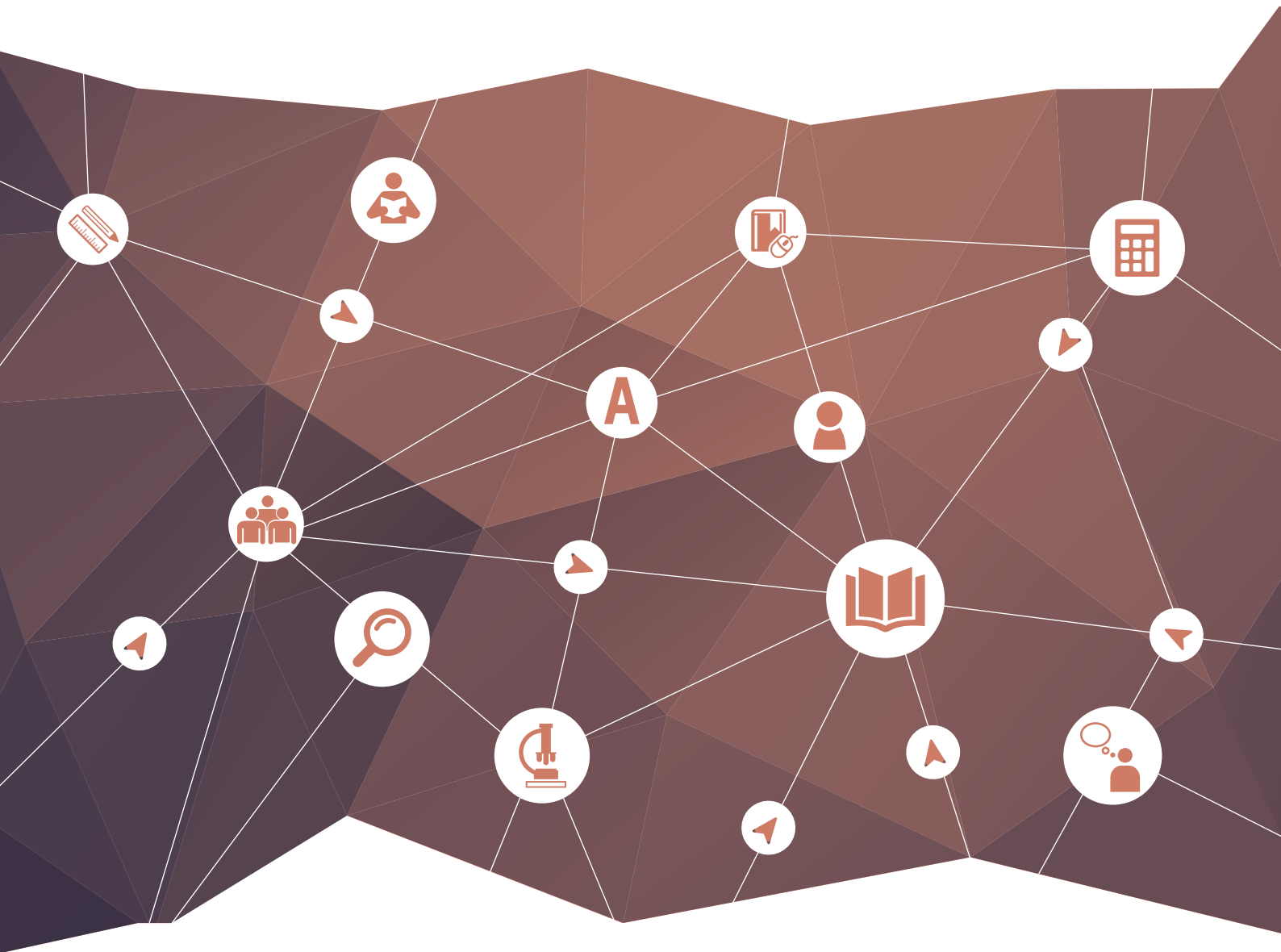


MANUAL ON PERFORMANCE MONITORING AND PROFESSIONAL DEVELOPMENT PLANNING FOR TEACHERS *and* STUDENT SUPPORT STAFF IN PRIMARY AND SECONDARY SCHOOLS



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AND PROFESSIONAL
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AND SECONDARY SCHOOLS



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MANUAL ON PERFORMANCE MONITORING AND PROFESSIONAL DEVELOPMENT PLANNING
FOR TEACHERS AND STUDENT SUPPORT STAFF IN PRIMARY AND SECONDARY SCHOOLS

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CONTENTS

INTRODUCTION	5
II. Guidelines for professional development planning of educational staff	6
1. Quality monitoring of the performance of educational staff as a basis for planning professional development.....	6
2. Self-assessment of professional competences as a basis for planning professional development.....	10
3. Development of an Individual Plan for Professional Development	13
4. Professional development planning at a school level	15
5. Monitoring of the implementation of professional development	17



APPENDICES **23**

APPENDIX 1 Characteristics of a good school system of professional development	25
APPENDIX 2 An example of a plan evaluation form.....	27
APPENDIX 3 An example of a lesson observation form.....	28
APPENDIX 3a An example of a lesson observation form.....	31
APPENDIX 4 An example of a Report on Implemented Extracurricular Activities	32
APPENDIX 5 An example of a work program of student support staff.....	35
APPENDIX 6 An example of an activity observation template for members of student support staff	40
APPENDIX 7 An example of a competence self-assessment scale for teachers	41
APPENDIX 7a -1 An example of a competence self-assessment scale for pedagogues as members of the student support staff.....	46

APPENDIX 7a-2 An example of a competence self-assessment scale for psychologists as members of the student support staff	53
APPENDIX 7a-3 An example of a competence self-assessment scale for social workers as members of the student support staff	60
APPENDIX 7a-4 An example of a competence self-assessment scale for sociologists as members of the student support staff.....	67
APPENDIX 7a-5 An example of a competence self-assessment scale for special education teachers as members of the student support staff.....	73
APPENDIX 7a-6 An example of a competence self-assessment scale for librarians as members of the student support staff	79
APPENDIX 7a-7 An example of a competence self-assessment scale for student support staff assistant for practical lessons	84
APPENDIX 8 An example of an analysis using the competence self-assessments cale for teachers	88
APPENDIX 9 Example of a consultation recording form.....	89
APPENDIX 10 Individual Plan for Professional Development.....	90
PART 1 Mandatory individual plan for professional development of teachers in the primary and secondary schools.....	90
PART 2 Example of a report on the implementation of the individual plan for professional development	91
APPENDIX 10a An example of an Individual Plan for Professional Development	92
APPENDIX 11 Forms of professional development	93
APPENDIX 12 An example of a School Professional Development Program	99
APPENDIX 12a An example of a School Professional Development Program Mancu Matak School – Krivogastani, school year 2014/2015	100
APPENDIX 13 Teacher core professional competencies grouped in 5 areas	103
APPENDIX 14 Glossary	109

INTRODUCTION

Requests from schools and teachers/student support staff in a modern, complex and dynamic society become increasingly complex. Considering that the quality of teachers is the most important school factor for student achievements¹, it is expected that they constantly upgrade their professional competences. The Republic of Macedonia seeks to follow the world trends and practices in developing teacher competences so that they would be able to address new challenges and needs of society. In this context, teachers/student support staff is expected to have constant professional development, and schools to monitor their work systematically and provide adequate conditions for continuous professional development². The state also develops mechanisms to improve teacher/student support staff' competences with the objective of not only successfully implementing current programs, but also initiating changes in education that will improve the quality of student achievements and the entire educational system.

The Manual on Performance Monitoring and Professional Development Planning for Teachers and Student support staff was prepared to assist schools in order to:

- improve the quality of the monitoring of the work of teachers/student support staff and serve the purpose of planning of the professional development of teachers/student support staff;
- enable systematic planning and implementation of the professional development of teachers/student support staff;
- identify and promote various kinds of support of the professional development of teachers/student support staff, and
- find ways of proper and responsible usage of human resources and tangible assets for professional development of the school staff.

1 World Bank. 2012. System Approach for Better Education Results (SABER): What Matters Most in Teacher Policies? A Framework for Building a More Effective Teaching Profession.

2 In the schools in the Republic of Macedonia there is an obligation and a practice of monitoring the work of educational staff, but there is no system envisaging the use of the knowledge gained thereafter which would be aimed at performance improvement, "Analysis of the Policies and Practices of the Professional and Career Development of Teachers, MCEC, 2013.

The manual is part of a package of documents³ that aim to contribute to making the monitoring of the quality of work and continuous professional and career development of teachers/student support staff, reliant on competencies and standards that define high-quality practice, and transform schools into an environment in which teachers/student support staff are encouraged to acquire and exchange professional knowledge and experience.

The manual contains guidelines for:

1. Monitoring the performance of educational staff;
2. Identification of individual needs for professional development and planning of individual professional development;
3. Planning of professional development at school level, and
4. Monitoring the professional development outcomes.

The manual also contains examples of templates that can be used by schools. Most templates are not obligatory⁴, and if the school has developed different templates, they can either use those or adapt the offered ones. The use of templates should serve the schools to do a more systematic assessment of competencies and needs for professional development of educational staff.

3 "Teacher Core Professional Competences and Standards; Student Support Staff Core Professional Competences and Standards; Guideline on the Manner and Form of Providing Mentoring Support to Novice Teachers and Novice Student Support Staff in Primary and Secondary Schools; From Novice Teacher to Teacher Mentor - Guide for Professional and Career Development of Teachers in Primary and Secondary Schools; From Novice Student Support Staff to Student Support Staff Mentor - Guide for Professional and Career Development of Student Support Staff in Primary and Secondary Schools".

4 On the forms themselves it says whether the form is mandatory (regulated by the normative act) or is it only given as an example of a possible form.

II. GUIDELINES FOR PROFESSIONAL DEVELOPMENT PLANNING OF EDUCATIONAL STAFF

1. QUALITY MONITORING OF THE PERFORMANCE OF EDUCATIONAL STAFF AS A BASIS FOR PLANNING PROFESSIONAL DEVELOPMENT

The monitoring of the performance quality of educational staff is based on professional competences which the staff should possess and other standards for quality of performance at state level⁵ and the standards that each school sets for itself⁶. The performance of the teaching staff is monitored primarily by the school itself, i.e. by the school director and student support staff, as well as by other teachers through lesson observation and other forms of presentation of one's work. In doing that, they use different approaches and instruments. The guidelines for monitoring of the performance quality given hereafter, primarily concern the monitoring of the school director and student support staff and are aimed at contributing to the harmonization of approaches, without the expectation that these approaches should be conducted in same way in all schools. The performance of educational staff is monitored and evaluated also by the competent institutions: the State Educational Inspectorate, Bureau for Development of Education, Vocational Education and Training Centre and National Examinations Centre. The approaches to performance monitoring of teachers/student support staff are specified in the documents of these institutions and are not subject to this manual, but the feedback received from these institutions is taken into account in planning professional development.

⁵ Standards have been set for adviser and mentor teachers/ student support staff. Indicators of quality of school performance used by SEI, guidelines provided by the BDE and VET and similar documents.

⁶ Schools in line with the environment, working conditions and staff explicitly and implicitly establish standards and a school climate which concerns also the expectations of staff.

1.1. MONITORING OF THE QUALITY OF TEACHER PERFORMANCE

Teaching competencies for teachers and learning competencies for students are key competencies that make up the foundation of teaching and the teaching profession. Therefore, the planning of teacher professional development requires evidence and information on how successful and of what quality is one's teaching in the classroom. Such information can be provided in different ways (by reviewing the teacher portfolio, monitoring student achievements, interviews with students, teachers and parents, reports and findings of the school director and student support staff, etc.), but the most reliable is the information obtained by direct lesson observation, i.e. work with students.

For the purpose of monitoring the school's performance in providing education, the Annual Work Program of the school envisages the development of a program under which the school director, pedagogue and psychologist monitor directly each teacher's quality of planning and delivery of teaching four times a year (twice in each semester) during the academic year. This monitoring has primarily a formative role and should help teachers in raising the quality of their performance. The last monitoring should focus on improvements the teacher made during the year, or competencies that he/she improved, on identifying competencies which require to further develop and on the discussion about the need for professional development in the upcoming year.

The quality of teachers' performance is monitored in three areas:

1. Monitoring of the quality of teaching planning;
2. Monitoring of the quality of the teaching implementation, and
3. Monitoring of implementation of extracurricular activities,

1.1.1. Monitoring of the quality of teaching planning

The first monitoring of the planning of teaching is made after teachers submit their plans to the school at the beginning of the school year. It is aimed at verifying of what quality are the long-term plans the teacher prepares (process and developmental plans) and what approaches does he/she use in the short-term plans (daily lesson plans or plans by teaching units) and giving the teacher timely support if it is deemed to be needed. The following monitoring is made throughout the school year and in line with the program, and if necessary, even more frequently.

The monitoring shall be implemented according to a previously developed template for plan evaluation (Appendix 2)⁷. After each monitoring, consultations must be made with the teacher to discuss the findings and provide guidelines for improvement. The findings and agreed activities are taken into account by the teacher in the professional development planning for the next year.

In this way, it is verified how the teacher has acquired the planning-related competences described in the following areas of the Core Professional Teacher Competences:

Area 2: Teaching and learning, Subarea: Teaching planning and preparation, and

Area 4: Social and educational inclusion.

1.1.2. Monitoring of the quality of teaching

During the school year, the school director and student support staff (the pedagogue and psychologist) directly monitor the teaching process. The monitoring is either made in line with a previously prepared plan or is need-based, and follows the procedure described below:

1. Consultations before the lesson observation

Before monitoring the teaching process, a meeting is held with the teacher during which he/she receives information on:

- the purpose of the monitoring⁸;
- the subject of the monitoring, or what will be observed (if there is a structured form for making notes which will be used, the teacher is informed of the contents of that form⁹);
- how will the lesson observation take place.

The teacher provides the school director/student support staff with additional information regarding the lesson/activity that will be observed. In doing so, he/she may propose certain aspects which he/she would like to be given special attention.

2. Lesson observation

In lesson observation, the observer strives to follow as many of the features of the lesson which are subject to observation. They fill in this information in a form (an instrument) for lesson observation (Appendix 3 and 3a) during the lesson or immediately after the lesson. This form is used by lesson observers to make comments on the specifics they believe should be noted. The proposed instrument consists of five parts:

1. Lesson planning and preparation¹⁰
2. Lesson organization, course and delivery
3. Communication with students
4. Assessment of students¹¹
5. Creating safe and stimulating learning environment

The school director/student support staff member (psychologist, pedagogue, special education teacher, etc.) may also prepare different forms depending on the focus of the lesson observation.

⁷ The content of the form for evaluation of planning is part of the agreed policy on planning the work of teachers. Teachers are familiar with its contents before they begin to prepare the plans.

⁸ The monitoring by the school director and student support staff often have a formative objective: to see how teaching is delivered or how separated aspects of teaching are delivered and to provide guidance for further work. In rare cases the monitoring is aimed at assessing teacher performance.

The content arises from the documents on competencies of teachers and from the school policy and understanding of quality teaching.

⁹ The content arises from the documents on competencies of teachers and from the school policy and understanding of quality teaching.

¹⁰ Part of the information on planning are entered on the basis of the monitoring of the planning of the specific lesson.

¹¹ The part referring to the assessment of students will be supplemented by findings presented in the portfolios of students and the teacher's portfolio.

3. Post lesson observation consultations

After the lesson observation (preferably by the end of the same working day) a consultation meeting is held where the teacher gives his/her view of the lesson, together they review observations, identify strengths and improvements which have been made compared to the previous lesson observation, as well as areas for further development, and they discuss suggestions.

This is actually a check of the extent to which competences from the following areas of the Core Professional Teacher Competences have been achieved:

Area 2: Teaching and learning; subareas: Teaching planning and preparation; Delivery of teaching; Student assessment; and Knowing students and meeting their needs;

Area 3: Creating a stimulating learning environment, subareas: Creating a safe and stimulating learning environment; School climate;

Area 4: Social and educational inclusion.

In the forms for monitoring the planning of teaching and monitoring the implementation of teaching, the activities related to the competences of Area 4 - Social and educational inclusion are indicated with a star (*).

The teacher receives a copy of the completed lesson observation form. He/she uses observations, suggestions and agreed activities from the completed form (see in greater detail page 12) to make a self-assessment, i.e. to prepare an Individual Plan for Professional Development.

1.1.3. Monitoring of the implementation of extracurricular activities

Teachers submit reports on organized extracurricular activities to the school director and the school student support staff (Appendix 4):

- working with extracurricular student activities, student communities and organizations;
- participation in competitions, quizzes, contests and awards received;
- working with students on school projects, performances, presentations, events, tours, visits, etc., and

- activities with parents and the local community.

A reflection has been made for the implemented activities in each area focusing on the extent of achievement of objectives and effects of implemented activities.

This allows us to check the level of achievement of competences from:

Area 2: Teaching and learning, subarea: Knowing students and meeting their needs;

Area 3: Creating a stimulating learning environment, subarea: School climate, and

Area 5: Communication and cooperation with the family and community.

The school director of the school at the end of the school year reviews reports on implementation of extracurricular activities and makes comments. The teacher receives the school director's comments, and if necessary, discusses them at a meeting which can be organized specifically for this purpose. The teacher takes into account the school director's comments and/or given observations and agreed activities in planning his/her professional development for the next year.

The completed forms from the observation of planning and implementation of the teaching and the Report on Implemented Extracurricular activities are an integral part of the teacher's pedagogical card.

1.2. MONITORING OF THE PERFORMANCE OF STUDENT SUPPORT STAFF

The monitoring of the performance of student support staff is a specific process, given that they "have a unique position in the school to have an overview of the overall performance¹²" and the implementation of their activities is directly related to students, teachers and parents, as well as to the entire organization, climate and culture in the school. At the same time, they are placed in position, in addition to ensuring their professional development, to serve as support for the implementation of the professional development of teachers. A significant part of their activities are based on previously conducted analytical and research work, thereby contributing to the building and implementation of developmental and

¹² Core Professional Competences for Student Support Staff.

preventive strategies aimed at fostering learning and development of students.

Due to the interrelatedness of the activities from all areas of work of student support staff, it is difficult to single out one area of competences which would be crucial. Therefore, by planning their work for one school year, student support staff cover all areas specified in the core competencies, and more specifically, each of them plans activities that are a priority for him/her personally (in terms of working with students, teachers and parents), for the school, as well as activities arising from current educational trends in that period.

The work of the student support staff is followed by the school director by monitoring the work program and providing feedback as well as by monitoring at least one activity in a semester.

1.2.1. Monitoring of the implementation of the Work Program of the members of the student support staff and monitoring of the evidence for the implemented activities

The monitoring consists of a consultative meeting. Given the above mentioned specifics of the work of student support staff, one cannot provide a form (template) for performance monitoring of student support staff with specific indicators, but only a draft framework for the preparation of their Annual Work Program. It contains a column for notes from the monitoring regarding activity implementation and comments on their quality (Appendix 5).

1.2.2. Monitoring of the implementation of selected activities planned in the program

The school director may directly monitor some of the activities implemented by the student support staff, such as a workshop, presentation, dissemination, working with student organizations and others. The immediate monitoring takes place according to the following procedure:

1. Consultations prior to the activity monitoring

Before monitoring an activity, a meeting is held with the student support staff member (psychologist, pedagogue, special education teacher, etc.) to inform him/her of the purpose of the monitoring and the manner in which the visit will take place. At the meeting, the student support staff member (psychologist, pedagogue, special education teacher, etc.) may also propose certain aspects which he/she wants to be given special attention.

2. Activity monitoring

The activity monitoring consists in the school director making notes about the specifics he/she deems worthy of attention, depending on the type of activity pursued. Special attention has to be paid to the organization and performance of the activity as well as to the communication during the activity.

The notes are recorded either during the monitoring or directly after the activity. During the monitoring the school director may use the Activity Observation Template (Appendix 6).

3. Consultations after the activity monitoring

After the activity monitoring, a consultative meeting is held at which the student support staff member (psychologist, pedagogue, special education teacher, etc.) gives his/her own view of the implemented activity, they discuss observations and comments, as well as guidelines for improvement are provided.

The student support staff member uses the findings and suggestions for improving professional competences in the planning of his/her professional development.

