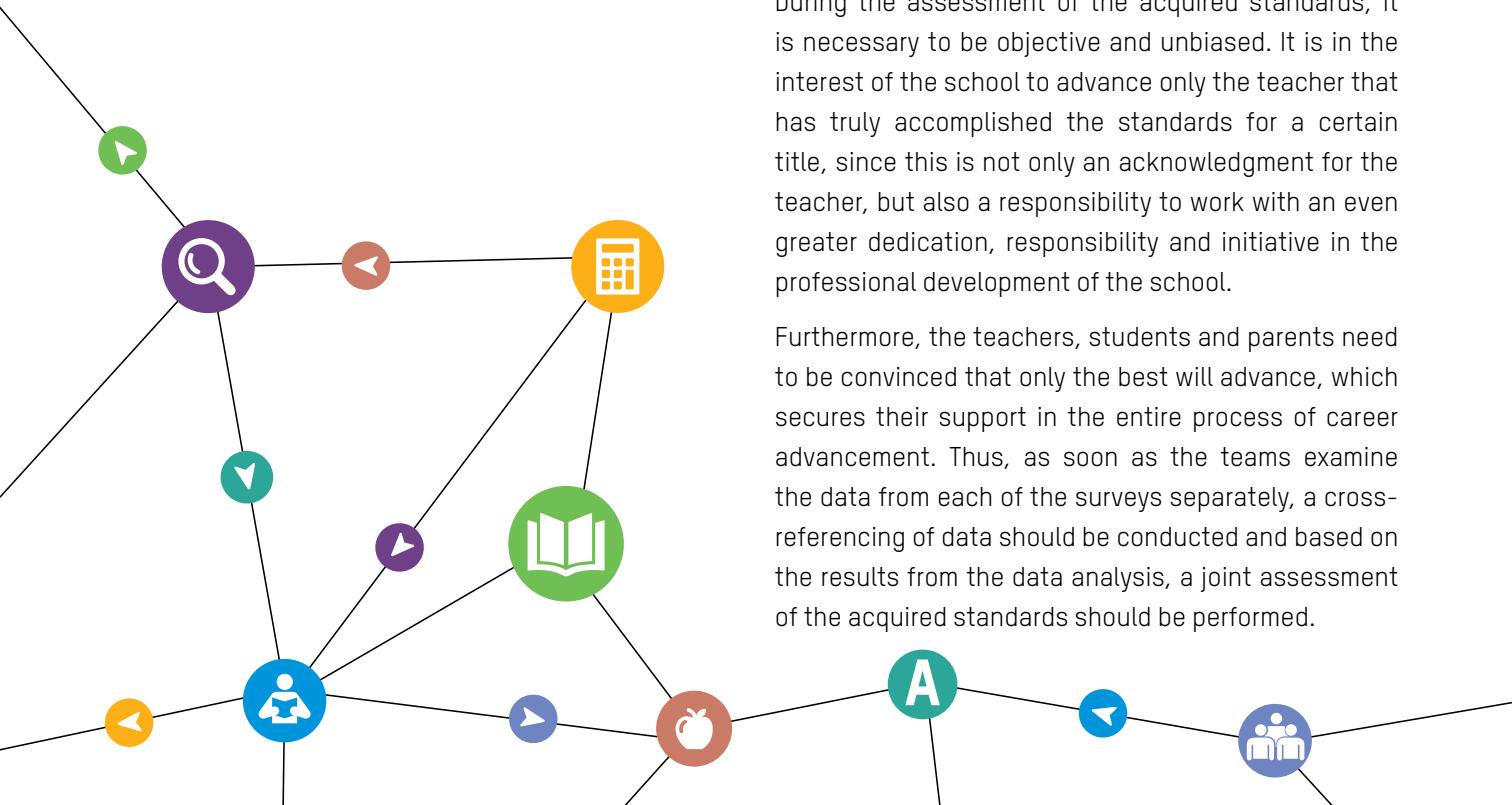
The school documentation will be used as a source of information for the area **COMMUNICATION AND COOPERATION WITH THE FALMILY AND THE COMMUNITY** – Annual report on the work of the school, newsletters from different events, as well as teacher’s notes on the conducted cooperation.

The completed survey questioners must be kept and should be available for review.

HOW SHOULD THE SCHOOL CONDUCT THE ASSESSMENT OF THE ACQUIRED STANDARDS?

During the assessment of the acquired standards, it is necessary to be objective and unbiased. It is in the interest of the school to advance only the teacher that has truly accomplished the standards for a certain title, since this is not only an acknowledgment for the teacher, but also a responsibility to work with an even greater dedication, responsibility and initiative in the professional development of the school.

Furthermore, the teachers, students and parents need to be convinced that only the best will advance, which secures their support in the entire process of career advancement. Thus, as soon as the teams examine the data from each of the surveys separately, a cross-referencing of data should be conducted and based on the results from the data analysis, a joint assessment of the acquired standards should be performed.

