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Teacher competences between yesterday and tomorrow- macedonian case study

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Abstract

Purpose of the paper is to present the educational system of the Republic of Macedonia in the light of structural, didactical and methodological changes. As a changing society, Macedonian experience in the education is based on reflexivity without critical view of the values, attitudes and needs. Theoretically the paper gives opportunity for the readers to become reflective learners. Practically, analyses of the Macedonian case can have positive influence on improving critical participation in the processes of educational changes.

Keywords: structural educational changes, didactical changes, methodological changes, life-long learning of teachers;

1. Introduction

The Macedonian educational system is a product of a dynamic social changes and initiation for personal changes. In that situation, every movement in some of these components causes direct and indirect reflection on the attitudes of persons, organizational behavior, collective thinking and practical acting. As a changing society, there are a lot of changes which can be characterized as positive and productive, negative or non-productive, but also passive or active changes, revolutionary or evolutionary.

Teacher profession as the most sensitive profession depends on all types of changes. The changes in the teaching profession are primarily legal and practical and can be divided in four groups: structural educational changes, didactical changes, methodological changes, life-long learning of teachers as a change. In the paper these changes are elaborated in a Macedonian context.

2. Structural educational changes influence teacher of tomorrow

In a situation of “Hyper-production of primary and pre-school teachers; lack of external and internal evaluation of the teaching and study process; University teacher- based competencies of the curriculum; making curriculum decisions based on Faculty goods; University teachers as an autonomy and authority in the realization of the
Inappropriate student overburdening etc.” (Iliev D. & Atanasoska T., 2010, p. 155) it was necessary to develop structural reform in a school politics and educational politics in which the education and the position of the teacher in the educational system should adopt on the new circumstances. There was a situation in which every person interested about teaching profession in Macedonia, besides above mentioned fact, must take into consideration that there are small but regular salaries, non-unified working conditions, travel far from the living place to the work, working without beneficiaries for the good results etc.

In such a condition, in the Laws whose regulate these matters (See in the Reference list), the position of the teacher of yesterday were established as: pro-active, evaluative, transformative and criticized. This means that it is regulated that teacher should take care about the measurement of the pupils achievement, not only because the pupils and parents, but also because the external and internal evaluation, the teacher should measure their own results and validate them in a proper way, the teacher should be opened for inspectors who will give the appropriate value on the teacher results.

3. Didactical changes influence teacher of tomorrow

According to the positive results following the processes of globalization of the education, the teachers of today should practice “didactical accommodation” (Iliev D., 2008, p. 212,213), which means shared mutual developed values in order to: using the same terminology, using different experiences, sharing positive and negative practices etc. Actually, most of the terms used by teachers express the old ways of creating the processes of teaching and learning. This means that the individual plan, reflexive diary, learning outcomes, individualization through the ways of support, questioning, measurement should become a practice.

The relation with the didactical change can be defined as activity which means learning about the didactical changes, creating didactical changes, practicing didactical changes and reflecting on didactical changes. The cycle of acting on “didactical changes” influences on capacities of the Macedonian teacher of tomorrow. This must be realized in accordance with so called "equality, harmony, acceptance, cooperation and sensitivity," and "attentiveness, acceptance, understanding, truth, sincerity, appropriateness and openness." (Stringer T.S., 1996, p. 26, 29)

4. Methodological changes influence teacher of tomorrow

To the Macedonian teacher of tomorrow should give a chance "...to improve practice rather than to produce knowledge" (Elliot J., 2001, p. 49). Structural and didactical changes should treat the Macedonian teacher of tomorrow as a mentor teacher in a sense of abilities to: "observe, listen and learn; demonstrate positive regard for the learner; help identify issues and explore alternatives; offer sources of evidence and/or expertise; work collaboratively; encourage the learner to explore his own possibilities; offer a thoughtful critical perspective". (According to ESRC Teaching and Learning Research Programme 2002, in Stroobants H. & Leysen H., 2004) In such a ways the teacher competencies will provoke attention, respect and validity.

5. Life-long learning of teachers as a change influence teacher of tomorrow

The key point of life-long learning of teacher is to "...teach every teacher to find the answers of their own problems.” (Asiedu K. Akrofi., 1985, p. 69) If the philosophy of teacher education starts with this point, the paradigm of life-long learning of teachers in the Republic of Macedonia can be seen as a part of teaching profession. Teacher should have a “...lot of positive influences on making conditions for democratic acting of peers, influence on developing a positive attitude towards the changes and strengthening the ability for leading the changes.
Most of the competences of the teacher of tomorrow depend on researching of our own practice, communication about our practice, sharing the results of our activities. Researching is a practice based life-long learning and reflexive acting is another side of learning. Of course the positive impact in creating of the Macedonian teacher of tomorrow is well organized formal and non-formal learning process.

Resume

Teacher profession gives a lot of opportunities for every productive, creative person to face the change, to lead the change and to create the change. In a changing society Macedonian teacher should follow structural change, develop and make didactical changes, create methodological strategies and learn through life-long learning process.

Each teacher should practice reflective learning as a value of every professional. Only teacher who are conscious of their values of yesterday can become successful teachers of tomorrow. Especially this refers to the teachers in changing societies.

References