2. SELF-ASSESSMENT OF PROFESSIONAL COMPETENCES AS A BASIS FOR PLANNING PROFESSIONAL DEVELOPMENT

The planning of individual professional development is primarily based on the understanding of one's needs for improvement of professional competences. Individual needs can best be seen through the reflexive approach towards one's own performance and towards the core professional competencies and professional standards for teachers/student support staff mentors/advisors. Despite the continuous reflection on one's own work, it is inevitable from time to time (at least annually) to make a more structured self-assessment, taking into account also the feedback from others who follow the performance of teaching staff (managing staff at the school, BDE advisors, VET Centre, SEI evaluation, the findings of external evaluations, opinions of parents and students.).

Each teacher/member of student support staff who is not a novice teacher¹³ conducts a self-assessment of their own performance on the basis of a reflection on their own performance, feedback from performance monitoring by the school director, student support staff and colleagues, discussion/consultations with the school's school director, student support staff and colleagues, and feedback from parents and students. During this process, the teacher/member of student support staff asks the following questions:

- What kind of teacher/member of student support staff am I? (a clear, unambiguous and critical image of him/herself as a professional);
- What do I need? (Where are my strengths and how shall I develop them further, and where are my weaknesses and how shall I overcome them);
- How and where can I get help? (an ability to request resources and use them for my own professional development).

¹³ Novice teachers conduct self-evaluation as a part of the mentoring program they follow.

The self-assessment results should yield the priorities on the basis of which the Individual Plan for Professional Development for the next school year should be developed, according to the possibilities of the teacher, the school and government institutions.

The self-assessment allows the teacher/member of student support staff:

- to grasp the extent to which he/she has achieved professional competences;
- to grasp his/her strengths and weaknesses;
- to identify professional development needs;
- to foster cooperation with colleagues to improve performance quality; and
- to prepare an Individual Plan for Professional Development.

The method of using information from the monitoring of the quality of teacher performance by the school director and school support services were previously described. This section presents guidance on how to perform a self-assessment of professional competences.

2.1.1. Self-assessment of professional competences

It is best for the teacher/member of student support staff to assess his/her own professional competences in terms of expected competences defined at state level¹⁴. It would be good to establish the same standards for assessing the quality of work in schools, and all teachers (i.e. members of student support staff) in the school to use the same self-assessment forms. Self-assessment is made at the end of the school year (on the basis of all information available of their performance). In order to have a more objective and better supported self-assessment it would be good for teachers/members of student support staff to review their own portfolio, as well. Self-assessment can be performed in several ways, two of which are described in this manual. The school can develop its own tools and procedures for assessment of performance quality and self-assessment of competencies.

¹⁴ Core Professional Competencies and Professional Standards for Teacher-Mentor and Teacher-Advisor.

In performing self-assessment, the teacher/member of student support staff takes into account all available information of his/her performance (based on self-reflection, feedback from advisors, the school director, members of student support staff, parents, students).

2.1.1.1. Competence assessment using a self-assessment scale

Appendix 7 presents a Competence Self-Assessment Scale for Teachers which is fully based on the core professional competencies for teachers whereas Appendix 7a presents a Competence Self-Assessment Scale for Student Support Staff Members. These are examples of activities for the competence of four achievement levels 1 to 4 (where 1 means that the competence is not developed and 4 that it is very well developed). Self-assessment scales present given abilities and skills the teacher/member of student support staff needs to possess. That does not mean that all associated activities would be implemented by them independently; activities are often implemented in cooperation with others.

In performing a self-assessment (before completing the self-assessment scale) it is advisable to consult colleagues in the school. One should pay attention to what colleagues think that the competencies requiring improvements are and to discuss needs and opportunities for further action. The teacher/ member of student support staff him/herself decides whether or not and with whom to consult. Notes may be taken on the subject of the consultation, but this is not obligatory (eg Appendix 9) It is expected that the teacher/member of student support staff will sincerely and strictly self-assess him/herself because it will determine the quality of his/her professional development. The completed self-assessment scale is a personal document which may, but need not be shared with others. The data may be (anonymously) collected and processed at the level of the respective subject teacher expert body, school, etc. and can be used in the school self-evaluation, planning of professional development, etc.

2.1.1.2. Self-assessment of competencies using a card technique

The competence self-assessment can be performed using the technique of cards. The core professional competencies are regrouped in 5 areas, printed on cards (Appendix 14) and labelled as follows:

- ▲ Planning and delivery of teaching
- Meeting student needs and student assessment
- Creating a safe and stimulating environment and climate for learning
- ◆ Social and educational inclusion of students and parents
- ◆ Professional development and cooperation

The self-assessment follows the order described below:

1. The cards with the names of the areas are arranged from left to right, the left side being the area in which the teacher is the best, and the right side the area in which the teacher should develop the most .
2. Competencies are arranged in every area from top to bottom, with the top denoting the competencies in which the teacher is the best, and the bottom the competencies in which he/ she needs most improvement.
3. In the process of card arrangement, the cards may be repeatedly rearranged until the teacher gets a self-assessment with which he/she is satisfied
4. The card arrangement yields a 5x7 matrix. Since the first row denotes the area names, it is not examined further, and can be physically separated from the rest of the matrix, thus resulting in a 5x6 matrix.
5. The four competences that the teacher has assessed as best developed are in the upper left corner. These four competencies are composed of the first two competencies of the first two rows/two columns. If, upon reconsideration, the teacher considers that they do not reflect the real situation, he/she may once again rearrange the cards, abiding by the same rules (the same characters go in one column).

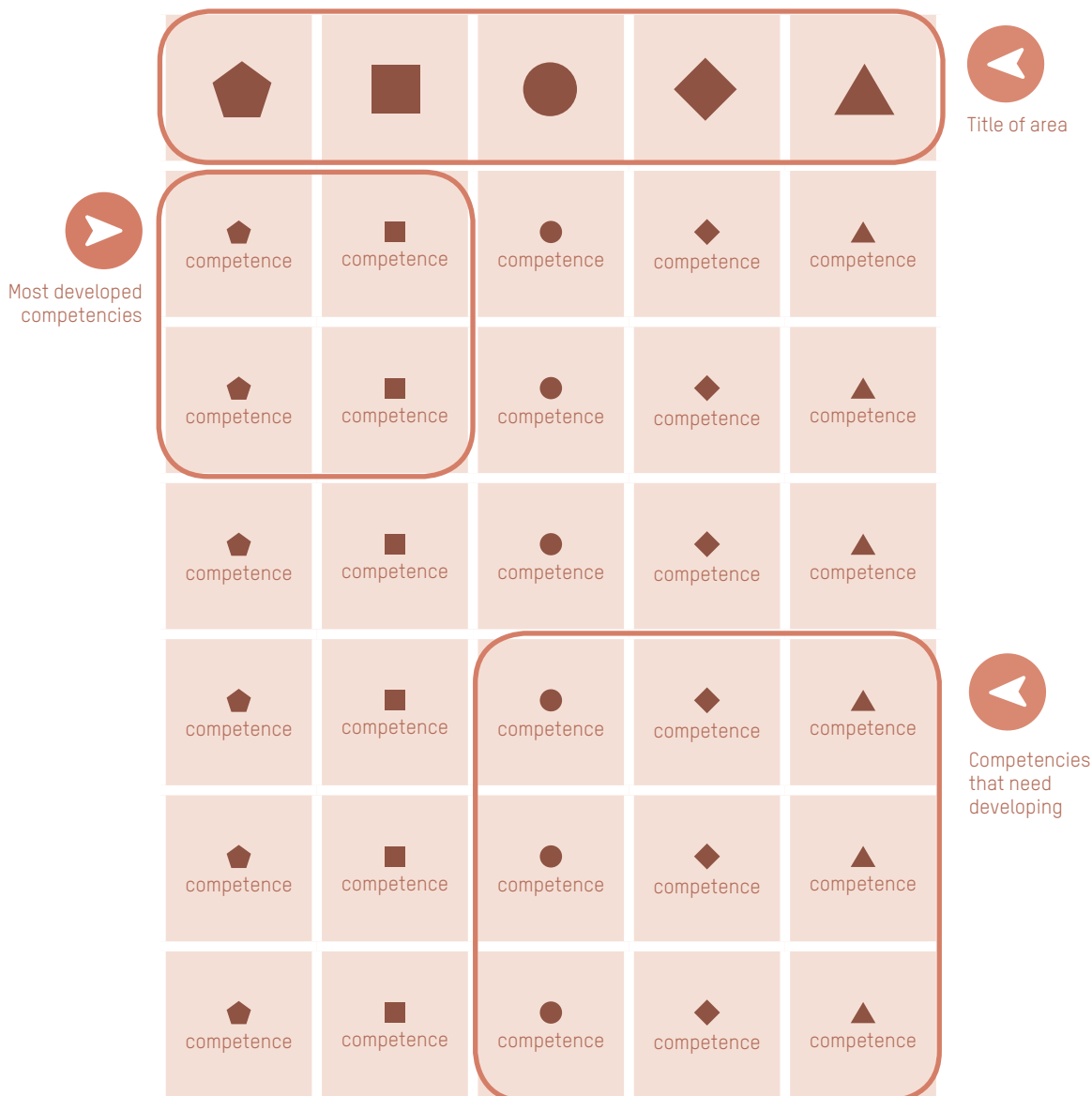
These are competencies in which the teacher is good and could therefore offer his/her assistance to colleagues so that they can develop the same competencies (see section 2.1.2 for the analysis of the self-assessment).

6. The nine competencies that are least developed are in the bottom right angle and should be included in the Individual Plan for Professional Development. These competencies comprise the last three competencies of the last three rows/columns. If the teacher believes that he/she

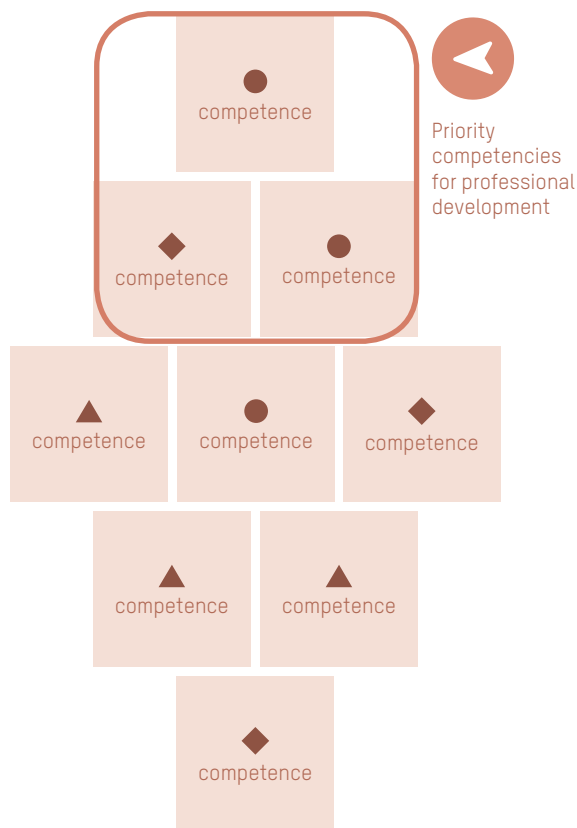
has not made a good self-assessment and that those are not the areas in which he/she needs significant training, he/she can re-arrange the cards again.

7. The next step is to separate the nine competencies that require greatest improvement and to arrange them in the form of a diamond. The competence that needs the greatest improvement and is of priority should be on top, the next row contains two competencies

An example of a self-assessment matrix:



that are less of a priority, the next row three competencies, the next two and again one. In such an arrangement, the importance and priority of competences declines with every new line.



In this way, the first two rows of the diamond denote the competencies that the teacher should develop in the given school year.

Since these competencies are composite, i.e. they refer to more core professional competencies, the teacher should see which core professional competencies are contained in the composite ones and take them into consideration in the planning of the professional development.

The ordinal numbers of the core professional competencies are written under the text of the composite competence in each card.

2.1.2. Analysis of the self-assessment

After making a self-assessment, the teacher/member of student support staff conducts an analysis, and on the basis of it, concludes what skills and abilities are

well or very well developed (assessed with 3 or 4), and which should be further developed (assessed with 1 or 2). If no competencies have been assigned 1 or 2, then the teacher chooses some of the competencies he/she has assessed with 3 as competencies to be further developed. Thus, she/he singles out at least 3 priority competencies which are considered to be weaknesses which he/she wants to develop. A weakness in this context does not mean that it is absolutely underdeveloped competence, but a competence which is developed less than others. They also single out strongly developed competences (assessed with 4) that they would like to offer to colleagues as a resource for their professional development. The teacher/member of student support staff could adapt the defining of competences to his/her own needs. They should also think about the possible ways of developing the desired competences. The findings from the analysis shall be entered into Appendix 8 and, if considered useful, discussed with the member of student support staff. The analysis of the self-assessment is a personal document, but the teacher / member of student support staff may decide to keep it a part of the professional file: evidence of professional practice.

3. DEVELOPMENT OF AN INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT

Professional development will be effective if it meets the individual needs of the teacher and if it is not considered to be an externally imposed obligation. But, in order to develop an achievable annual Individual Plan for Professional Development it is necessary to take into account, on one hand, the findings of the self-assessment of the teacher's own competencies, needs, interests, professional aspirations, and on the other hand, the priorities of the school and the real opportunities for the fulfilment of the teacher's wishes and plans (for example, funds, accessibility of certain forms of professional development, etc.).

Although the preparation of the Individual Plan for Professional Development is a legal obligation, it is also a part of every good professional development policy in the school, and it should be primarily looked at as a tool

for a better organised and more effective professional development of every individual in the school. The preparation and implementation of the Individual Plan for Professional Development of the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) allows:

- systematic development of needed competences;
- improvement of educational work, and
- reaching the standards for higher titles and career advancement.

The preparation of Individual Plans for professional development and their harmonisation with school priorities and opportunities enables the school to:

- respect and meet the individual professional development needs of staff;
- use human and material resources in a more rational manner, and
- improve mutual cooperation through different forms of peer learning and mentoring support.

The first version of the Individual Plan for Professional Development is prepared throughout the month of June each school year on the basis of the competence self-assessment whereas the final version should follow the dynamics of the preparation of the Annual Work Programme of the school.

The Individual Plan for Professional Development should contain: competencies that the teacher wants to improve, activities, needed resources and time of implementation (see first part of the form given in Appendix 10). Part one of the form given in Appendix 10 has been prescribed with the Book of Rules on the Form and Content of the Individual Plan for Professional Development whereas part two is given as a form (template) example.

In the preparation of the Individual Plan for Professional Development, the teacher has to take into account the legal obligations from the Law on Teachers in Primary and Secondary Schools, Article 21¹⁵:

¹⁵ Official Gazette of the Republic of Macedonia no. 10/15, available at <http://www.mon.gov.mk/index.php/2014-07-24-06-34-40/zakoni>.

- The competence that the teacher/student support service member finds that he/she needs to improve in the next school year should be entered under the part **competence**. In deciding which competencies the teacher should develop, he/she takes into account the results of the self assessment and the priorities of the school/state. Usually the competencies that we have been assessed as the least developed are a priority for professional development, however the teacher may decide to give priority to another competence that had he/she wants to improve in the current year.
- The methods, forms and activities for professional development that will be undertaken by the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) are entered under the part **activities**. Here one may enter the standard, but also the collaborative and individual forms of professional development¹⁶. In doing so, the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) takes into account what is for him/her the easiest way to learn, but also which forms would be realistic to select given the resources available (both his/her own and those of the school).
- The resources needed for the implementation of activities should be entered under the part **resources** (persons who need to be involved, institutions to cooperate with, material and financial resources).
- The approximate time of planned activity implementation should be entered under the part **time of implementation**.
- The expected outcomes of the implemented activity, that is what the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) expects to achieve should be entered under the part **expected outcomes**, primarily expressed through the expected changes to be made in student learning/behaviour and achievements.

¹⁶ See Appendix 11 on forms of professional development.

- The information that can influence the plan implementation should be entered under the part **notes**.

The identified professional development competences in the plan are presented by the teacher in front of the relevant subject teacher expert body (and by the student support staff member (psychologist, pedagogue, special education teacher, etc.) in front of the Professional Development Team) followed by suggestions on the possible ways of professional development implementation; at this point, changes might be made depending on the agreements with colleagues on the use of internal resources and fair use of training resources outside the school.

The final version of the Individual Plan for Professional Development is submitted to the school's Professional Development Team, which then approves it, or returns it for review and correction in line with the priorities of the school and the resources available.

The Professional Development Plan may be subjected to changes. If the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) decides to change a competence due to objective reasons (inability to implement planned activities), the changes need to be approved by the Professional Development Team. If the change concerns a change in activities or time of implementation, but the competencies remain unchanged, no additional resources are needed and the expected outcomes can still be reached, no such approval is needed.

4. PROFESSIONAL DEVELOPMENT PLANNING AT A SCHOOL LEVEL

Every school is expected to pay considerable attention to planning and provision of professional development of educational staff¹⁷, which is considered to be one of the prerequisites for quality educational work, effective learning and high achievements.

Professional development is an integral part of the professional development, which implies the acquisition

of new and improvement of existing competencies of educational staff that are important for the promotion of education. The school plans the professional development needs and priorities on the basis of the individual plans for professional development of teachers/student support services members, results of the self-assessment and integral evaluation on the quality of the schools performance, reports on achievement standards and other indicators of educational quality.

In order to successfully plan and implement professional development, the school needs to establish a Professional Development Team and a system (procedures on planned and implemented professional development) which consists of:

- identifying professional development needs of teachers/student support service members;
- decision-making on school priorities on the basis of self-assessment and the Developmental Program;
- preparation of an Individual Plan for Professional Development on the part of each teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) and alignment of the different plans in the relevant subject teacher expert bodies;
- grouping of individual needs for professional development of teachers/student support staff members and their alignment with the school's priorities
- identifying resources needed to support the Professional Development Program;
- monitoring of the implementation and effects of professional development and use of results in future planning of professional development;
- engagement of experienced staff members as trainers for dissemination of innovations and as mentors to support professional development of colleagues, and
- planning of joint professional development with other schools through the establishment of networks for mutual support.

¹⁷ Indicators of the quality of school performance (indicators 6.4 and 7.3), Mol, SEI, 2014.

The Professional Development Team is made up of the presidents of the different subject teacher expert groups, the school's director and a member of student support staff.

4.1. PREPARATION OF A SCHOOL PROGRAM FOR PROFESSIONAL DEVELOPMENT

The preparation of a School Program for Professional Development lies primarily with the school Professional Development Team and school managerial staff. The Annual Program for Professional Development is part of the Annual Work Program of the school. In drafting the Professional Development Program, it would be good to take into account the findings arising from numerous research, according to which, effective professional development of educational staff should:

- be aimed at the fulfilment of the school's objectives and be in line with state priorities;
- be focused on the improvement of approaches to teaching and learning and achievement of expected outcomes given in the curriculum;
- enable teachers to actively learn and apply new teaching strategies;
- enable teachers/student support staff members to cooperate with each other, and
- include monitoring and continuous feedback on the results of professional development.

The preparation of the School Program for Professional Development is a two-way street: it goes from bottom up, that is from individual plans for professional development to the school program for professional development, and from top down, through integration of state and school priorities in the individual plans for professional development.

4.1.1. Proposals for professional development from subject teacher expert bodies

The first versions of the individual plans for professional development of teachers are reviewed in the relevant subject teacher expert bodies (whereas student support staff members review these with the Professional Development Team). The subject teacher expert bodies consist of teachers from the same or similar teaching subjects which enable them to engage in a high quality discus-

sion on the improvement of teaching in their subject/area, and in that context, on the need for improvement of teachers/student support staff members competencies.

At the meetings of the relevant subject teacher expert bodies:

- the members of the body present identified competencies for further development and the ways in which they find they could best develop these competencies as well as competencies which they have assessed as very well developed, and can therefore, offer support to their colleagues in the development of those competencies;
- on the basis of the part: What can I offer to help colleagues develop their competencies? (Analysis of the self-assessment, Appendix 8), the members of the subject teacher expert body identify which of the colleagues possess competencies that other colleagues would like to develop, and they agree on specific activities to be implemented within the body (for example, lesson modelling, action research, mentoring, etc.);
- agree which activities can be implemented in the schools themselves and which activities can be implemented through the regional teams/learning networks;
- on the basis of discussions, potential changes in the implementation of individual plans for professional development are suggested/agreed on with the objective of using professional development funds in a rational and fair manner;
- The President of each subject teacher expert body prepares a Professional Development Program at the level of the body (Appendix 12¹⁸) which is submitted to the Professional Development Team. This program contains only the forms of group professional development.