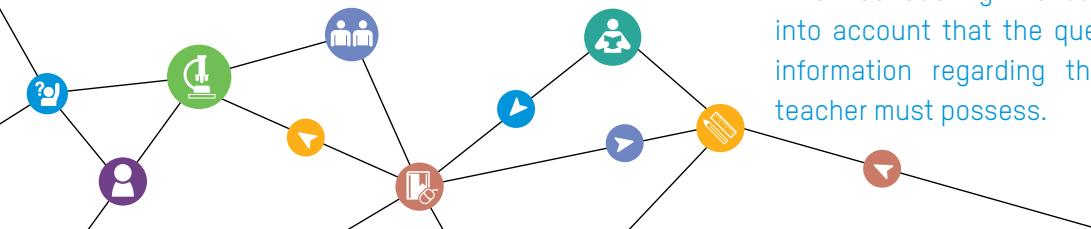


SOURCES OF INFORMATION USED BY THE SCHOOL DURING THE ASSESSMENT OF THE ACQUIRED STANDARDS

	SURVEY CONDUCTED WITH			OTHER SOURCES
	STUDENTS	PARENTS	TEACHERS	
TEACHING AND LEARNING				
Makes teaching interesting and encourages interest among students to learn the subject.	✓	✓		
Informs parents of their child's progress regularly and thoroughly.		✓		
Listens for and respects student views, opinions and interests.	✓	✓		
CREATING A STIMULATING LEARNING ENVIRONMENT				
Respects each individual student as a person, encourages and develops their self-confidence and self-esteem.	✓	✓		
Uses proper style of communication depending on the students and the situation.	✓	✓		
Contributes to creating a positive school climate and communication.	✓	✓	✓	
SOCIAL AND EDUCATIONAL INCLUSION				
Prepares students to accept children from vulnerable groups and children with special educational needs.	✓	✓		
COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY				
Communicates with families appropriately with respect and attention.		✓		

	SURVEY CONDUCTED WITH			OTHER SOURCES
	STUDENTS	PARENTS	TEACHERS	
<p>Develops effective cooperation with families and community members in reference to the work of the school.</p> <p><i>For teachers who teach practical courses and vocational subjects in schools:</i></p> <p>Communicates with the local community, social partners and other relevant institutions in the country and abroad.</p>		✓		<p>✓ Annual report</p> <p>✓ Records kept by the teacher on the accomplished cooperation</p>
<p>Improves cooperation of the school with the family and local community.</p> <p><i>For teachers who teach practical courses and vocational subjects in schools:</i></p> <p>Cooperates with employers in reference to implementation of practical student training.</p>				<p>✓ Annual report</p> <p>✓ Records kept by the teacher on the accomplished cooperation</p>
PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION				
Respects professional ethics, complies with duties and treats colleagues responsibly.		✓	✓	
Actively promotes collegial relationships and cooperates with colleagues.			✓	
Promotes and practices ethical behavior models in all types of professional communication (with students, colleagues and the wider community).	✓	✓	✓	

When conducting the survey it should be taken into account that the questions provide sufficient information regarding the competencies that a teacher must possess.



PARENTS SHOULD BE ASKED

ABOUT THE FOLLOWING:

- ▶ Do you know what prompts a teacher to teach in an interesting way for his students?
- ▶ How does the teacher treat their child, whether he/she communicates with respect, whether he/she is sensitive to the child's needs, is he/she fair to the child, does he/she listen and respect the opinion of the students?
- ▶ How often do they receive information from the teacher on the progress of their child?
- ▶ How qualitative is the information received from the teacher (does it contain information on what is achieved, on what needs to be improved and directions on how could parents help)?
- ▶ What does the teacher undertake so that the children from vulnerable groups in the class are accepted?
- ▶ How does the teacher communicate with the children, whether the communication is based on respect and attention?
- ▶ Do the children participate in activities that the teacher implements and in what way?

STUDENTS SHOULD BE ASKED

ABOUT THE FOLLOWING:

- ▶ What does the teacher do to make teaching interesting for them and is it really interesting?

- ▶ Does the teacher ask them for their opinion, proposals and whether they are engaged in activities?
- ▶ What do they like about their teacher that does not relate to his/her appearance?
- ▶ How does the teacher talk to them, address them, does he/she listen to them?
- ▶ Is the teacher fair to all students (in terms of dedicated care, involvement in activities, given help, evaluation)?

TEACHERS SHOULD BE ASKED

ABOUT THE FOLLOWING:

- ▶ What is typical, recognizable in the behaviour of their colleague that affects the overall climate of the school?
- ▶ How does he/she regard his/her tasks?
- ▶ How is his/her communication with students, with parents and with colleagues?
- ▶ By which ethical value is your colleague recognizable?
- ▶ In what way does he/she cooperate with other colleagues?
- ▶ How does he/she promote the school? How does he/she contribute to the image of the school?

The method of recording and submitting the assessment conducted by the school will be regulated by the competent institutions.



RELEVANT DOCUMENTS

Law on teachers

www.mon.gov.mk/images/documents/zakoni/zakon-za-osnovni-sredni-ucilishta.pdf

Teacher Core Professional Competences

www.bro.gov.mk/docs/pravilnici/Pravilnik%20za%20osnovnite%20profesionalni%20kompetencii%20na%20nastavnicite.pdf

Core Professional Competencies and Standards for Teacher-Mentor and Teacher-Advisor

<http://bro.gov.mk/?q=mk/node/157>



Teacher Professional and
Career Development Project