¹⁸ The program of the subject teacher expert body should identically follow the format of the School Program, so that the contents can be directly transferred to it.

4.1.2. Development of an Annual Program for Professional Development at the school

On the basis of the proposed programs for professional development obtained from the subject teacher expert bodies, the Professional Development Team prepares an Annual Professional Development Program of the school. In addition, the Professional Development Team:

- ensures that in the Annual Professional Development Program there is a balance between the needs of educational staff and the priorities for professional development at the school level;
- seeks to distribute funds/opportunities for professional development outside of the school in a fair manner;
- seeks to exploit opportunities for horizontal learning¹⁹ in the school;
- ensures that mandatory days for professional development are effectively used.

The professional development activities take place within 40 hours working week for teachers/student support staff members.

The Annual Professional Development Program at school level (Appendix 12 - first part of the form) should contain the following sections:

- **competences** – here we enter the competences which need to be improved in the next school year, arising from the individual plans for professional development and the priorities of the school and the state;
- **topic/title and responsible person**- in this section we enter the title/topic of the activity for professional development and the initiator (organizer thereof);

¹⁹ Horizontal learning (learning from each other) implies various forms of organized and planned transfer of meaning or exchange of professional experiences in the school or among schools. Horizontal learning is achieved through performances, lesson observation or analyzing model lessons, presentations on expert topics, reporting on and from expert meetings or seminars, implementing seminars for colleagues, introducing colleagues with their own innovative methods and approaches, peer mentoring support, etc.

- **activities and forms of professional development** – are all approaches, methods and activities that need to be undertaken to achieve the expected outcomes. These may include standard, but also collaborative and individual forms of professional development²⁰. In fact, the activities already proposed by the subject teacher expert bodies in the plan for professional development are entered here.
- **expected outcomes** – includes the expected results of implemented activity, i.e. what is expected to be achieved by implementing these activities, expressed primarily through the changes in student learning/behaviour achievement, but also personal changes in the teacher/student support staff member;
- **needed resources** - are the resources needed to implement the activities (human resources, institutions, material and financial resources);
- **participants** - this section includes the names of all participants and the subject or group of subjects they teach
- **role of participants** – in this section in should be noted whether the participant implements or attends.
- **time for implementation** – this section contains the planned time of activity implementation.

5. MONITORING OF THE IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT

It is necessary to keep records and documentation for all implemented professional development activities. Despite keeping records of activities, it is crucial to monitor, document and analyze the effects of professional development, primarily in terms of its contribution to the changes in the performance of teachers/student support staff, student learning and achievement.

Every teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) keeps records of his/her individual professional development

²⁰ See Appendix 11 on forms of professional development.

whereas the school's Professional Development Team keeps records on the implementation of the Annual Professional Development Program.

5.1. RECORDING AND DOCUMENTING INDIVIDUAL PROFESSIONAL DEVELOPMENT

As early as in the planning of his/her individual professional development, the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) sets **objectives**, i.e. why he/she wants to acquire/improve a specific competence and **expected outcomes**, i.e. what kind of effects he/she expects the improved competence to have on learning, behaviour and/or student achievements. On the basis of this, the teacher/ student support staff member (psychologist, pedagogue, special education teacher, etc.) determines how he /she will collect evidence of changes occurred. The evidence may be in the form of recorded changes, results of action research, results of objective measurements of achievements, examples of student work, feedback from performance monitoring/ lesson observation by colleagues/school director, reports from competent institutions, etc.

5.1.1. Recording and documentation of professional development in a professional file

Professional development records are kept in a professional file. The teacher's/student support staff member's progress is recorded in it, which can be used for self-assessment and advancement to a higher title.

The contents of the first and second part of the professional file are prescribed by the Regulation on the Form, Content and Manner of Recordkeeping in Professional Files of Teachers and Student Support Services in Primary and Secondary Schools.

The third part of the professional file (evidence of professional practice) is envisaged in the Regulation, but its structure and content is organized by the teacher him/herself. It is recommended that the evidence be organized according to the areas of core professional competencies of teachers/student support staff members. This part will be matched with the professional file, which covers only

the area of professional development and professional cooperation in a single, shared document for teachers/student support staff members.

The purpose of the professional file is:

- to provide evidence of professional development and career advancement;
- to provide evidence of the work of the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) during the academic year;
- to provide evidence of the realization of the Individual Plan for Professional Development;
- to serve as evidence in the individual assessment of the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) by the State Education Inspectorate, and
- be a model and a set of evidence from which teachers/student support staff and trainees can learn.

It is recommended that the evidence of professional practice be organized into folders neatly placed in foil, and if necessary, the evidence should be accompanied by a relevant explanation. In front of each area there should be a file separator with the name of that area. Excessive portfolios should be avoided; in other words, a selection of the most representative evidence should be made.

The content of the third part of the professional file is ongoing and changeable. Most of the evidence in it will change annually. It can also be kept in electronic form, for example, on a website, blog, in electronic document folders, programs tailored precisely for such purposes (OneNote), etc.

5.1.2. Report on the Implementation of the Individual Plan for Professional Development

In order to achieve greater clarity and ease of use, it is recommended to use a unified form of the Report on the Implementation of the Individual Plan for Professional

Development (Appendix 10 – second part). The report is prepared at the end of the school year – in June, prior to the new self-assessment and the new Individual Plan for Professional Development. Some parts of the report are filled in by the teacher/student support staff member, and others by the Professional Development Team.

The teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) fills in the following sections of the report: *time of implementation; application of knowledge acquired; effect on students; evidence; reasons for not implementing the activity; and proposed activities for the next school year.*

- The actual time of activity implementation should be entered under the part **time of implementation**.
- The activities that the teacher implements in his/her practice as a result of the acquired competences should be entered under the part **application of knowledge acquired**.
- The effects of the changes in the implementation of teaching, learning and achievements, i.e. the benefits that students draw from the application of acquired skills, should be entered under the part **effect on students**.
- The evidence that competences have been acquired (certificates, reports, observations, works, research, products, statements, reviews, etc.) should be entered under the part **evidence**.
- The reasons (objective and/or subjective) for the failure to implement the planned activity should be entered under the part **reasons for not implementing the activity**.
- The improvements planned for the next school year should be entered under the part **proposed activities for the next school year**.
- Any additional information and/or comments regarding the implemented activities, changes in the plan, etc. should be entered under the part **notes**.

The teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) presents the Report on the Implementation of the Individual Plan

for Professional Development before the relevant subject teacher expert body (i.e. the Professional Development Team). The subject teacher expert bodies for teachers and the Professional Development Team for student support staff provide feedback on the implementation of individual plans for professional development of teachers and an opinion on starting a new cycle of professional development, and possibly, a supervised professional development for teachers/student support staff who failed to implement their Individual Plan for Professional Development. The subject teacher expert body supplements and the Professional Development Team verifies (or amends) the following parts of the report: feedback on the implementation of the Individual Plan for Professional Development and recommendations for future professional development.

- Short feedback and opinions on the implementation of an Individual Plan for Professional Development should be entered under **feedback**.
- In the recommendation part, the Professional Development Team gives a **recommendation** for some of the following options:
 - » starting a new cycle of professional development in the next academic year (if the Individual Plan for Professional Development is implemented);
 - » repeating part of the Individual Plan for Professional Development in the next academic year (if the plan has been partially implemented), and
 - » supported professional development (if the plan has not been implemented at all).

Supported professional development will be recommended if the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) not implemented the Individual Plan for Professional Development due to subjective reasons.

For the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) who has not implemented anything from their Individual Plan for Professional Development, and yet there are no objective reasons that have prevented him/her from implementing it (he/she has not been on a sick leave, has not had longer absence from work or there were no other events beyond his/her control

that prevented him/her from implementing the plan) supported professional development is recommended. Teachers are recommended for supported professional development by relevant subject teacher expert bodies of which they are members and the proposal is verified by the Professional Development Team. Members of student support staff are recommended for supported professional development by the Professional Development Team. The recommendation is reviewed by the school director and the school director decides whether to assign the teacher/member of student support staff mentoring support, i.e. a teacher/ member of student support services – mentor who will help him/ her in the next academic year to plan and implement the Individual Plan for Professional Development.

5.2. DOCUMENTING AND REPORTING ON THE IMPLEMENTATION OF THE ANNUAL PROFESSIONAL DEVELOPMENT PROGRAM AT THE SCHOOL

On the basis of the reports from subject teacher expert bodies on the implementation of individual plans for professional development the Professional Development Team produces an annual summary report on the implementation of professional development at school level.

The Form for the Report for the Implementation of the Professional Development Training Program (Appendix 12 – second part) can be used for this purpose, enabling greater clarity and ease of use. The report is prepared during the reporting period (July-August) (prior to the development of the new school program for professional development). The report is prepared by the Professional Development Team.

- The first part - **competencies** is copied from the School Program for Professional Development.
- In the second part – **title, topic/responsible person**, the topic or title of the professional development activity which was implemented should be filled in as well as the initiator (organizer of the activity).
- In the third part - **implemented activities**, the activities carried out in relation to a particular competence should be filled in.
- In reference to **forms of professional development**, information is entered as to whether it was external, at the school (internal), among schools (regional) or individual (personal) professional development.
- The participants attending as well as the justified or unjustified absences should be entered under **participants**.
- Under **implementation**, it should be noted whether an activity has been fully implemented, partially implemented or not implemented, as well as the reasons for not implementing it fully or at all.
- The time when the activity has been implemented should be entered under **time of implementation**.
- The evidence of competence acquisition (certificates, reports, observations, papers, research, products, statements, reviews, etc.) should be entered under **evidence/appendices**.
- In the part entitled **feedback** on the implementation of the professional development training program, a brief analysis of what has been implemented and not implemented should be given; it should be noted if unplanned activities were implemented; a brief overview of the quality of implemented activities should be given, i.e. what was the best, most useful, most applicable and what was not necessary or not implemented well enough. Changes in the program and the reasons for those changes should be also noted.
- Under **recommendations**, a brief overview should be given of what should be continued, what should be added, what should be improved and what professional development novelties should be introduced in the next academic year.



APPENDICES

APPENDIX 1

CHARACTERISTICS OF A GOOD SCHOOL SYSTEM OF PROFESSIONAL DEVELOPMENT

A good system of professional development of teachers/student support staff includes performance monitoring and a professional dialogue through which we build a common understanding of the competencies required for quality teaching and learning²¹, collaboration in planning activities to develop competencies and assessment of the effects of professional development. According to the relevant laws and bylaws, teachers/student support staff have the right and obligation to develop professionally as well as the right to advance in their careers. The school should create conditions for their professional development that will benefit them, the school, and primarily students.

A good school system of professional development is based on the following principles:

► PROFESSIONAL DEVELOPMENT IS A RIGHT AND OBLIGATION OF EVERY INDIVIDUAL

Teachers, school support staff and the school director should be committed and engaged in activities for providing feedback on the performance and support of the professional development of each individual at the school. The school should foster a culture of lifelong learning, and everyone (including teachers/school support staff, beginners and employees on a work contract for a limited period of time) should have the opportunity to receive support relevant to their individual needs so that they can best meet student needs. However, the responsibility for their own professional development and its effects is the personal responsibility of each individual.

► PROFESSIONAL DEVELOPMENT CONTRIBUTES TO HIGHER STUDENT ACHIEVEMENTS

Professional development is not an end in itself. It makes sense if it is aimed at creating an environment in which all students learn and perform better. Therefore, the monitoring of the professional development results should be an integral part of the professional development process. Results are observed through the change in the performance of the teacher/student support staff and, more importantly, through the impact of those changes on student achievements. The results can be seen in the short, medium and long term.

► PROFESSIONAL DEVELOPMENT IS PRIMARILY BASED ON SELF-ASSESSMENT

The planning of professional development is primarily based on self-assessment through which the individual identifies his/her strengths, weaknesses and areas for improvement. It should be based on information from various sources about the daily work of the teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) which do not have to be separately collected for this purpose, but may consist in reports from ongoing performance evaluations, recorded opinions of parents and students, and current teacher reflection on his/her own practice. The self-assessment assumes asking substantial questions and giving honest answers about teachers' professional knowledge, understanding and practices. Schools should promote the practice of an objective and honest self-assessment of teachers/student support staff members. This process can significantly contribute to the use of core professional competences and standards for teachers/student support staff, mentors and advisors.

²¹ Professional competencies and standards for teachers.

► PROFESSIONAL DEVELOPMENT IS BASED ON EVALUATION AND PROFESSIONAL DIALOGUE

In the planning of individual professional development, the information obtained through the existing evaluations (internal and external) as well as the suggestions for professional development needs received from professionals (advisors, inspectors, school directors, more experienced colleagues) are taken into account. The Individual Plan for Professional Development is aligned with the planning of the colleagues from the subject teacher expert body, the needs of the school and the state. This is done through a professional dialogue with colleagues (the Professional Development Team) and the school director, who has the key responsibility for the allocation of professional development resources. The professional dialogue based on evaluation and self-assessment in an atmosphere of collegiality and trust serves to identify the needs and means of professional development. Much of the needs for professional development can be met through internal professional development at the school, including mentoring from more experienced colleagues (who hold the titles of teacher/student support staff member (psychologist, pedagogue, special education teacher, etc.) mentor or advisor).

► PROFESSIONAL DEVELOPMENT IS A PLANNED PROCESS

Serious progress in one's performance rarely happens by accident. Hence, teachers/student support staff members and schools plan their development. Good developmental plans of schools contain plans for professional development and professional development of staff. The main purpose of planning is to find effective ways of overcoming the gap between the current and desired level of quality of the educational staff. The development of individual plans for professional development is a legal requirement, and it will, among other things, contribute to career advancement.

► PROFESSIONAL DEVELOPMENT IS A CONTINUOUS PROCESS

Professional development is a continuous process of improvement of school staff which enables them to study and receive adequate support to achieve the set standards. The school is focused on high expectations of staff, and therefore, supports each individual's improvement by providing various forms and content for professional learning and by assessing its effects. Professionalism is emphasized as part of the school ethos and there is an open dialogue and commitment to the professional progress of each individual. In this process, the role of the school director is crucial, primarily through fair evaluation of performance and fair distribution of resources and opportunities for professional development.

► PROFESSIONAL DEVELOPMENT IS RECORDED AND DOCUMENTED

There is a legal obligation for recording and documenting professional development of staff in their professional files. However, it is also very important to keep records of the impact of professional development on the practice of the teacher/student support staff member, and even more importantly, on the quality of student learning and achievements. The teacher/student support service member receives feedback on the effects of the professional development through feedback from colleagues and management staff, parents, as well as through the monitoring of student performance and achievements. The methods of recording these changes can be agreed in the school itself, in a way that they will be focused, useful, accessible and will not consume additional time. In this process, the use of ICT is very helpful.

APPENDIX 2

AN EXAMPLE OF A PLAN EVALUATION FORM²²

School		School year	
Teacher		Evaluated by	
Grade/class		Date of monitoring	
Subject			
Consultations and guidelines for improvement			

	ELEMENTS OF THE PROCESS AND DEVELOPMENTAL PLAN AND/OR DAILY PLAN	GRADE/CLASS				Comment
1.	The structure of the topic is set (curriculum content/units).					
2.	A time frame and number of lessons are determined.					
3.	Objectives are defined.					
4.	Expected outcomes are defined.					
5.	Work conditions, materials, supplies and teaching aids are identified.					
6.	Forms, methods and techniques of work are planned.					
7.	The main steps in the teaching process for each lesson or group of lessons are described.					
8.	The activities of the teacher and the students are planned.					
9.	The correlation with other subjects and sources is determined.					
10.	The content from priority projects for the school (eg. Life Skills-Based Education, Interethnic Integration in Education, EKO) is integrated in plans.					
11.	Evaluation means and procedures are planned.					
	SPECIAL PLANS					
1.	Additional classes for low performing students are planned.					
2.	Additional classes for gifted students are planned.					
3.	Extracurricular student activities are planned.					
4.	Individual educational plans for students with special needs are developed.*					
5.	The cooperation with parents and the local community is planned.					

Teacher: _____

Consultations made by: _____

²² If a certain curriculum, such as the Cambridge curriculum has different planning requirements, schools can make changes in this template or they may use another template.

APPENDIX 3

AN EXAMPLE OF A LESSON OBSERVATION FORM

School		School year	
Teacher		Observed by	
Grade/class		Date	
Subject			
Curriculum unit			
MEETING PRIOR TO THE LESSON OBSERVATION:			
Objective of the lesson observation			
Teacher's comments			

DESCRIPTION:

	Fully	F	Partly	P	Insufficiently	I	N/A	/		
I	LESSON PLANNING AND PREPARATION						F	P	I	/
1.	The objectives of the lesson are clearly defined.									
2.	The outcomes are clearly defined and arise from the objectives.									
3.	Adequate teaching strategies, forms, methods, techniques are identified.									
4.	Necessary funds, materials, equipment and use of ICT are planned.									
5.	The necessary literature and correlation with other subjects and sources is identified.									
6.	Adequate methods, procedures and tools for verification of previous knowledge are planned.									
7.	Adequate methods, procedures and tools for monitoring student achievements are planned.									
8.	Teacher and student activities are clearly identified.									
9.	Activities are planned for students with special needs in line with their individual education programs*.									
II	LESSON ORGANIZATION, COURSE AND DELIVERY						F	P	I	/
1.	The lesson begins in a safe and relaxed manner and in a positive atmosphere.									
2.	The teacher determines the previous (background) knowledge and experience of students.									
3.	The students are introduced to the expected outcomes.									
4.	The teacher has prepared adequate teaching materials in advance.									
5.	The teacher uses adequate teaching resources and aids.									
6.	The teacher uses previously planned and adequate teaching forms, methods and techniques.									
7.	The teacher uses inclusive learning and teaching strategies.*									
8.	The teacher applies different approaches to teaching (research, project activities ...).									
9.	The teacher applies ICT in teaching.									

10.	The work guidelines, explanations and questions are understandable and clear.				
11.	Unclear contents and terms are further explained by the teacher.				
12.	The teacher includes all students in the implementation of activities.				
13.	The teacher uses individualisation and differentiation in teaching according to students' needs.				
14.	The teacher sends a clear message (draws a conclusion) and elaborates it together with students.				
15.	The organization of the lesson is such that it retains student attention, interest and motivation.				
III	COMMUNICATION WITH STUDENTS	F	P	I	/
1.	The teacher addresses students by name and with respect.				
2.	In the classroom there are clear rules of conduct that students and teachers obey in order to ensure a working atmosphere.				
3.	The teacher asks encouraging questions and answers questions.				
4.	The teacher uses active listening techniques (eye contact, nonverbal signs of encouragement, etc.).				
5.	The teacher encourages students to ask questions, engage in a discussion and freely express themselves.				
6.	The teacher equally stimulates all students to respond.				
7.	The teacher adjusts the language depending on the context, situation and individual student.				
8.	The teacher identifies conflict situations and helps students to resolve conflicts in a fair manner.				
9.	In group work, the teacher encourages all groups equally.				
IV	ASSESSMENT OF STUDENTS	F	P	I	/
1.	The teacher uses adequate methods for determining previous student knowledge.				
2.	The teacher uses different and adequate assessment methods and activities.				
3.	Each assessment activity is relevant to its purpose.				
4.	The teacher selects and properly uses different assessment instruments.				
5.	The teacher gives positive and constructive feedback.				
6.	The feedback provided is aimed at encouraging further student progress.				
7.	The teacher keeps a record of the progress of each student in terms of expected outcomes.				
8.	The teacher monitors and evaluates student achievement and development according to individual goals*.				
V	CREATING A SAFE AND STIMULATING LEARNING ENVIRONMENT	F	P	I	/
1.	The teacher has developed and uses various stimulating learning materials.				
2.	The teacher adjusts the classroom to student individual and group needs.				
3.	The teacher makes resources and working materials easily available to all students.				
4.	The teacher exhibits student works in the school facilities.				
5.	The teacher establishes rules for safe use of materials and resources.				
6.	The teacher contributes to creating good physical conditions in the room(s) where the learning takes place.				
7.	The teacher develops teaching aids and tools for inclusive work*.				
8.	The discipline in class is based on the positive class climate as well as on the good lesson organization and delivery.				

Other relevant observations

A meeting after the lesson observation

The teacher engages in reflection (the extent to which objectives have been met, difficulties and guidance for improvement).

F	P	I	/
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Strengths:

Suggestions for performance improvement:

Areas for further development:

Changes observed in the teacher since the last lesson observation:

APPENDIX 3a

AN EXAMPLE OF A LESSON OBSERVATION FORM

School:		School year	
Teacher:		Observed by	
Grade/class		Date/Period	
Subject			
Curriculum unit			

Meeting prior to the lesson observation:

Lesson planning and preparation

Lesson organization, course and delivery

Communication with students

Student assessment

Creating a safe and stimulating learning environment

Suggestions for performance improvement:

Date: _____

Observed by: _____

APPENDIX 4

AN EXAMPLE OF A REPORT ON IMPLEMENTED EXTRACURRICULAR ACTIVITIES

School		School year	
Teacher		Period	

WORKING WITH EXTRACURRICULAR STUDENT ACTIVITIES, STUDENT COMMUNITIES AND ORGANIZATIONS

Activity	Time and place	Number of students

Reflection

School director's comments

Agreed activities for next year

PARTICIPATION IN COMPETITIONS, QUIZZES, CONTESTS AND AWARDS RECEIVED

Activity	Date	Place	Students involved	Awards received

Reflection

School director's comments

Agreed activities for next year

WORKING WITH STUDENTS ON SCHOOL PROJECTS, PERFORMANCES, PRESENTATIONS, EVENTS, TOURS, VISITS, ETC.

Activity	Time and place	Number of students

Reflection

School director's comments

Agreed activities for next year

ACTIVITIES WITH PARENTS AND THE LOCAL COMMUNITY

Type of activity	Time and place	Number of participants

Reflection

School director's comments

Agreed activities for next year

APPENDIX 5

AN EXAMPLE OF A WORK PROGRAM OF STUDENT SUPPORT STAFF

_____ (MEMBER OF STUDENT SUPPORT STAFF) _____ SCHOOL YEAR

1. WORK WITH STUDENTS

	ACTIVITIES	OBJECTIVES	IMPLEMENTATION	STUDENT SUPPORT STAFF	INDICATORS/ EVIDENCE/ FORMS/METHODS	MONITORING/ FEEDBACK
STUDENT LEARNING SUPPORT						
MONITORING AND SUPPORT OF STUDENT DEVELOPMENT						
PROFESSIONAL AND CAREER STUDENT ORIENTATION						

2. WORK WITH TEACHERS

	ACTIVITIES	OBJECTIVES	IMPLEMENTATION	STUDENT SUPPORT STAFF	INDICATORS/ EVIDENCE/ FORMS/ METHODS	MONITORING/ FEEDBACK
TEACHER SUPPORT FOR PLANNING AND IMPLEMENTATION OF THE EDUCATIONAL PROCESS						
TEACHER SUPPORT FOR WORKING WITH STUDENTS						
TEACHER SUPPORT FOR WORKING WITH PARENTS						

3. WORK WITH PARENTS

	ACTIVITIES	OBJECTIVES	IMPLEMENTATION	STUDENT SUPPORT STAFF	INDICATORS/ EVIDENCE/ FORMS/METHODS	MONITORING/ FEEDBACK
INDIVIDUAL AND GROUP COUNSELLING AND CONSULTATIONS WITH PARENTS						
PARENT TRAINING						
INCLUSION OF PARENTS IN THE LIFE AND WORK OF THE SCHOOL						

4. COOPERATION WITH THE COMMUNITY

	ACTIVITIES	OBJECTIVES	IMPLEMENTATION	STUDENT SUPPORT STAFF	INDICATORS/ EVIDENCE/ FORMS/METHODS	MONITORING/ FEEDBACK
COOPERATION WITH THE LOCAL COMMUNITY						
COOPERATION WITH PROFESSIONAL INSTITUTIONS AND ORGANIZATIONS						

5. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

	ACTIVITIES	OBJECTIVES	IMPLEMENTATION	STUDENT SUPPORT STAFF	INDICATORS/ EVIDENCE/ FORMS/METHODS	MONITORING/ FEEDBACK
INDIVIDUAL PROFESSIONAL DEVELOPMENT						
SUPPORT OF PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL						

6. ANALYTICAL AND RESEARCH WORK

	ACTIVITIES	OBJECTIVES	IMPLEMENTATION	STUDENT SUPPORT STAFF	INDICATORS/ EVIDENCE/ FORMS/ METHODS	MONITORING/ FEEDBACK
ANALYSIS AND EVALUATION OF EDUCATIONAL WORK						
RESEARCH OF EDUCATIONAL WORK						

7. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

	ACTIVITIES	OBJECTIVES	IMPLEMENTATION	STUDENT SUPPORT STAFF	INDICATORS/ EVIDENCE/ FORMS/METHODS	MONITORING/ FEEDBACK
SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING TEACHING, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)						
SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION						

APPENDIX 6

AN EXAMPLE OF AN ACTIVITY OBSERVATION TEMPLATE FOR MEMBERS OF STUDENT SUPPORT STAFF

School		School year	
Member of student support staff		Observed by	
Date/period		Type of activity	
MEETING PRIOR TO THE OBSERVATION			
Objective of the lesson observation			
Comments from the member of student support staff			

I ACTIVITY PLANNING AND PREPARATION

II ACTIVITY ORGANIZATION, COURSE AND IMPLEMENTATION

III COMMUNICATION DURING THE ACTIVITY

Meeting after the activity observation

Strengths:	Proposals for improvement:

Member of student support staff:

School director:

APPENDIX 7

AN EXAMPLE OF A COMPETENCE SELF-ASSESSMENT SCALE FOR TEACHERS

School		School year	
Teacher			
Grade/class		Period	

Not developed at all (training is necessary)	1
Partly developed (training is needed)	2
Well developed (training is not needed)	3
Very well developed (can serve as support to others)	4

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input type="checkbox"/> in the corresponding column)	Level			
	1	2	3	4

1. KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM

1.1. KNOWLEDGE OF THE SUBJECT

1.	Organization of the teaching content in accordance with the key concepts and set objectives.				
2.	Use of up-to-date know how in the area of the teaching subject and encouraging students to do the same.				
3.	Inclusion of activities for integrating content and achieving cross-curricular objectives in learning and teaching.				

1.2. KNOWLEDGE OF THE EDUCATIONAL SYSTEM

1.	Compliance with the legal framework governing the educational subsystem in which one works.				
2.	Use of program documents regulating the educational subsystem in which one works.				
3.	Pedagogical documentation and records keeping in line with the legislative framework.				

2. TEACHING AND LEARNING

2.1. TEACHING PLANNING AND PREPARATION

1.	Preparation and planning of teaching at different levels (annual, topical, daily).				
2.	Planning clear, achievable and challenging objectives for all students and expected outcomes.				
3.	Planning teaching forms, methods and strategies.				
4.	Planning teaching resources and working materials necessary for the implementation of the curricula, including ICT.				
5.	Planning correlation and integration with other subjects and contents.				
6.	Planning according to available time and resources.				
7.	Planning according to the specifics of the local environment.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
8.	Planning methods, procedures and tools for verification of background student knowledge of students and student achievement monitoring.				
9.	Planning teacher's and students' activities.				
10.	Reflection on the extent to which objectives have been achieved, difficulties encountered and guidelines for improvement in future planning.				
2.2. DELIVERY OF TEACHING					
1.	Introducing students to the expected outcomes.				
2.	Identifying previous (background) student knowledge and experiences.				
3.	Giving clear guidance to all students and encouraging them to share knowledge.				
4.	Preparing work materials and teaching aids as planned and putting them to use.				
5.	Clear, understandable and unambiguous transfer of key information.				
6.	Inclusion of all students in activity implementation.				
7.	Application of modern and diverse approaches, forms and methods.				
8.	Addressing new and unpredictable situations and putting them in the context of teaching.				
9.	Implementation of some of the contents through research and project-based activities.				
10.	Applying ICT in teaching.				
11.	Accepting and encouraging different ways of problem solving and content presentation.				
12.	Assisting students to synthesize knowledge, link previous (background) to newly acquired knowledge and grasp its practical application.				
13.	Getting involved in the planning and implementation of integrated cross curricular activities.				
2.3. STUDENT ASSESSMENT					
1.	Selecting, developing and adequately using different assessment instruments (eg. assignments, tests, check lists, analytical lists, anecdotal notes).				
2.	Regularly recording the progress of each student in terms of expected outcomes.				
3.	Providing evidence of student progress (eg. portfolios kept by the teacher or students, teacher notes on student assessment, etc.) used to inform students and parents about student progress and teaching and learning plans.				
4.	Identifying strengths and weaknesses in student learning and providing adequate guidance for future learning.				
5.	Verifying previous (background) knowledge of students/diagnostic assessment.				
6.	Giving positive and constructive feedback that encourages students to work and instils in them a sense that they can progress.				
7.	Discussing with students their progress, their self-assessment abilities and planning of their own learning.				
8.	Forming summative grades on the basis of multiple measurements using appropriate methods and tools.				
9.	Taking the teaching objectives as a basis for summative and formative assessment.				
10.	Elaborating grades and drafting clear and informative reports on student achievements and disseminating them to parents.				
11.	Preparing reports on achievements at a class level/teaching subject level and using the findings to improve teaching and learning.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
2.4. KNOWING STUDENTS AND MEETING STUDENT NEEDS					
1.	Following the cognitive, social, emotional and psychomotor development of students.				
2.	Providing data, updating data and secure data storage for each student.				
3.	Individualization and differentiation in teaching based on knowledge of students' needs.				
4.	Organizing and implementing additional classes for low-performing students.				
5.	Organizing and implementing additional classes for high performing (gifted) students.				
6.	Promoting, preparing and organizing students to participate in various activities (competitions, contests, exhibitions, performances, projects ...).				
7.	Using educational activities that encourage cognitive, affective and psychomotor development of students.				
8.	Ensuring democratic participation of students in school life.				
3. CREATING A STIMULATING LEARNING ENVIRONMENT					
3.1. CREATING A SAFE AND STIMULATING LEARNING ENVIRONMENT					
1.	Preparation of materials and using various learning sources that stimulate students' exploration and learning.				
2.	Adaptation of the classroom to match student activities and needs.				
3.	Establishing rules for the safe use of work materials and resources, including ICT.				
4.	Ensuring that work resources and materials are easily accessible to all students.				
5.	Exhibiting student works in the school premises.				
6.	Establishing rules of conduct and ensuring that they are respected in the classroom and the school.				
7.	Promoting values which concern personal safety and the safety of others.				
3.2. SCHOOL CLIMATE					
1.	Addressing students with respect.				
2.	Showing empathy and support of positive values among students.				
3.	Encouraging students to participate in activities, share their experiences, expectations and emotions and believe they can achieve more.				
4.	Identifying conflict situations and helping students to resolve them in a fair manner.				
5.	Organizing students in joint activities, thus enabling peer cooperation.				
6.	Adjustment of communication depending on the context, situation and the personality of the student.				
7.	Asking questions, encouraging students to ask questions and stimulating discussion.				
8.	Encouraging discussions to understand cultural and gender differences.				
9.	Planning and applying different media and communication tools, including audio-visual aids and computers.				
10.	Encouraging students to use (and presenting to them) adequate models of speaking, writing and self-expression in various media.				

Self-assess the level (degree) of development of the following skills and abilities
(enter the sign in the corresponding column)

Level

1 2 3 4

4. SOCIAL AND EDUCATIONAL INCLUSION

4.1. SOCIAL AND EDUCATIONAL INCLUSION

1.	Developing individual education programs.				
2.	Planning teaching for the whole grade/class respecting individual differences among students.				
3.	Application of inclusive learning and teaching strategies.				
4.	Monitoring and assessment of student achievements and development in line with individual objectives.				
5.	Implementing inclusive school activities.				
6.	Developing a Plan for Cooperation with families of children with special educational needs.				
7.	Creating teaching resources for inclusive work with students.				
8.	Adapting the classroom to the needs of students with physical disabilities.				
9.	Involving families and students in joint activities aimed at showing respect for diversity and intercultural integration.				
10.	Professional orientation of students with special educational needs.				
11.	Individual work with students in need of assistance.				

5. COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY

5.1. COOPERATION WITH FAMILIES AND THE LOCAL COMMUNITY

1.	Involvement of families in activity planning at class and school level.				
2.	Involvement of families and representatives of the local community in the process of teaching.				
3.	Developing an individual calendar of meetings with parents (planning parental meetings, individual meetings, reception days).				
4.	Identifying possible resources for cooperation with the community.				
5.	Cooperation with institutions and individuals from the local community.				
6.	Training of parents.				

6. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

6.1. PROFESSIONAL DEVELOPMENT

1.	Practical application of content-related and methodical innovations in the teaching subject.				
2.	Taking part in the dialogue of the professional milieu and permanent personal and professional development.				
3.	Requesting feedback and keeping notes on one's pedagogical work and engaging in reflection.				
4.	Planning, record keeping and possessing evidence of one's own professional development.				
5.	Conducting action research to improve professional practice.				
6.	Planning professional development.				
7.	Using the knowledge and skills acquired at trainings in one's practice.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
6.2. PROFESSIONAL COOPERATION					
1.	Identifying and proposing topics for trainings at the school.				
2.	Cooperation with colleagues from the subject teacher expert body.				
3.	Cooperation with colleagues in professional associations, social networks and forums.				
4.	Sharing experiences and putting advice for performance improvements to use.				
5.	Using electronic communication for professional cooperation.				
6.	Teaching open classes and learning from them.				

APPENDIX 7a -1

AN EXAMPLE OF A COMPETENCE SELF-ASSESSMENT SCALE FOR PEDAGOGUES AS MEMBERS OF STUDENT SUPPORT STAFF

School		School year	
Student support staff member			
Date			

Not developed at all (training is necessary)	1
Partly developed (training is needed)	2
Well developed (training is not needed)	3
Very well developed (can serve as support to others)	4

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input type="checkbox"/> in the corresponding column)	Level			
	1	2	3	4

1. WORK WITH STUDENTS

1.1. SUPPORT OF STUDENT LEARNING

		1	2	3	4
1.	Use of various methods and instruments for testing the readiness of students to be enrolled in a certain level of education.				
2.	Preparation of documents (plans, procedures, guidelines, recommendations) for identification of students' educational needs and provision of adequate support.				
3.	Organizing and implementing various types of individual and group work with students on issues related to learning, success and the value system.				
4.	Collecting data on the reasons for failure (research, interviews, focus group discussions).				
5.	Informing parents, teachers and students and making adequate recommendations.				
6.	Using different methods and tools to identify needs for learning and self-assessment support.				
7.	Planning and providing direct learning support to students.				
8.	Identifying students with special educational needs.				
9.	Cooperation with colleagues from the School Inclusion Team.				
10.	Preparation of individual education programs for students with special educational needs.				
11.	Running workshops for improvement of student learning.				
12.	Individual and/or group teaching students on how to learn.				
13.	Development, adaptation, proposal and application of adequate teaching strategies.				
14.	Adaptation of teaching content according to the needs and abilities of students.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
1.2. MONITORING AND SUPPORT OF DEVELOPMENT OF STUDENTS					
1.	Identifying reasons for low self-confidence and self-esteem and organizing workshops on increasing student self-confidence and self-esteem.				
2.	Providing support to students whenever needed (students are informed about the possibilities for consultation).				
3.	Using different types of strategies and approaches in individual and group communication with students.				
4.	Helping students to cope with crisis situations (illness, death, divorce, domestic violence, etc.).				
5.	Data collection on the personal and social development of students (through observation, interviews, surveys, focus groups).				
6.	Gathering information about the work and behavior of students through lesson observation.				
7.	Running workshops and other activities of preventive nature with students on various topics related to physical and mental health (eg. addiction, diets, stress management, addressing violence, antisocial behavior, tackling discrimination, unwanted pregnancies, etc.).				
8.	Intervening in cases of improper student behavior.				
9.	Implementing activities for practicing democracy at school.				
10.	Counseling and monitoring of students by encouragement, preventive action, convincing, persuasion and discussion.				
11.	Identifying specific needs and interests of students to participate in extracurricular activities.				
12.	Implementation of part of the extracurricular activities.				
1.3. PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS					
1.	Verifying the extent to which students are informed and interested to further pursue their education or employment.				
2.	Informing students about the professional possibilities and perspectives and the network of secondary schools/higher educational institutions.				
3.	Organizing presentations of secondary schools/higher educational institutions and business entities.				
4.	Individual and group counselling of students and parents aimed at ensuring that students make the right choice of further education or profession.				
2. WORK WITH TEACHERS					
2.1. TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF-EVALUATION					
1.	Organizing and implementing activities (lectures, workshops) to analyse conceptual documents.				
2.	Organizing and implementing activities (lectures, workshops) on the current curricula and approaches to teaching.				
3.	Observing lessons and providing feedback (written or oral) to teachers in various aspects observed.				
4.	Monitoring the quality of teaching plans and consultations with teachers aimed at improving them.				
5.	Organizing and implementing activities (workshops, individual consultations) with teachers to plan instruction.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
6.	Assisting teachers to take into account the individual characteristics and needs of students in the different development periods in the planning and implementation of teaching.				
7.	Implementation of activities (workshops, presentations, examples of good practices, individual consultations with teachers) to create a stimulating learning environment.				
8.	Observing student behaviour in and outside of the classroom and giving feedback to teachers to improve the social and emotional climate in the classroom.				
9.	Advising teachers on how to take into account assessment results in future planning.				
10.	Providing support to teachers for fair and objective assessment.				
11.	Making reference to the possible ways of selecting and using a variety of learning sources.				
12.	Organizing and implementing informative meetings about current events and innovations in teaching.				
13.	Teamwork on projects.				
14.	Providing expert assistance in the preparation and implementation of interactive teaching.				
15.	Informing teachers of the different external and internal tests (objectives, types of tasks, methods of implementation).				
16.	Providing guidance on documenting student achievements (group or individual consultations).				
17.	Running workshops for quality assessment.				
18.	Providing guidance on selecting appropriate methods for development and use of tools for assessing student achievements.				
19.	Providing assistance with the selection of textbooks and other sources of knowledge.				
20.	Preparation and implementation of open classes in order to demonstrate modern forms and organization of teaching and learning, methods and resources.				
21.	Providing support and cooperation with the class teacher/homeroom teacher in planning activities (choice of content and methods).				
22.	Encouraging class teachers/homeroom teachers to work with the student community of the class.				
23.	Providing assistance and support to teachers in the process of self-evaluation of teaching and advising teachers on how to use the received results.				
2.2. TEACHER SUPPORT FOR WORKING WITH STUDENTS					
1.	Providing specific guidelines for working with separate groups and individual students.				
2.	Providing teacher support to work with students depending on the type and difficulties of each specific student.				
3.	Devising procedures for preparation and work with classes containing students from vulnerable groups.				
4.	Familiarizing teachers with the different ways in which students learn.				
5.	Familiarizing teachers with the characteristics of newly enrolled students.				
6.	Running workshops for acquiring communication skills.				
7.	Providing teacher advice on communication with a particular group of students.				
8.	Monitoring of communication in the classroom and giving feedback to the teacher.				
9.	Assisting teachers to grasp the reasons for someone's inappropriate behaviour, proposing strategies for overcoming problems, and together with the teacher, monitoring the effects of interventions undertaken.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
10.	Advising teachers on how to identify gifted students.				
11.	Proposing, or together with the teacher, devising ways to foster the development of special abilities of gifted students.				
12.	Elaborating and demonstrating ways that can help students to use different approaches to learning.				
2.3. TEACHER SUPPORT FOR WORKING WITH PARENTS					
1.	Encouraging teachers to have more effective communication and cooperation with parents.				
2.	Building a Cooperation Strategy with separate groups of parents or individuals.				
3.	Proposing topics for parental meetings adequate for certain years of education, clusters, situations.				
3. WORK WITH PARENTS					
3.1. INDIVIDUAL AND GROUP COUNSELING AND CONSULTATIONS WITH PARENTS					
1.	Assisting parents in recognizing how is a crisis situation in the family associated with student learning and development and advising them on how to react in certain situations.				
2.	Sharing information on student learning and behaviour with parents in an appropriate manner.				
3.	Holding individual and group consultations on parental support (referring to means of communication, learning support, motivation for learning, etc.).				
4.	Informing parents of children with special educational needs of their rights, obligations and benefits that can be obtained and referring them to relevant institutions offering assistance.				
5.	Holding individual consultations with parents to support children with special educational needs.				
6.	Organizing and holding group and individual counselling to parents whose children face learning difficulties, irregular attend school and engage in improper conduct.				
3.2. TRAINING OF PARENTS					
1.	Preparing materials for training of parents (presentations, brochures, leaflets, written materials).				
2.	Informing parents about the services that the school and student support staff offer to students.				
3.	Identifying the needs of parents for training related to their parental role.				
4.	Organizing trainings and/or workshops with parents (eg. developmental characteristics of children, learning characteristics, dealing with risk behaviours of students, electronic violence, motivation for learning, development and fostering of self-confidence, etc.).				
3.3. INCLUSION OF PARENTS IN THE LIFE AND WORK OF THE SCHOOL					
1.	Planning and facilitating the involvement of parents in certain segments of the educational process.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
4. COOPERATION WITH THE COMMUNITY					
4.1. COOPERATION WITH THE LOCAL COMMUNITY					
1.	Planning, implementation and monitoring of joint activities between the school and the community aimed at improving student achievements (visits, implementation of curricular and extracurricular activities).				
2.	Informing the community about the needs and achievements of the school.				
3.	Organizing and implementing preventive, humanitarian and cultural activities by the local community.				
4.	Cooperation with the local community in dealing with crisis situations affecting the school and the local community (disasters, epidemics, violence, criminal phenomena, etc.).				
5.	Planning, implementation and monitoring of activities that promote intercultural education.				
6.	Planning, organizing and monitoring of practical classes in vocational secondary schools.				
4.2. COOPERATION WITH PROFESSIONAL INSTITUTIONS AND ORGANIZATIONS					
1.	Consulting relevant institutions in dealing with a certain group of students, teachers, parents as well as in reference to one's own work and taking into account their recommendations.				
2.	Planning and achieving cooperation with schools in the region and beyond.				
3.	Informing students, teachers and parents of and referring them to relevant institutions to address a particular problem.				
4.	Cooperation with civil society associations that implement programs for children and youth.				
5. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION					
5.1. INDIVIDUAL PROFESSIONAL DEVELOPMENT					
1.	Making innovations in one's own work and assessing one's effectiveness.				
2.	Planning and keeping records of one's professional development.				
3.	Practical application of the novelties in the profession.				
4.	Cooperation with colleagues in professional associations, social networks and forums.				
5.2. SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL					
1.	Providing support for the Professional Development Team at the school.				
2.	Implementing parts of the Induction Program for Novice Teachers				
3.	Disseminating acquired knowledge and skills from attended trainings.				
4.	Encouraging teachers to use a variety of resources for modernization of the teaching process.				
5.	Cooperation with professionals and experts in order to raise the professional knowledge of teachers.				
6.	Preparing instruments, collecting data and analyzing the needs for professional teacher development.				
7.	Identifying and proposing training topics at the school.				
8.	Assisting teachers in identifying their own needs and devising plans for individual professional development.				
9.	Implementation of various forms of internal professional development with teachers (lectures, workshops, etc.).				
10.	Keeping records of professional development of teachers.				
11.	Development of mentoring programs.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
6. ANALYTICAL AND RESEARCH WORK					
6.1. ANALYSIS AND ASSESSMENT OF EDUCATIONAL WORK					
1.	Developing instruments (protocols, recording forms, templates) for data collection.				
2.	Sharing/presenting information obtained from assessments and analyses with/of staff, parents, the community, professional bodies, competent institutions.				
3.	Preparing analyses and reports on the situation in various areas in education.				
4.	Writing reports, analyses, reviews and other technical materials.				
5.	Proposing, participating and interpreting findings of the action research.				
6.2. RESEARCH OF EDUCATIONAL WORK					
1.	Identifying problems whose resolution requires data from research.				
2.	Conducting research on issues of relevance for the school.				
3.	Statistical processing and data analysis.				
4.	Giving suggestions to improve practice on the basis of research findings.				
7. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE					
7.1. SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)					
1.	Drafting and applying tools for school self-evaluation.				
2.	Raising and elaborating initiatives to modernize educational work.				
3.	Preparing the Development Program and Annual Work Program of the school.				
4.	Organizing the work in the school (schedule, calendar, distribution of students, planning and programming, etc.).				
5.	Cooperation with professional bodies in the school.				
6.	Keeping records on working with students and parents and ensuring safe storage of those records.				
7.	Monitoring the manner of keeping pedagogical documents and records and proposing measures for improvement.				
8.	Establishing procedures for record keeping and ensuring student enrolment.				
9.	Observing lessons, analyzing findings and proposing measures relevant to the whole school.				
7.2. SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION					
1.	Initiating and implementing activities to promote the achievements of staff and students.				
2.	Organizing students in joint activities, thus ensuring peer cooperation.				
3.	Developing programs on social and educational inclusion.				
4.	Organizing charity events to assist students from socially vulnerable categories.				
5.	Identifying and preventing cases of discrimination and inequality in the school and taking appropriate action.				
6.	Raising teacher and student awareness on gender equality.				
7.	Undertaking activities to eliminate possible threats (proposing systematic measures, prevention, counselling, etc.).				
8.	Planning and organizing activities for democratic participation of students in school life.				
9.	Cooperation with student organizations and clubs.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
10.	Performing analyses and providing suggestions for using different opportunities for student participation.				
11.	Organizing debates, discussions, etc. on democratic participation of students.				
12.	Working with individuals and groups of students to overcome barriers to expressing one's opinion and participation.				
13.	Organizing and implementing social activities in the school.				
14.	Providing counselling in situations of threat or situations in which student health or safety is endangered.				

APPENDIX 7a-2

AN EXAMPLE OF A COMPETENCE SELF-ASSESSMENT SCALE FOR PSYCHOLOGISTS AS MEMBERS OF THE STUDENT SUPPORT STAFF

School		School year	
Student support staff member			
Date			

Not developed at all (training is necessary)	1
Partly developed (training is needed)	2
Well developed (training is not needed)	3
Very well developed (can serve as support to others)	4

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
1. WORK WITH STUDENTS					
1.1. SUPPORT OF STUDENT LEARNING					
1.	Use of various methods and instruments for testing the readiness of students to be enrolled in a certain level of education.				
2.	Drafting documents (plans, procedures, guidelines, recommendations) for identifying students' educational needs and providing adequate support.				
3.	Organizing and implementing various types of individual and group work with students on issues related to learning, success and the value system.				
4.	Collecting data on the reasons for failure (research, interviews, focus group discussions).				
5.	Informing parents, teachers and students and providing adequate recommendations.				
6.	Using different methods and tools to identify needs for learning and self-assessment support.				
7.	Planning and providing direct learning support to students.				
8.	Identifying students with special educational needs.				
9.	Cooperation with colleagues from the School InclusionTeam.				
10.	Preparation of individual education programs for students with special educational needs.				
11.	Assessing the cognitive potential of students.				
12.	Assessing the psychological and social causes of failure in learning.				
13.	Assessing the preparedness of students to make progress at a faster pace.				
14.	Running workshops and individual learning consultations, etc.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
15.	Holding individual and group counselling meetings with students facing learning difficulties.				
16.	Running workshops relevant for the improvement of student learning (eg. learning motivation, critical thinking, creative thinking, problem solving, etc.).				
1.2. MONITORING AND SUPPORT OF STUDENT DEVELOPMENT					
1.	Identifying reasons for the low self-confidence and self-esteem of students and organizing workshops on increasing their self-confidence and self-esteem.				
2.	Supporting students whenever needed (students are informed about the possibilities for consultation).				
3.	Using different strategies and approaches in individual and group communication with students.				
4.	Helping students to cope with crisis situations (illness, death, divorce, domestic violence, etc.).				
5.	Data collection on students' personal and social development (through observation, interviews, surveys, focus groups).				
6.	Gathering information about students' work and behaviour through lesson observation.				
7.	Running workshops and other activities of preventive nature with students on various topics related to physical and mental health (eg. dependence, diets, stress management, coping with violence, antisocial behaviour, tackling discrimination, unwanted pregnancies etc.).				
8.	Intervening in cases of improper student behaviour.				
9.	Developing a strategy to support cognitive development of students, tailored to the specifics of the students and the school.				
10.	Using personality tests.				
11.	Planning, organizing and running workshops on personal growth and development (eg. self-awareness, self-confidence, awareness of one's rights and responsibilities, recognizing and dealing with emotions, etc.).				
12.	Planning, organizing and running workshops for psychological and social skills (eg. communication skills, conflict resolution, identifying problems, addressing problems etc.).				
13.	Planning, organizing and implementing preventive workshops.				
14.	Identifying and counselling of students who use psychotropic substances and guiding them to seek adequate assistance, informing parents as well as relevant services.				
1.3. PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS					
1.	Verifying the extent to which students are informed and interested to further pursue their education or employment.				
2.	Informing students about the professional opportunities and perspectives and the network of secondary schools/higher educational institutions.				
3.	Organizing presentations of secondary schools/higher educational institutions and business entities.				
4.	Individual and group counselling of students and parents aimed at ensuring that students make the right choice of further education or profession.				
5.	Using tests of professional interests.				
6.	Using tests of general and special abilities.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)	Level			
	1	2	3	4

2. WORK WITH TEACHERS

2.1. TEACHER SUPPORT FOR PLANNING AND IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF-EVALUATION

1.	Organizing and implementing activities (lectures, workshops) to analyse conceptual documents.				
2.	Organizing and implementing activities (lectures, workshops) on the current curricula and approaches to teaching.				
3.	Observing lessons and providing teachers with feedback (written or oral) on various aspects observed.				
4.	Monitoring the quality of teaching plans and holding consultations with teachers aimed at improving them.				
5.	Organizing and implementing activities (workshops, individual consultations) with teachers to plan instruction.				
6.	Assisting teachers to take into account the individual characteristics and needs of students in the different developmental periods in the process of planning and implementation of teaching.				
7.	Implementation of activities (workshops, presentations, examples of good practices, individual consultations with teachers) to create a stimulating learning environment.				
8.	Observing student behaviour in and outside of the classroom and giving feedback to teachers in order to improve the social and emotional climate in the classroom.				
9.	Advising teachers on how to take into account assessment results in future planning.				
10.	Providing support to teachers for fair and objective assessment.				
11.	Making reference to the ways of selecting and using a variety of learning sources.				
12.	Organizing and implementing informative meetings about current events and innovations in teaching.				
13.	Teamwork on projects.				
14.	Providing expert assistance in the preparation and implementation of interactive teaching.				
15.	Informing teachers of the different external and internal tests (objectives, types of tasks, methods of implementation).				
16.	Providing guidance on documenting student achievements (group or individual consultations).				
17.	Running workshops for quality assessment.				
18.	Providing guidance on selecting adequate methods for development and use of tools for assessing student achievements.				
19.	Providing guidance (individual or group consultations) for improvement of tests on the basis of psychometric analysis.				

2.2. TEACHER SUPPORT FOR WORKING WITH STUDENTS

1.	Providing specific guidelines for working with separate groups and individual students.				
2.	Providing teacher support for working with students depending on the type and difficulties of each specific student.				
3.	Devising procedures for preparation and work with classes containing students from vulnerable groups.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
4.	Familiarizing teachers with the different ways in which students learn.				
5.	Familiarizing teachers with the characteristics of newly enrolled students.				
6.	Running workshops for acquiring communication skills.				
7.	Providing teacher support for communication with a particular group of students.				
8.	Monitoring of communication in the classroom and giving feedback to the teacher.				
9.	Assisting teachers to grasp the reasons for someone's inappropriate behaviour, proposing strategies for overcoming problems, and together with the teacher, monitoring the effects of interventions undertaken.				
10.	Advising teachers on how to identify gifted students.				
11.	Proposing, or together with the teacher, devising ways to foster the development of special abilities of gifted students.				
12.	Elaborating and demonstrating ways that can help students to use different approaches to learning.				

2.3. TEACHER SUPPORT FOR WORKING WITH PARENTS

1.	Encouraging teachers to have more effective communication and cooperation with parents.				
2.	Building a Cooperation Strategy with separate groups of parents or individuals.				

3. WORK WITH PARENTS

3.1. INDIVIDUAL AND GROUP COUNSELING AND CONSULTATION WITH PARENTS

1.	Assisting parents in recognizing how is a crisis situation in the family associated with student learning and development and advising them on how to react in certain situations.				
2.	Sharing information on student learning and behaviour with parents in an appropriate manner.				
3.	Holding individual and group consultations on parental support (referring to means of communication, learning support, motivation for learning, etc.).				
4.	Informing parents of children with special educational needs of their rights and obligations, as well as benefits that can be obtained and referring them to relevant institutions for help.				
5.	Holding individual consultations with parents to support children with special educational needs.				
6.	Organizing and conducting group and individual counselling with parents whose children face learning difficulties, irregularly attend school or demonstrate improper conduct.				

3.2. TRAINING OF PARENTS

1.	Preparing materials for training of parents (presentations, brochures, leaflets, written materials).				
2.	Informing parents about the services that the school and student support staff offer to students.				
3.	Identifying the training needs of parents related to their parental role.				
4.	Organizing trainings and/or workshops with parents (eg. developmental characteristics of children, learning features, dealing with risk behaviours of students, electronic violence, motivation for learning, development and fostering of self-confidence, etc.).				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
3.3. INCLUSION OF PARENTS IN THE LIFE AND WORK OF THE SCHOOL					
1.	Planning and involvement of parents in certain segments of the educational process.				
2.	Undertaking (together with parents) measures to prevent the negative impact of the environment on young people and to overcome identified difficulties, etc.				
4. COOPERATION WITH THE COMMUNITY					
4.1. COOPERATION WITH THE LOCAL COMMUNITY					
1.	Planning, implementing and monitoring activities of the school and the community aimed at improving student achievements (visits, implementation of curricular and extracurricular activities).				
2.	Informing the community about the needs and achievements of the school.				
3.	Involvement in the organization and implementation of preventive, humanitarian and cultural activities of the local community.				
4.	Cooperation with the local community in dealing with crisis situations affecting the school and the local community (disasters, epidemics, violence, criminal phenomena, etc.).				
5.	Planning, implementation and monitoring of activities that promote intercultural education.				
4.2. COOPERATION WITH PROFESSIONALS INSTITUTIONS AND ORGANIZATIONS					
1.	Consulting relevant institutions in dealing with a certain group of students, teachers, parents and taking into account their recommendations.				
2.	Planning and achieving cooperation with schools in the region and beyond.				
3.	Informing students, teachers and parents of and referring them to relevant institutions to address a particular problem.				
5. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION					
5.1. INDIVIDUAL PROFESSIONAL DEVELOPMENT					
1.	Making innovations in one's own work and assessing one's effectiveness.				
2.	Planning and keeping records of one's professional development.				
3.	Practical application of the novelties in the profession.				
4.	Cooperation with colleagues in professional associations, social networks and forums.				
5.2. SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL					
1.	Providing support for the Professional Development Team at the school.				
2.	Implementation of parts of the Induction Program for Novice teachers.				
3.	Disseminating acquired knowledge and skills from attended trainings.				
4.	Encouraging teachers to use a variety of resources for modernization of the teaching process.				
5.	Cooperation with professionals and experts in order to raise the professional knowledge of teachers.				
6.	Preparing instruments, collecting data and analyzing the needs for professional teacher development.				
7.	Identifying and proposing training topics at the school.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
8.	Assisting teachers in identifying their own needs and devising plans for individual professional development.				
9.	Implementation of various forms of internal professional development with teachers (lectures, workshops, etc.).				
10.	Keeping records of professional development of teachers.				
11.	Development of mentoring programs.				

6. ANALYTICAL AND RESEARCH WORK

6.1. ANALYSIS AND ASSESSMENT OF EDUCATIONAL WORK

1.	Developing instruments (protocols, recording forms, templates) for data collection.				
2.	Sharing/presenting information obtained from assessments and analyses with/of staff, parents, the community, professional bodies, competent institutions.				
3.	Preparing analyses and reports on the situation in various areas of educational work.				
4.	Writing reports, analyses, reviews and other technical materials.				
5.	Measuring psychological characteristics of students in order to conduct research on the relationship between learning and student behaviour.				
6.	Identifying, proposing, implementing and/or participating and interpreting action research findings and proposing adequate programs/activities.				

6.2. RESEARCH OF EDUCATIONAL WORK

1.	Identifying problems whose resolution requires data from research.				
2.	Conducting research on issues of relevance for the school.				
3.	Statistical processing and data analysis.				
4.	Giving suggestions to improve existing practice on the basis of research findings.				

7. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

7.1. SCHOOL STRUCTURE AND ORGANISATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

1.	Drafting and applying tools for school self-evaluation.				
2.	Raising and elaborating initiatives to modernize educational work.				
3.	Preparing the Development Program and Annual Work Program of the school.				
4.	Organizing the work in the school (schedule, calendar, distribution of students, planning and programming, etc.).				
5.	Cooperation with professional bodies in the school.				
6.	Keeping records on working with students and parents and ensuring safe storage of those records.				
7.	Selecting and using psycho-diagnostic tools that are adequate for school use.				
8.	Observing lessons, analyzing findings and proposing measures relevant to the whole school.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
7.2. SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION					
1.	Initiating and implementing activities to promote the achievements of staff and students.				
2.	Organizing students in joint activities, thus ensuring peer cooperation.				
3.	Developing programs on social and educational inclusion.				
4.	Organizing charity events to assist students from socially vulnerable categories.				
5.	Identifying and preventing cases of discrimination and inequality in the school and taking appropriate action.				
6.	Raising teacher and student awareness on gender equality.				
7.	Undertaking activities to eliminate possible threats (proposing systematic measures, prevention, counselling, etc.).				
8.	Planning and organizing activities for democratic participation of students in school life.				
9.	Cooperation with student organizations and clubs.				
10.	Performing analyses and providing suggestions for using different opportunities for student participation.				
11.	Organizing debates, discussions, etc. on democratic participation of students.				
12.	Working with individuals and groups of students to overcome barriers to expressing one's opinion and barriers to one's participation.				
13.	Developing preventive programs (eg. aimed at strengthening one's self-confidence and self-esteem, prevention of the different types of undesirable behaviour, learning social skills, raising one's motivation to learn, etc.) for all students, especially for those from vulnerable groups.				
14.	Providing adequate counselling as well as psychological, social and emotional support in situations of threats or in situations where student health or safety is endangered.				
15.	Providing guidance on the methods of intervening and resolving conflict situations.				

APPENDIX 7a-3

AN EXAMPLE OF A COMPETENCE SELF-ASSESSMENT SCALE FOR SOCIAL WORKERS AS PART OF THE STUDENT SUPPORT STAFF

School		School year	
Student support staff member			
Date			

Not developed at all (training is necessary)	1
Partly developed (training is needed)	2
Well developed (training is not needed)	3
Very well developed (can serve as support to others)	4

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)	Level			
	1	2	3	4

1. WORK WITH STUDENTS

1.1. SUPPORT OF STUDENT LEARNING					
1.	Use of various methods and instruments for testing the readiness of students to be enrolled in a certain level of education.				
2.	Drafting documents (plans, procedures, guidelines, recommendations) for identification of students' educational needs and provision of adequate support.				
3.	Organizing and implementing various types of individual and group work with students on issues related to learning, success and the value system.				
4.	Collecting data on the reasons for failure (research, interviews, focus group discussions).				
5.	Informing parents, teachers and students and making adequate recommendations.				
6.	Using different methods and tools for identifying needs for support in learning and self-assessment.				
7.	Planning and providing direct learning support to students.				
8.	Identifying students with special educational needs.				
9.	Cooperation with colleagues from the School InclusionTeam.				
10.	Preparation of individual education programs for students with special educational needs.				
11.	Recordkeeping and offering assistance and support to students whose adverse social living conditions have negative impact on their success in learning.				
12.	Organizing and implementing activities to support students from socially vulnerable categories.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
13.	Provision of support and assistance to students with learning difficulties and poor performance in cooperation with: teachers who teach additional classes for low-performing students, other students offering mentoring support, organizations in the local community offering educational support to students from socially vulnerable groups, and the Centre for Social Work, in order to improve the social situation of the student, and hence, his/her learning opportunities.				
1.2. MONITORING AND SUPPORT OF STUDENT DEVELOPMENT					
1.	Identifying reasons for low self-confidence and self-esteem and organizing workshops on increasing student self-confidence and self-esteem.				
2.	Providing support to students whenever needed (students are informed about the possibilities for consultation).				
3.	Using different types of strategies and approaches in individual and group communication with students.				
4.	Helping students to cope with crisis situations (illness, death, divorce, domestic violence, etc.).				
5.	Data collection on the personal and social development of students (through observation, interviews, surveys, focus groups).				
6.	Gathering information about the work and behaviour of students through lesson observation.				
7.	Running workshops and other activities of preventive nature with students on various topics related to physical and mental health (eg. addiction, diets, stress management, addressing violence, antisocial behaviour, tackling discrimination, unwanted pregnancies, etc.).				
8.	Intervening in cases of improper student behaviour.				
9.	Gathering data on students and the conditions in which they live, analyzing and indicating possible effects on student learning and behaviour.				
10.	Working with classes and other forms of student organization to accept students from socially vulnerable categories.				
11.	Obtaining information on social conditions of students.				
12.	Creating a social map of each class.				
13.	Identifying socially vulnerable students and assisting them to get involved in the educational process.				
14.	Identifying and keeping records on students who live in unfavourable social conditions (students from poor families, families facing unemployment, single parent families, marginalized and discriminated families, migrant families, dysfunctional families, students without parents or parental care, delinquent students, students from families facing housing problems and numerous other social problems).				
15.	Applying methods of individual and group social work, providing support and assistance to students with social development disabilities where unfavourable social conditions have resulted in socialization problems, or social problems (delinquency, addictions, prostitution, etc).				
16.	Encouraging the establishment of support groups among students with similar difficulties and problems.				
17.	Creating and implementing programs for prevention of social problems for all students.				
1.3. PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS					
1.	Verifying the extent to which students are informed and interested to further pursue their education or employment.				
2.	Informing students about the professional opportunities and perspectives and the network of secondary schools/higher educational institutions.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
3.	Organizing presentations of secondary schools/higher educational institutions and business entities.				
4.	Individual and group counselling of students and parents aimed at ensuring that students make the right choice of further education or profession.				

2. WORK WITH TEACHERS

2.1. TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF-EVALUATION

1.	Organizing and implementing activities (lectures, workshops) to analyse conceptual documents.				
2.	Organizing and implementing activities (lectures, workshops) on the current curricula and approaches to teaching.				
3.	Observing lessons and providing teachers with feedback (written or oral) on various aspects observed.				
4.	Monitoring the quality of teaching plans and holding consultations with teachers aimed at improving them.				
5.	Organizing and implementing activities (workshops, individual consultations) with teachers to plan instruction.				
6.	Assisting teachers to take into account the individual characteristics and needs of students in the different developmental periods in the process of planning and implementation of teaching.				
7.	Implementation of activities (workshops, presentations, examples of good practices, individual consultations with teachers) to create a stimulating learning environment.				
8.	Observing student behaviour in and outside of the classroom and giving feedback to teachers in order to improve the social and emotional climate in the classroom.				
9.	Advising teachers on how to take into account assessment results in future planning.				
10.	Providing support to teachers for fair and objective assessment.				
11.	Making reference to the ways of selecting and using a variety of learning sources.				
12.	Organizing and implementing informative meetings about current events and innovations in teaching.				
13.	Teamwork on projects.				
14.	Running workshops or providing individual assistance to teachers related to the different ways of collecting data on the social standing of the student (living conditions, learning, opportunities for making progress).				

2.2. TEACHER SUPPORT FOR WORKING WITH STUDENTS

1.	Providing specific guidelines for working with separate groups and individual students.				
2.	Explaining to the teacher the type and specifics of the difficulties identified in students and providing guidance on the approaches and methods of working with them.				
3.	Devising procedures for preparation and work with classes containing students from vulnerable groups.				
4.	Familiarizing teachers with the different ways in which students learn.				
5.	Familiarizing teachers with the characteristics of newly enrolled students.				
6.	Running workshops for acquiring communication skills.				
7.	Providing teacher advice on communication with a particular group of students.				
8.	Monitoring of communication in the classroom and giving feedback to the teacher.				
9.	Assisting teachers to grasp the reasons for someone's inappropriate behaviour, proposing strategies for overcoming problems, and together with the teacher, monitoring the effects of interventions undertaken.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
10.	Doing advisory and consultative work with teachers aimed at increasing the efficiency of their work with students at social risk.				
11.	Involving teachers in the implementation of social prevention programs.				

2.3. TEACHER SUPPORT FOR WORKING WITH PARENTS

1.	Encouraging teachers to have more effective communication and cooperation with parents.				
2.	Developing a Cooperation Strategy with separate groups of parents or individuals.				
3.	Doing advisory and consultative work with teachers aimed at adequately accessing parents in order to prevent socialization difficulties that occur in families at social risk.				
4.	Doing advisory and consultative work with teachers in order to increase their effectiveness in working with parents of students from socially vulnerable families.				
5.	Inclusion of teachers in the implementation of social prevention programs involving parents.				
6.	Mediation in dealing with conflicts between teachers and parents/group of parents.				

3. WORKING WITH PARENTS

3.1. INDIVIDUAL AND GROUP COUNSELING AND CONSULTATIONS WITH PARENTS

1.	Assisting parents in recognizing how is a crisis situation in the family associated with student learning and development and advising them on how to react in certain situations.				
2.	Sharing information on student learning and behaviour with parents in an appropriate manner.				
3.	Holding individual and group consultations on parental support (referring to means of communication, learning support, motivation for learning, etc.).				
4.	Implementing methods of individual and group social work with parents of students from socially vulnerable families who need additional learning support and have socialization problems.				
5.	Encouraging the establishment of self-help groups among parents who face similar social difficulties.				
6.	Providing assistance in the realization of social rights and benefits of the social security system.				
7.	Implementing social prevention programs for parents.				
8.	Advising parents, and if necessary, referring them to student support staff in the field of social protection.				
9.	Establishing and managing counselling centres for parents or family support centres for parents.				
10.	Conducting monitoring in the family home of students who show early signs of social problems or are already facing a social problem.				

3.2. TRAINING OF PARENTS

1.	Preparing materials for training of parents (presentations, brochures, leaflets, written materials).				
2.	Informing parents about the services that the school and student support staff offer to students.				
3.	Identifying the training needs of parents related to their parental role.				
4.	Organizing trainings and/or workshops with parents (eg. developmental characteristics of children, learning features, dealing with risk behaviours of students, electronic violence, motivation for learning, development and fostering of self-confidence, etc.).				
5.	Organizing debates on current social issues.				
6.	Organizing and involving parents in workshops on recognizing/ overcoming social risks and their impact on the development and learning of children.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
3.3. INCLUSION OF PARENTS IN THE LIFE AND WORK OF THE SCHOOL					
1.	Planning and involvement of parents in certain segments of the educational process.				
2.	Ensuring cooperation with parents through the involvement of their representatives in the various working and other bodies and committees at the school.				
3.	Contributing to adequate involvement of parents from families at social risk in the work of the school.				
4.	Ensuring continuous improvement of the cooperation between the student families and the school.				
4. COOPERATION WITH THE COMMUNITY					
4.1. COOPERATION WITH THE LOCAL COMMUNITY					
1.	Planning, implementation and monitoring of joint activities between the school and the community aimed at improving student achievements (visits, implementation of curricular and extracurricular activities).				
2.	Informing the community about the needs and achievements of the school.				
3.	Involvement in the organization and implementation of preventive, humanitarian and cultural activities of the local community.				
4.	Cooperation with the local community in dealing with crisis situations affecting the school and the local community (disasters, epidemics, violence, criminal phenomena, etc.).				
5.	Planning, implementation and monitoring of activities that promote intercultural education.				
6.	Working with the local community to provide social protection to socially vulnerable categories of students and their families.				
7.	Initiating and establishing cooperation, negotiating, advocating and rendering the community active, mobilizing resources, initiating joint projects for the implementation of social activities in the school.				
4.2. COOPERATION WITH PROFESSIONALS INSTITUTIONS AND ORGANIZATIONS					
1.	Consulting relevant institutions in dealing with a certain group of students, teachers, parents and taking into account their recommendations.				
2.	Planning and achieving cooperation with schools in the region and beyond.				
3.	Informing students, teachers and parents of and referring them to relevant institutions to address a particular problem.				
4.	Cooperation with civil society associations that implement programs for children and youth.				
5.	Cooperation with the Centre for Social Work as provider of specialized and professional assistance to students and families with social problems.				
6.	Cooperation with social institutions (homes for children without parental care, homes for neglected children , etc.).				
7.	Cooperation with the religious and private sector to provide support for the program activities that the school organizes for students coming from families at social risk.				
8.	Cooperation with civil society organizations implementing social programs for the purpose of including students, and involvement of these organizations in the preventive programs implemented by the social worker at the school.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)	Level			
	1	2	3	4

5. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

5.1. INDIVIDUAL PROFESSIONAL DEVELOPMENT

1.	Making innovations in one's own work and assessing one's effectiveness.				
2.	Planning and keeping records of one's professional development.				
3.	Practical application of the novelties in the profession.				
4.	Cooperation with colleagues in professional associations, social networks and forums.				

5.2. SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

1.	Providing support for the Professional Development Team at the school.				
2.	Implementation of parts of the Induction Program for Novice teachers.				
3.	Spreading information and disseminating acquired knowledge and skills from attended trainings.				
4.	Encouraging teachers to use a variety of resources for modernization of the teaching process.				
5.	Cooperation with professionals and experts in order to raise the professional knowledge of teachers.				
6.	Preparing instruments, collecting data and analyzing the needs for professional teacher development.				
7.	Identifying and proposing training topics at the school.				
8.	Assisting teachers in identifying their own needs and devising plans for individual professional development.				
9.	Implementation of various forms of internal professional development with teachers (lectures, workshops, etc.).				

6. ANALYTICAL AND RESEARCH WORK

6.1. ANALYSIS AND ASSESSMENT OF EDUCATIONAL WORK

1.	Developing instruments (protocols, recording forms, templates) for data collection.				
2.	Sharing/presenting information obtained from assessments and analyses with/of staff, parents, the community, professional bodies, competent institutions.				
3.	Preparing analyses and reports on the situation in various areas in educational work.				
4.	Making reviews, analyses (comparative, trends) and reports on the grade point average, conduct, attendance, scope and progress, social status and needs of students, etc.				
5.	Writing reports, analyses, reviews, and other technical materials.				

6.2. RESEARCH OF EDUCATIONAL WORK

1.	Identifying problems whose resolution requires data from research.				
2.	Conducting research on issues of relevance for the school.				
3.	Statistical processing and data analysis.				
4.	Using research findings to improve practice.				
5.	Monitoring and studying the causes of student problematic behaviour, pedagogical neglect, lack of discipline and lack of success which are conditioned by their family and social position.				
6.	Developing tools (questionnaires, checklists, etc.) and making referrals to social institutions.				
7.	Conducting action research in the area of social work.				

Self-assess the level (degree) of development of the following skills and abilities
(enter the sign in the corresponding column)

Level

1 2 3 4

7. SCHOOL-STRUCTURE, ORGANIZATION AND CLIMATE

7.1. SCHOOL-STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGIC RECORDS AND DOCUMENTATION, EVALUATION)

1.	Drafting and applying tools for school self-evaluation.				
2.	Raising and elaborating initiatives to modernize educational work.				
3.	Preparing the Development Program and Annual Work Program of the school.				
4.	Organizing the work in the school (schedule, calendar, distribution of students, planning and programming, etc.).				
5.	Cooperation with professional bodies in the school.				
6.	Keeping records on working with students and parents and ensuring safe storage of those records.				
7.	Keeping records of students who are in social need (files, analysis, referrals to institutions).				
8.	Keeping documentation on cooperation with the family and social welfare institutions.				

7.2. SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION

1.	Initiating and implementing activities to promote the achievements of staff and students.				
2.	Organizing students in joint activities, thus ensuring peer cooperation.				
3.	Developing programs on social and educational inclusion.				
4.	Organizing charity events to assist students from socially vulnerable categories.				
5.	Identifying and preventing cases of discrimination and inequality in the school and taking appropriate action.				
6.	Raising teacher and student awareness on gender equality.				
7.	Undertaking activities to eliminate possible threats (proposing systematic measures, prevention, counselling, etc.).				
8.	Planning and organizing activities for democratic participation of students in school life.				
9.	Cooperation with student organizations and clubs.				
10.	Performing analyses and providing suggestions on different opportunities for student participation.				
11.	Organizing debates, discussions, etc. on democratic participation of students.				
12.	Working with individuals and groups of students to overcome barriers to expressing one's opinion and barriers to one's participation.				
13.	Providing adequate social inclusion of marginalized groups in school life.				
14.	Working with families at social risk to ensure involvement of their children in the educational process.				
15.	Providing data on the social and economic conditions of the students' families and its regular updating.				
16.	Structuring classes and groups (extracurricular and other activities), on the basis of previously obtained data on students' social condition.				

APPENDIX 7a-4

AN EXAMPLE OF A COMPETENCE SELF-ASSESSMENT SCALE FOR SOCIOLOGISTS AS MEMBERS OF THE STUDENT SUPPORT STAFF

School		School year	
Student support staff member			
Date			

Not developed at all (training is necessary)	1
Partly developed (training is needed)	2
Well developed (training is not needed)	3
Very well developed (can serve as support to others)	4

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
1. WORK WITH STUDENTS					
1.1. SUPPORT OF STUDENT LEARNING					
1.	Use of various methods and tools for testing the readiness of students to be enrolled in a certain level of education.				
2.	Preparation of documents (plans, procedures, guidelines, recommendations) in order to identify students' educational needs and provide adequate support.				
3.	Organizing and implementing various types of individual and group work with students on issues related to learning, success and the value system.				
4.	Collecting data on the reasons for failure (research, interviews, focus group discussions).				
5.	Informing parents, teachers and students and making adequate recommendations.				
6.	Using different methods and tools to identify needs for support in learning and self-assessment.				
7.	Planning and providing direct learning support to students.				
8.	Identifying students with special educational needs.				
9.	Cooperation with colleagues from the School Inclusion Team.				
10.	Preparation of individual education programs for students with special educational needs.				
11.	Organizing various forms of social events for students (eg. extracurricular activities aimed at socialization).				
12.	Informing students about certain social phenomena and guiding them through the right information and information sources to consult.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
13.	Monitoring, identifying and working with students who have problems with the leisure time planning, adjustment and lack of socialization.				
14.	Designing and implementing programs to help students with antisocial and deviant behaviour.				

1.2. MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

1.	Identifying reasons for low self-confidence and self-esteem and organizing workshops on increasing student self-confidence and self-esteem.				
2.	Providing support to students whenever needed (students shall be informed about the possibilities for consultation).				
3.	Using different types of strategies and approaches in individual and group communication with students.				
4.	Helping students to cope with crisis situations (illness, death, divorce, domestic violence, etc.).				
5.	Gathering data on the personal and social development of students (through observation, interviews, surveys, focus groups).				
6.	Gathering information about the work and behaviour of students through lesson observation.				
7.	Running workshops and other preventive activities with students on various topics related to physical and mental health (eg. addiction, diets, stress management, addressing violence, antisocial behaviour, tackling discrimination, unwanted pregnancies, etc.).				
8.	Intervening in cases of improper student behaviour.				
9.	Helping students in the planning and effective use of their leisure time.				
10.	Organizing various forms of student socialization (extracurricular activities aimed at socializing).				
11.	Informing students of extracurricular activities in and outside of the school.				
12.	Participating and providing assistance in identifying specific wishes and interests of students for implementation of extracurricular activities in and outside of the school.				
13.	Participating in the implementation of some of the extracurricular activities in and outside of the school.				

1.3. PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS

1.	Verifying the extent to which students are informed and interested to further pursue their education or employment.				
2.	Informing students about their professional opportunities and perspectives and the network of secondary schools/higher educational institutions.				
3.	Organizing presentations of secondary schools/higher educational institutions and business entities.				
4.	Individual and group counselling of students and parents aimed at ensuring that students make the right choice of further education or profession.				

2. WORK WITH TEACHERS

2.1. TEACHER SUPPORT FOR PLANNING AND IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF-EVALUATION

1.	Organizing and implementing activities (lectures, workshops) to analyse conceptual documents.				
2.	Organizing and implementing activities (lectures, workshops) on the current curricula and approaches to teaching.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
3.	Observing lessons and providing teachers with feedback (written or oral) on various aspects observed.				
4.	Monitoring the quality of teaching plans and holding consultations with teachers aimed at improving them.				
5.	Organizing and implementing activities (workshops, individual consultations) with teachers to plan instruction.				
6.	Assisting teachers to take into account the individual characteristics and needs of students in the different developmental periods in the process of planning and implementation of teaching.				
7.	Implementation of activities (workshops, presentations, examples of good practices, individual consultations with teachers) to create a stimulating learning environment.				
8.	Observing student behaviour in and outside of the classroom and giving feedback to teachers in order to improve the social and emotional climate in the classroom.				
9.	Advising teachers on how to take into account assessment results in future planning.				
10.	Providing support to teachers for fair and objective assessment.				
11.	Making reference to the ways of selecting and using a variety of learning sources.				
12.	Organizing and implementing informative meetings about current events and innovations in teaching.				
13.	Teamwork on projects.				
14.	Developing programs for extracurricular activities, cooperation with civil society organizations, cooperation with parents.				
15.	Organizing extracurricular activities.				
16.	Creating tools for monitoring and evaluation of curricular and extracurricular activities, social activities, activities of the community, as well as cooperation with parents.				
17.	Running workshops or providing teachers with individual support in reference to the different ways of collecting data on the social standing of students (living conditions, learning, making progress).				

2.2. TEACHER SUPPORT FOR WORKING WITH STUDENTS

1.	Providing specific guidelines for working with separate groups and individual students.				
2.	Providing teacher support to work with students depending on the type and specific difficulties of each individual student.				
3.	Devising procedures for preparation and work with classes containing students from vulnerable groups.				
4.	Familiarizing teachers with the different ways in which students learn.				
5.	Familiarizing teachers with the characteristics of newly enrolled students.				
6.	Running workshops for acquiring communication skills.				
7.	Providing teacher advice on communication with a particular group of students.				
8.	Monitoring of communication in the classroom and giving feedback to the teacher.				
9.	Assisting teachers to understand the reasons for someone's inappropriate behaviour, proposing strategies for overcoming problems, and together with the teacher, monitoring the effects of interventions undertaken.				

2.3. TEACHER SUPPORT FOR WORKING WITH PARENTS

1.	Encouraging teachers to have more effective communication and cooperation with parents.				
2.	Building a Cooperation Strategy with separate groups of parents or individuals.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)	Level			
	1	2	3	4

3. WORK WITH PARENTS

3.1. INDIVIDUAL AND GROUP COUNSELING AND CONSULTATIONS WITH PARENTS

1.	Assisting parents in recognizing how is a crisis situation in the family associated with student learning and development and advising them on how to react in certain situations.				
2.	Sharing information on student learning and behaviour adequately with parents.				
3.	Holding individual and group consultations on parental support (referring to means of communication, learning support, motivation for learning, etc.).				
4.	Monitoring and keeping records of those situations in student families which impose an (unfavourable) risk to their development.				
5.	Advising parents on possible methods of addressing sociopathological phenomena.				
6.	Together with parents, undertaking measures to prevent the negative impact of the community on young people and to overcome identified difficulties.				

3.2. TRAINING OF PARENTS

1.	Preparing materials for training of parents (presentations, brochures, leaflets, written materials).				
2.	Informing parents about the services that the school and student support staff offer to students.				
3.	Identifying the needs of parents for training related to their parental role.				
4.	Organizing trainings and/or workshops with parents (eg. on developmental characteristics of children, learning characteristics, dealing with risk behaviours of students, electronic violence, motivation for learning, development and fostering of self-confidence, etc.).				

3.3. INCLUSION OF PARENTS IN THE LIFE AND WORK OF THE SCHOOL

1.	Planning and facilitating the involvement of parents in certain segments of the educational process.				
2.	Taking measures to prevent the negative impact of the environment on young people and help them overcome identified difficulties, etc.				

4. COOPERATION WITH THE COMMUNITY

4.1. COOPERATION WITH THE LOCAL COMMUNITY

1.	Planning, implementation and monitoring of joint activities between the school and the community aimed at improving student achievements (visits, implementation of curricular and extracurricular activities).				
2.	Informing the community about the needs and achievements of the school.				
3.	Organizing and implementing preventive, humanitarian and cultural activities by the local community.				
4.	Cooperation with the local community in dealing with crisis situations affecting the school and the local community (disasters, epidemics, violence, criminal phenomena, etc.).				
5.	Planning, implementation and monitoring of activities that promote intercultural education.				
6.	Cooperation with relevant institutions to prevent deviant behaviour at the school.				
7.	Cooperation with the local community enabling organized use of students' leisure time.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
4.2. COOPERATION WITH THE PROFESSIONALS INSTITUTIONS AND ORGANIZATIONS					
1.	Consulting relevant institutions in dealing with a certain group of students, teachers, parents and taking into account their recommendations.				
2.	Planning and achieving cooperation with schools in the region and beyond.				
3.	Informing students, teachers and parents of and referring them to relevant institutions to address a particular problem.				
4.	Cooperation with civil society associations that implement programs for children and youth.				
5. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION					
5.1. INDIVIDUAL PROFESSIONAL DEVELOPMENT					
1.	Making innovations in one's own work and assessing one's effectiveness.				
2.	Planning and keeping records of one's professional development.				
3.	Practical application of the novelties in the profession.				
4.	Cooperation with colleagues in professional associations, social networks and forums.				
5.2. SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN SCHOOL					
1.	Providing support for the Professional Development Team at the school.				
2.	Implementation of parts of the Induction Program for Novice teachers.				
3.	Disseminating acquired knowledge and skills from attended trainings.				
4.	Encouraging teachers to use a variety of resources for modernization of the teaching process.				
5.	Cooperation with professionals and experts in order to raise the professional knowledge of teachers.				
6.	Preparing instruments, collecting data and analyzing the needs for professional teacher development.				
7.	Identifying and proposing training topics at the school.				
8.	Assisting teachers in identifying their own needs and devising plans for individual professional development.				
9.	Implementation of various forms of internal professional development with teachers (lectures, workshops, etc.).				
10.	Keeping records of professional development of teachers.				
11.	Development of mentoring programs.				
6. ANALYTICAL AND RESEARCH WORK					
6.1. ANALYSIS AND ASSESSMENT OF EDUCATIONAL WORK					
1.	Developing instruments (protocols, recording forms, templates) for data collection.				
2.	Sharing/presenting information obtained from assessments and analyses with/of staff, parents, the community, professional bodies, competent institutions.				
3.	Individually or in collaboration with colleagues preparing analyses and reports on the situation in various areas of educational work.				
4.	Writing reports, analyses, reviews and other technical materials.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
6.2. RESEARCH OF EDUCATIONAL WORK					
1.	Identifying problems whose resolution requires data from research.				
2.	Conducting research on issues of relevance for the school.				
3.	Statistical processing and data analysis.				
4.	Giving suggestions to improve practice on the basis of research findings.				

7. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

7.1. SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)					
1.	Drafting and applying tools for school self-evaluation.				
2.	Raising and elaborating initiatives to modernize educational work.				
3.	Preparing the Development Program and Annual Work Program of the school.				
4.	Organizing the work in the school (schedule, calendar, distribution of students, planning and programming, etc.).				
5.	Cooperation with professional bodies in the school.				
6.	Keeping records on working with students and parents and ensuring safe storage of those records.				
7.2. SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION					
1.	Initiating and implementing activities to promote the achievements of staff and students.				
2.	Organizing students in joint activities, thus ensuring peer cooperation.				
3.	Developing programs on social and educational inclusion.				
4.	Organizing charity events to assist students from socially vulnerable categories.				
5.	Identifying and preventing cases of discrimination and inequality in the school and taking appropriate action.				
6.	Raising teacher and student awareness on gender equality.				
7.	Undertaking activities to eliminate possible threats (proposing systematic measures, prevention, counselling, etc.).				
8.	Planning and organizing activities for democratic participation of students in school life.				
9.	Cooperation with student organizations and clubs.				
10.	Performing analyses and providing suggestions on the different opportunities for student participation.				
11.	Organizing debates, discussions, etc. on democratic participation of students.				
12.	Working with individuals and groups of students to overcome barriers to expressing one's opinion and barriers to one's participation.				
13.	Informing and advising students from socially vulnerable groups to engage in the work of student communities.				
14.	Assisting student communities to ensure in their work student representation which reflects the (ethnic, social) composition of students.				

APPENDIX 7a-5

AN EXAMPLE OF A COMPETENCE SELF-ASSESSMENT SCALE FOR SPECIAL EDUCATION TEACHERS AS MEMBERS OF THE STUDENT SUPPORT STAFF

School		School year	
Student support staff member			
Date			

Not developed at all (training is necessary)	1
Partly developed (training is needed)	2
Well developed (training is not needed)	3
Very well developed (can serve as support to others)	4

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
1. WORK WITH STUDENTS					
1.1. SUPPORT OF STUDENT LEARNING					
1.	Use of various methods and tools for testing the readiness of students to be enrolled in a certain level of education.				
2.	Provision of assistance to first grade students with disabilities to adapt to the new school environment.				
3.	Drafting documents (plans, procedures, guidelines, recommendations) to identify students' educational needs and provide adequate support.				
4.	Organizing and implementing various types of individual and group work with disabled students on issues related to learning, success, communication and socialization.				
5.	Collecting data on the reasons for failure (research, interviews, focus group discussions).				
6.	Informing parents, teachers and students of special educational needs and making appropriate recommendations.				
7.	Using different methods and tools to identify and assess specific needs for support in learning and self-assessment.				
8.	Planning and providing immediate learning support for students with disabilities.				
9.	Using assistive technology in the work with students and including it in IEP.				
10.	Observing and identifying students with special educational needs.				
11.	Cooperation with colleagues from the school's Inclusion Team.				
12.	Coordinating the preparation of individual education programs.				
13.	Adjusting the curricula according to the needs and abilities of students.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
1.2. MONITORING AND SUPPORT OF STUDENT DEVELOPMENT					
1.	Providing support to students with disabilities whenever it is needed (students are informed of the possibilities for consultation).				
2.	Use of different types of strategies and approaches in individual and group communication with students.				
3.	Monitoring student achievements in accordance with the objectives set in each individual education program and participating in the revision of the plan, if necessary.				
4.	Identifying the need for additional support services and coordinating the involvement of external professionals.				
5.	Running workshops and other activities with students on various topics (nurturing one's human nature, solidarity, tackling discrimination, introduction to children's rights, including the rights of persons with disabilities, etc.).				
6.	Intervening in cases of improper behaviour (aggression and self-aggression, lack of respect for the school rules of conduct) of students with special educational needs.				
7.	Informing students with special educational needs of extracurricular activities in the school.				
8.	Identifying specific wishes and interests of students with special educational needs to participate in extracurricular activities.				
9.	Implementing some of the extracurricular activities with students with special educational needs.				
1.3. PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS					
1.	Verifying the extent to which students with special educational needs are informed and interested to further pursue their education or employment.				
2.	Informing students with special educational needs about their professional opportunities and perspectives and the network of secondary schools/higher educational institutions.				
3.	Individual and group counselling of students with special educational need aimed at ensuring that they make the right choice of further education or profession.				
2. WORK WITH TEACHERS					
2.1. TEACHER SUPPORT IN PLANNING AND IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF-EVALUATION					
1.	Organizing and implementing activities (lectures, workshops) to analyse conceptual documents.				
2.	Organizing and implementing activities (lectures, workshops) on the current curricula and approaches to teaching.				
3.	Observing lessons and work with students with special educational needs and providing teachers with feedback (written or oral) on various aspects observed.				
4.	Organizing and implementing activities (workshops, individual consultations) with teachers to plan instruction with a focus on developing an Individual Educational Program and using the principles of individualisation and differentiation.				
5.	Monitoring the quality of teaching plans and holding consultations with teachers aimed at improving them, with a focus on developing an Individual Educational Program.				
6.	Assisting teachers to take into account the individual characteristics and needs of students in the different developmental periods in the process of planning and implementation of teaching.				
7.	Implementation of activities (workshops, presentations, examples of good practices, individual consultations with teachers) to create a stimulating learning environment for students with special educational needs.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
8.	Organizing and implementing informative meetings about current events and innovations in teaching students with special educational needs.				
9.	Teamwork on projects.				
10.	Providing expert assistance in the preparation and implementation of interactive teaching.				
11.	Providing guidance (individual or group consultations) for documenting achievements of students with special educational needs.				
12.	Providing expert assistance to teachers in the selection/development of tools, techniques and methods for assessment of students with special educational needs.				

2.2. TEACHERS SUPPORT FOR WORKING WITH STUDENTS

1.	Providing professional teacher assistance through individual/group meetings and trainings for identifying students with special educational needs and strategies for working with them.				
2.	Providing teacher support for working with students depending on the type and the specific difficulties of each individual student.				
3.	Developing teacher forms for functional assessment of the current level of student development and follow their progress.				
4.	Providing teacher support in identifying and specifying objectives and tasks that should be set in the Individual Educational Program.				
5.	Providing teacher support in determining teaching content to be covered with the student with special educational needs.				
6.	Devising procedures for preparation and work with classes containing students from vulnerable groups.				
7.	Familiarizing teachers with the different ways in which students with special educational needs learn.				
8.	Familiarizing teachers with the characteristics of newly enrolled students with disabilities.				
9.	Providing teacher advice on communication with a particular group of students with special educational needs.				
10.	Monitoring of communication in the classroom and giving feedback to the teacher.				
11.	Assisting teachers to understand the reasons for someone's inappropriate behaviour, proposing strategies for overcoming problems, and together with the teacher, monitoring the effects of interventions undertaken.				

2.3. TEACHER SUPPORT FOR WORKING WITH PARENTS

1.	Encouraging teachers to have more effective communication and cooperation with parents of students with special educational needs.				
2.	Building a Cooperation Strategy with separate groups of parents or individuals.				
3.	Proposing topics for parental meetings relevant to certain years of education, clusters/professions, situations.				

3. WORK WITH PARENTS

3.1. INDIVIDUAL AND GROUP COUNSELING AND CONSULTATIONS WITH PARENTS

1.	Assisting parents in recognizing how is a crisis situation in the family associated with student learning and development and advising them on how to react in certain situations.				
2.	Sharing information on learning and behaviour of students with special educational needs with parents in an appropriate manner.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
3.	Holding individual and group consultations on parental support of students with special educational needs (referring to means of communication, learning support, motivation for learning, etc.).				
4.	Informing parents of children with special educational needs of their rights, benefits and support that can be obtained and referring them to relevant institutions offering assistance.				
5.	Holding individual consultations with parents to support children with special educational needs and providing them with guidance on how to assist their children's learning at home.				
3.2. TRAINING OF PARENTS					
1.	Preparing materials for training of parents (presentations, brochures, leaflets, written materials).				
2.	Informing parents about the services that the school and student support staff offer to students with special educational needs.				
3.	Identifying the needs of parents for training related to their parental role.				
4.	Organizing trainings and/or workshops with parents (eg. on developmental characteristics of children, learning characteristics, motivation for learning, development and fostering of self-confidence, etc.).				
3.3. INCLUSION OF PARENTS IN THE LIFE AND WORK OF THE SCHOOL					
1.	Planning and facilitating the involvement of parents in certain segments of the educational process (eg., in the development of an individual educational plan).				
4. COOPERATION WITH THE COMMUNITY					
4.1. COOPERATION WITH THE LOCAL COMMUNITY					
1.	Planning, implementation and monitoring of joint activities between the school and the community aimed at improving student achievements (visits, implementation of curricular and extracurricular activities).				
2.	Informing the community about the needs and achievements of the school.				
3.	Organizing and implementing preventive, humanitarian and cultural activities by the local community.				
4.	Cooperation with the local community in dealing with crisis situations affecting the school and the local community (disasters, epidemics, violence, criminal phenomena, etc.).				
5.	Planning, implementation and monitoring of activities that promote intercultural education.				
6.	Planning, organizing and monitoring practical training/classes for students with special educational needs in vocational schools.				
4.2. COOPERATION WITH PROFESSIONALS INSTITUTIONS AND ORGANIZATIONS					
1.	Consulting relevant institutions in dealing with students with special educational needs, teachers, parents and taking into account their recommendations.				
2.	Planning and establishing cooperation with schools in the region and beyond in order to provide advisory assistance in reference to children with special educational needs.				
3.	Informing students, teachers and parents of and referring them to relevant institutions to address a particular problem.				
4.	Cooperation with civil society associations that implement programs for children and youth.				
5.	Developing/participating in projects for development of inclusive practices at the school, in cooperation with civil society associations and governmental institutions.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)	Level			
	1	2	3	4

5. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

5.1. INDIVIDUAL PROFESSIONAL DEVELOPMENT

1.	Making innovations in one's own work and assessing one's effectiveness.				
2.	Planning and keeping records of one's professional development.				
3.	Practical application of the novelties in the profession.				
4.	Cooperation with colleagues in professional associations, social networks and forums.				

5.2. SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

1.	Providing support for the Professional Development Team at the school.				
2.	Implementing parts of the Induction Program for Novice teachers.				
3.	Disseminating acquired knowledge and skills from attended trainings.				
4.	Encouraging teachers to use a variety of resources for modernization of the teaching process.				
5.	Cooperation with professionals and experts in order to raise the professional knowledge of teachers.				
6.	Preparing instruments, collecting data and analyzing the needs for professional teacher development.				
7.	Identifying and proposing training topics at the school.				
8.	Assisting teachers in identifying their own needs and devising plans for individual professional development.				
9.	Implementation various forms of internal professional development with teachers (lectures, workshops, etc.).				
10.	Development of mentoring programs.				

6. ANALYTICAL AND RESEARCH WORK

6.1. ANALYSIS AND ASSESSMENT OF EDUCATIONAL WORK

1.	Developing instruments (protocols, recording forms, templates) for data collection.				
2.	Sharing/presenting information obtained from assessments and analyses with/of staff, parents, the community, professional bodies, competent institutions.				
3.	Preparing analyses and reports on the situation in various areas of educational work.				
4.	Writing reports, analyses, reviews and other technical materials.				
5.	Proposing, participating and interpreting action research findings.				

6.2. RESEARCH OF EDUCATIONAL WORK

1.	Identifying problems whose resolution requires data from research.				
2.	Conducting research on issues of relevance for the school.				
3.	Statistical processing and data analysis.				
4.	Giving suggestions to improve practice on the basis of research findings.				

Self-assess the level (degree) of development of the following skills and abilities
(enter the sign in the corresponding column)

Level

1 2 3 4

7. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

7.1. SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGIC RECORDS AND DOCUMENTATION, EVALUATION)

1.	Drafting and applying tools for school self-evaluation.				
2.	Raising and elaborating initiatives to modernize educational work.				
3.	Preparing the Development Program and Annual Work Program of the school.				
4.	Organizing the work in the school (schedule, calendar, distribution of students, planning and programming, etc.).				
5.	Cooperation with professional bodies in the school.				
6.	Monitoring the manner of keeping pedagogical documents and records for students with special educational needs and proposing measures for improvement.				
7.	Building an inclusive climate and culture of acceptance of students with special educational needs.				

7.2. SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION

1.	Initiating and implementing activities to promote both the achievements of staff and students with special educational needs.				
2.	Organizing students in joint activities, thus ensuring peer cooperation.				
3.	Developing programs on social and educational inclusion.				
4.	Organizing charity events to assist students from socially vulnerable categories.				
5.	Identifying and preventing cases of discrimination and inequality in the school and taking appropriate action.				
6.	Raising teacher and student awareness on gender equality.				
7.	Undertaking preventive activities to eliminate possible threats (proposing systematic measures, prevention, counselling, etc.).				
8.	Planning and organizing activities for democratic participation of students with special educational needs in school life.				
9.	Assisting student organizations and clubs in their work and in the inclusion of students with disabilities.				
10.	Informing and advising students with disabilities to engage in relevant activities of student communities.				
11.	Organizing and implementing social activities in the school.				
12.	Assisting student communities to accept students with disabilities.				
13.	Providing adequate counselling in situations of threat or situations in which student health or safety is endangered.				

APPENDIX 7a-6

AN EXAMPLE OF A COMPETENCE SELF-ASSESSMENT SCALE FOR LIBRARIANS AS MEMBERS OF STUDENT SUPPORT STAFF

School		School year	
Student support staff member			
Date			

Not developed at all (training is necessary)	1
Partly developed (training is needed)	2
Well developed (training is not needed)	3
Very well developed (can serve as support to others)	4

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
1. WORK WITH STUDENTS					
1.1. SUPPORT OF STUDENT LEARNING					
1.	Drafting documents (plans, procedures, guidelines, recommendations) to identify the different educational needs of students and provide adequate support.				
2.	Recommending adequate reference literature to support learning of the teaching content envisaged in the curriculum or literature for leisure reading.				
3.	Monitoring student progress in the use of information and providing adequate guidelines.				
4.	Building high personal success and a positive attitude towards reading among students.				
5.	Encouraging and supporting students to apply to contests and competitions.				
6.	Collecting data on the cultural background and habits of students (conducting research, interviews, focus group discussions) and taking into account the information on students' culture of reading and use of information.				
7.	Identifying potential negative factors in learning among students and collecting data on the reasons for failure.				
8.	Meeting specific needs of students with special educational needs related to the use of the library.				
9.	Using different tools for collecting information on the interests and learning styles of students.				
10.	Encouraging students to use library materials in different languages, on different cultures, ethnicities, religions, etc.				
11.	Informing and guiding students through the necessary literature in various languages.				
12.	Implementation of creative literary workshops for reading, writing, Internet research, using of multimedia, etc.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
13.	Individual or group teaching of students on the use of various resources for research.				
14.	Encouraging students to read and evaluate different content and information sources in a critical and analytical manner.				

1.2. MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

1.	Communicating with students in a way that provides support and trust by practicing mechanisms enabling students to gain support from librarians whenever need arises.				
2.	Using different strategies and approaches in individual and group communication with students.				
3.	Counselling and helping students to read a variety of genres.				
4.	Guiding students through reading with understanding.				
5.	Gathering information (from lesson observation) on the work and achievements of students as a result of the use of library materials.				
6.	Identifying specific interests and preferences of students to read and participate in extra-curricular activities related to the library.				
7.	Implementation of 8 extracurricular reading and writing activities (competitions, reading clubs, meetings with writers, literary readings, drama clubs, clubs of young writers ...).				
8.	Developing interests and motivating students to read for pleasure and engage in lifelong learning.				
9.	Recommending students texts for different purposes and engaging in a discussion with them, thus encouraging them to build personal views.				
10.	Data collection on students - active readers and their performance in curricular and extracurricular activities.				

1.3. PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS

1.	Verifying the extent to which students are informed and interested to further pursue their education or employment in the area of library studies.				
2.	Informing students about the professional opportunities and perspectives of the librarian profession.				
3.	Individual and group counselling of students and parents interested in the area of library studies and the librarian profession.				

2. WORK WITH TEACHERS

2.1. TEACHER SUPPORT FOR PLANNING AND IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF-EVALUATION

1.	Providing expert support to teachers for using different sources of knowledge (multimedia content, books, etc.).				
2.	Organizing and implementing activities (workshops, individual consultations) with teachers on the use of the library materials in the classroom.				
3.	Planning of (in cooperation with teachers) and participation in the work of the librarians' club.				
4.	Advising teachers on the selection of relevant materials from the library to be used in teaching.				
5.	Organizing and holding informational meetings with teachers on current events and innovations related to the library.				
6.	Participating in teams for work on extracurricular projects (library visits, book fairs, literary events ...).				
7.	Advising the teachers in the selection of textbooks and other sources of knowledge.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
2.2. TEACHER SUPPORT FOR WORKING WITH STUDENTS					
1.	Explaining and demonstrating ways that can help students use books and other printed publications in learning and mastering the subject matter.				
2.	Bringing the characteristics and interests of students in relation with an adequate selection of literature (in cooperation with the subject teacher).				
3.	Advising the Team for IEP Development on the selection of learning materials.				
4.	Devising ways to develop special abilities of gifted students and motivate them to participate in literary competitions and contests.				
5.	Implementation of workshops (in cooperation with teachers) for the acquisition and development of speech communication skills among students.				
3. WORK WITH PARENTS					
3.1. TRAINING OF PARENTS					
1.	Informing parents about the services that the school library and the librarian offer to support students.				
2.	Tailoring the communication to the different characteristics of parents in reference to training materials (presentations, brochures, leaflets, written materials).				
3.	Individual and group counselling for parents on making appropriate choices of learning materials for their children.				
4.	Organizing educational meetings and/or workshops with parents for their involvement in the library activities (eg. enriching the library, educational materials and educational games ...).				
4. COOPERATION WITH THE COMMUNITY					
4.1. COOPERATION WITH PROFESSIONALS INSTITUTIONS AND ORGANIZATIONS					
1.	Establishing a network of cooperation with external organizations and institutions engaged in activities related to librarianship, publishing, bibliophilia, etc.				
2.	Using library material from different types of libraries to meet the needs of the school.				
3.	the community of the library and school achievements.				
4.	Cooperation with the local community in dealing with crisis situations affecting the school (fires, floods, thefts, etc.).				
5.	Planning, implementation and monitoring of activities of the school and community that promote intercultural education.				
6.	Introduction and referral of students, teachers and parents to adequate institutions to meet their needs in the area of library studies (librarianship).				
5. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION					
5.1. INDIVIDUAL PROFESSIONAL DEVELOPMENT					
1.	Identifying the needs for individual professional development, using standards and self-reflection results.				
2.	Planning and keeping records of one's own professional development (individual plan, certificates, training, self-reflection notes etc.).				
3.	Making innovations in one's own work and assessing one's own effectiveness.				
4.	Participating in various forms of professional growth in and outside of school.				
5.	Using the knowledge gained through one's professional growth in promoting one's own practice.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
6.	Keeping up with professional literature and information from the area of librarianship, relevant for the area of education.				
7.	Participating in various activities of professional associations, social networks and forums to improve one's own work.				
8.	Behaving according to the code of ethics of the profession.				

5.2. SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

1.	Cooperation with all stakeholders of the educational process at the school during the preparation and implementation of the Annual Work Program of the Library.				
2.	Information and dissemination of acquired knowledge and skills from attended trainings.				
3.	Sharing professional materials with colleagues.				
4.	Encouraging teachers to use library resources to modernize the teaching process.				
5.	Cooperation with professionals and experts for the purpose of raising the professional skills of teachers.				
6.	Selecting (in cooperation with teachers) educational resources developed by teachers, organizing them, keeping them and presenting them.				
7.	Proposing training topics at the school.				
8.	Implementing different forms of internal professional development with teachers (lectures, workshops, etc.).				

7. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

7.1. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

1.	Organizing the library as a centre for learning and information exchange in the school.				
2.	Presenting products of the students' work in the library.				
3.	Linking the development policies of the school with the resources needed for their implementation. Working on the drafting of the Development Programme and Annual Work Programme of the school.				
4.	Selecting quality materials to deliver relevant content in curricular and extracurricular activities and proposing to teachers to use them.				
5.	Using different ways to raise the interest of students, staff and parents to use the library.				
6.	Training of students and staff to use multimedia products and online library services.				
7.	Preparation of guidelines and other materials for different types of users of multimedia products.				
8.	Organizing events related to the operation of the library that reflect the school curriculum and the specifics of the community.				
9.	Making a contribution to the work organization at the school (calendar, scheduling extra-curricular activities and activities outside of the school, etc.).				
10.	Record keeping of the work with students and parents in a safe place.				
11.	Using ICT to create, save, find, share and organize information and for communication purposes.				
12.	Promoting awareness for accepting diversity.				
13.	Organizing the library in a way that it is easily accessible to users.				
14.	Providing electronic access to the library material.				
15.	Promoting the library operation based on knowledge of the effects of previous work.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
16.	Editing, cataloguing, classification and sorting of the library materials.				
17.	Use of the computer system (COBBISS, etc).				
18.	Adjusting the security system to the conditions at the school.				
19.	Promoting respect for copyrights and proper citation.				
20.	Ensuring compliance with the code of conduct in the library.				
21.	Providing assistance to the team in charge of the Annual Work Program by including materials proposed by teaching staff.				

APPENDIX 7a-7

AN EXAMPLE OF A COMPETENCE SELF-ASSESSMENT SCALE FOR STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS

School		School year	
Assistant for practical lessons			
Date			

Not developed at all (training is necessary)	1
Partly developed (training is needed)	2
Well developed (training is not needed)	3
Very well developed (can serve as support to others)	4

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)	Level			
	1	2	3	4

1. WORK WITH STUDENTS

1.1. SUPPORT OF STUDENT LEARNING ²³					
1.	Developing instruments for identifying previous (background) knowledge of students to work in a laboratory, specialized classroom or practical training facilities.				
2.	Developing a plan, procedures and/or guidelines to prepare students to use the equipment in a laboratory, specialized classroom or practical training facilities.				
3.	Using a variety of tools for collecting information on the interests and learning styles of students.				
4.	Demonstrating procedures and processes by using appropriate resources.				
5.	Guiding students through the use of appropriate resources in a laboratory, specialized classroom or practical training facilities.				
6.	Monitoring students' progress in the use of modern equipment in the implementation of practical teaching.				
7.	Individual or group teaching of students on how to use various resources for practical lessons.				
8.	Encouraging and supporting students to apply to contests and competitions.				
9.	Collecting data on the causes of failure for individual students.				
10.	Meeting specific needs in using teaching resources to develop skills.				
11.	Taking into consideration the opportunities available to students for their involvement in the implementation of practical training.				

²³ Concerns the student support staff involved in teaching – assistants for practical lessons

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)		Level			
		1	2	3	4
12.	Participating in the preparation of individual educational programs for students with special educational needs.				
13.	Use of an adequate approach in working with students with special educational needs.				
14.	Preparation of teaching materials (in cooperation with the teacher) for clarification and dealing with tasks delegated to students in practical classes.				
15.	Keeping records (portfolio) on student performance.				

1.2. MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

1.	Advising the students on the use of equipment and tools for self protection and protection of the working and living environment.				
2.	Advising and helping students with working with tools and equipment in a laboratory, specialized classroom or practical training facilities.				
3.	Guiding students through the adequate use of resources in tasks in practical classes.				
4.	Gathering information on the work and achievements of students when working with tools and equipment.				
5.	Demonstration of a process of working with equipment .				
6.	Communicating with students in a way that provides support and trust by practicing mechanisms that enable the student to receive the support from the assistant for practical lessons whenever it is required.				
7.	Using different strategies and approaches in individual and group communication with students.				
8.	Maintaining (cleaning, calibration) of equipment and tools.				
9.	* Developing interests and motivating students to get engaged in practical training.				
10.	* Identifying the specific needs and interests of students.				

2. WORK WITH TEACHERS

2.1. TEACHER SUPPORT FOR PLANNING AND IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF-EVALUATION

1.	Analyzing the curriculum for practical training/classes.				
2.	Developing weekly and daily work plans.				
3.	Selecting adequate resources to deliver the curriculum for practical training/classes.				
4.	Preparing work posts for each student.				
5.	Cooperating with the teacher in selecting adequate resources for the completion of tasks in practical training/classes.				
6.	Informing teachers of the new technical and technological advances ensuring successful implementation of the curriculum.				
7.	Preparing a list of needed resources.				
8.	Procuring necessary teaching resources to deliver the curriculum for practical training/ classes.				
9.	Receiving/ordering teaching resources.				
10.	Keeping current records on the necessary resources for the delivery of the curriculum for practical training/classes.				
11.	Filling in inventory forms.				

Self-assess the level (degree) of development of the following skills and abilities (enter the sign ☑ in the corresponding column)		Level			
		1	2	3	4
12.	Providing expert support to teachers in selecting adequate resources needed for students, including students with special educational needs.				
13.	Establishing a positive social and emotional climate in laboratories, specialized classrooms and/or at practical teaching workshops.				
2.2. TEACHER SUPPORT FOR WORKING WITH STUDENTS²⁴					
1.	Elaborating and demonstrating ways of working in laboratories, specialized classrooms and/or at workshops for practical classes.				
2.	Intervening in cases of improper use of teaching resources.				
3.	Matching the characteristics and interests of the students in selecting appropriate resources for practical classes.				
4.	Organizing the work with students from different cultural and social background.				
5.	Cooperating with the teacher in finding strategies for working with students from vulnerable groups.				
6.	Following the communication and working environment in a laboratory, specialized classroom and/or practical training facilities.				
7.	Underlining the safety rules at work.				
8.	Demonstrating the use of protective means and equipment.				
3. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION					
3.1. INDIVIDUAL PROFESSIONAL DEVELOPMENT					
1.	Identifying the needs for individual professional development, using competencies and results from self-reflection.				
2.	Planning and keeping records of one's own professional development (personal plan, certificates, training, self-reflection notes etc.).				
3.	Making innovations in one's own work and assessing their effectiveness.				
4.	Following the information on technical and technological development in the field.				
5.	Participating in different forms of professional development in and outside of the school.				
6.	Using knowledge gained through professional development in promoting one's own practice.				
7.	Using reference literature and information from the field/profession, relevant to education.				
8.	Behaving in line with the code of ethics of the profession/school.				
3.2. SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL					
1.	Cooperating with all stakeholders in the educational process at the school in the procurement of materials, planning and implementation of the curriculum.				
2.	Sharing professional teacher materials for practical lessons.				
3.	Selecting (in cooperation with teachers) educational resources developed by teachers, organizing, storing and presenting them.				
4.	Information sharing and dissemination of acquired knowledge and skills from attended trainings.				
5.	Cooperating with professionals and experts for the purpose of raising professional knowledge.				

²⁴ Concerns the student support staff involved in teaching – assistants for practical lessons

Self-assess the level (degree) of development of the following skills and abilities (enter the sign <input checked="" type="checkbox"/> in the corresponding column)	Level			
	1	2	3	4

7. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

7.1. SCHOOL STRUCTURE, ORGANIZATION AND SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION					
1.	Performing an analysis of the working conditions in a laboratory, specialized classroom or practical training facilities.				
2.	Organizing laboratories, specialized classrooms and/or practical training facilities in line with available resources.				
3.	Development of teaching aids and promotional materials for the school.				
4.	Presenting products as a result of the practical work of students.				
5.	Using ICT to create, save, find, share and organize information and for communication purposes.				
6.	Promoting an openness to accepting diversities.				
7.	Organizing resources in laboratories, specialized classrooms and/or practical training facilities so as to be easily accessible to students.				
8.	Recording the work with students and storing those records.				
9.	Guiding students through the laboratory, specialized classroom and/or practical training facilities.				
10.	Providing conditions for compliance with the code of conduct in a laboratory, specialized classroom and/or practical training facilities.				
11.	Providing a pleasant atmosphere and conditions for free and constructive expression of the opinion of students on working in a laboratory, specialized classroom and/or practical training facilities.				
12.	Cooperation with colleagues, mutual respect and professional communication				
13.	Storage, keeping and disposal of waste.				
14.	Providing feedback on student achievements to parents ²⁵ .				

²⁵ Concerns the student support staff involved in teaching – assistants for practical lessons

APPENDIX 8

AN EXAMPLE OF AN ANALYSIS USING THE COMPETENCE SELF-ASSESSMENT SCALE FOR TEACHERS

Competences I am good at (What can I offer to help colleagues to develop their competences):

Competences I should develop:

Ideas on improving competences:

Teacher:

Student support staff member:

Date: _____

APPENDIX 9

EXAMPLE OF A CONSULTATION RECORDING FORM

Teacher/Student support staff _____

School: _____

WHO WAS THE PERSON CONSULTED? (PLEASE, STATE THE WORKING POSITION OF THIS PERSON)	DATE/TIME OF THE CONVERSATION	WHAT WAS THE OBJECTIVE THE CONSULTATION? (WHAT WAS THE CONSULTATION ABOUT?)	COMMENTS FROM THE DISCUSSION (A SHORT SUMMARY OF THE MAIN TOPICS AND IDEAS THAT WERE DISCUSSED).	WHAT DID I LEARN? (WHAT NEW IDEAS CAME OUT OF THE CONVERSATION)

APPENDIX 10

INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT

PART 1: MANDATORY INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT OF TEACHERS IN THE PRIMARY AND SECONDARY SCHOOLS

School		Place and municipality	
Teacher		Subject	
School year		Date	

NO.	COMPETENCES	ACTIVITIES	RESOURCES	TIME OF IMPLEMENTATION	EXPECTED OUTCOMES	NOTES
1.						
2.						
3.						

Teacher's signature _____

PART 2: EXAMPLE OF A REPORT ON THE IMPLEMENTATION OF THE INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT

REPORT ON THE IMPLEMENTATION OF THE INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT					
	COMPETENCE	COMPETENCE	COMPETENCE	COMPETENCE	COMPETENCE
TIME OF IMPLEMENTATION					
APPLICATION OF KNOWLEDGE ACQUIRED					
EFFECT ON STUDENTS					
EVIDENCE					
REASONS FOR NOT IMPLEMENTING THE ACTIVITY					
PROPOSED ACTIVITIES FOR THE FOLLOWING SCHOOL YEAR					
NOTES					
FEEDBACK FROM THE IMPLEMENTATION OF THE INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT					
Recommendations:					
Fully implemented Individual Plan for Professional Development →	New cycle of professional development	Partly implemented Individual Plan for Professional Development →	Reasons for only partial implementation:	Non- implemented Individual Plan for Professional Development →	Supported professional development

Date: _____ Teacher: _____ President of the PDT: _____

APPENDIX 10a

AN EXAMPLE OF AN INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT

School		Place and municipality	
Teacher		Subject	
School year		Date	

NO.	COMPETENCES	ACTIVITIES	RESOURCES	TIME OF IMPLEMENTATION	EXPECTED OUTCOMES	NOTES
1.	Using reflection on one's own work to plan the teaching process	<p>Training on planning based on reflection</p> <p>Writing reflection notes after class</p> <p>Using reflection in future planning</p>	<p>Funds for training, guidance/ BDE consultations, cooperation with student support staff- pedagogue, instructional planning</p>	January - June	Regular and high quality reflection on teaching and improved planning	
2.	Forming valid and objective summative grades	<p>Working with colleagues from the subject teacher expert body on development of assessment criteria</p> <p>Keeping files/ records of student achievements</p> <p>Attending training on knowledge tests</p>	<p>Cooperation with the subject teacher expert body</p> <p>Reference literature (Internet) on keeping student files</p> <p>Participation in an internal training on test development</p>	October - June	Greater student and parent satisfaction with assessment objectivity	
3.	Conducting a joint research on improvement of teaching practices	<p>Participation in a provider training</p> <p>Studying reference literature</p> <p>Conducting action research</p>	<p>Training funds</p> <p>Agreement with colleagues from the subject teacher expert body on conducting the research</p>	January - June	At least one joint action research conducted. Findings shared at the level of subject teacher expert body	

APPENDIX 11

FORMS OF PROFESSIONAL DEVELOPMENT

The old paradigm of professional development as training received primarily through the formal education is outdated and replaced by taking responsibility on the part of the teaching staff for their own lifelong learning through different types of formal and experiential learning, as well as by adequate evaluation of all types of learning (formal, non-formal, informal) by the institutions.

"Effective forms of professional development include teachers/student support staff/student support assistant for practical lessons both as students and as teachers, thus enabling them to cope with the uncertainty of those two roles" (Linda Darling-Hammond and Milbrey W. McLaughlin, 1996, p. 203).

STANDARD FORMS OF PROFESSIONAL DEVELOPMENT

Standard forms of professional development have a long tradition and are used to transfer information and acquire skills. They are mostly organized on a wider national level and are intended for the general population of educational staff. Standard forms of professional development are aimed at raising the professional knowledge of individuals.

Convention – a professional/expert or research/scientific event involving a large number of participants (usually over 200) at which the latest developments in the specific profession or scientific discipline are presented. It consists of a plenary session/sessions which take place at the beginning and other forms of content presentation (presentations, workshops, discussions, panel discussions, round tables, poster presentations, exhibitions, etc.) which take part at the same time, grouped by thematic area. The contents are diverse, are usually grouped by topic and are presented in parallel sessions.

Conventions usually last for several days, and despite the professional/expert part, offer also cultural events and other less formal forms of professional/expert-related activities.

Conventions allows participants to learn about the various innovations in the field, to meet and communicate with many colleagues, to see in one place presentation of different types of research/scientific findings and professional experiences. Presenters at plenary sessions are usually prominent experts in the field.

In many large conventions, less experienced participants can "get lost" and fail to attend all sessions of their interest.

Papers (or part of them) are usually published in the convention proceedings.

Conference – An expert/research/scientific gathering whose purpose is to provide presentation of findings and discussions about a certain topic. It consists of presentations which are usually followed by discussions. Conferences differ from other forms of expert meetings by the fact that they are less interactive. Although the forms of presentation might differ, most conferences have an introductory presentation of the topic and other presentations, workshops, panel discussions and poster presentations, which often take place simultaneously.

Conferences have fewer participants than conventions (about 100) and last one to two days.

They present an opportunity to gain new knowledge and exchange experiences on a topic as well as an opportunity for exchange of views by participating in the discussions.

Modern technology enables also **video conferences** at which participants are in different locations and communicate through video links. The number of participants at videoconferences is smaller and they last less (a few hours).

Papers (or part of them) are usually published in the conference proceedings.

Symposium – A professional gathering similar to a smaller conference at which experts present different findings and views on a particular topic. Usually presentations are limited in time to about 15 minutes, followed by discussions also limited in time. Symposia are characterized by the fact that discussions are based on the principle of mutual equality.

The term is often used as a synonym for a congress or a conference.

Seminar – an organized form of learning for a relatively small group of participants (20-25) with the objective of increasing their knowledge of a specific topic. Seminar participants are expected to take active part and to have already acquired certain knowledge of the topic either by doing background reading or on the basis of professional experience. Under the leadership of a moderator/facilitator, participants discuss ideas expressed in the reference literature on the relevant topic and engage in a debate.

There are no restrictions as to the duration of seminars. They can last from one to ten days depending on the content. When there is more extensive content to be covered, then the seminar is divided into several smaller segments, which are held in individual seminar sessions.

The work of the participants in seminars is quite informal, and the moderator/facilitator ensures that the focus is on the topic at hand. This enables intensive and in-depth learning.

Seminars are a common form of learning at universities, and they are also organized on a commercial basis with the objective of enabling participants to acquire specialized knowledge of a particular subject.

Webinar – A seminar which takes place online with the help of computer technology and the Internet. The moderator of the seminar is connected via the Internet with the participants, who are all in different places. They communicate with each other through video links, telephone and text messages. Usually the webinar moderator delivers a presentation on the topic (oral or video presentation). It is followed by communication between the moderator and the participants, enabling them to ask questions, share experiences and express views and opinions.

This is a very convenient form of professional development because it does not require participants to be physically in one place, enabling them to receive training from top experts in a cost-effective manner. The requirement for participants to speak the language in which the webinar is delivered can be a serious limitation for participation.

Webinars usually last for a few hours and are often recorded, so that other participants can later receive such material.

Online courses – are a similar type of training to the webinar, including in addition to the abovementioned type of communication, also tasks that participants are expected to complete. The course moderators give participants feedback about their performance. These courses last longer and consist of several sessions on various topics.

Plenary lecture – A presentation of a topic in front of a wider audience. The presenter is an expert in the field, and participants may have different knowledge about the subject. The presenter lays out his/her views of the subject, it is a one-way communication, i.e. the audience is not actively involved. At the end of the lecture, there is usually an opportunity for asking a limited number of questions. The lectures are short forms of professional development (1-2 hours) and are suitable for spreading general information on a particular topic which does not require ample background knowledge. They are effective because in a short period of time one can obtain a lot of information.

Panel discussion – A discussion of a number of participants-experts in a particular area. Panellists discuss the problem from different perspectives, interactively present different views and opinions. They are allowed enough time to engage the audience in the discussion. Panel discussions usually end with a summary of views presented.

Panel discussions usually take several hours and are an effective form of learning, enabling consideration of an issue from different angles and questioning of the different expressed views in relation to it.

Round table – An expert/technical discussion on a particular topic in which each participant has the opportunity and is expected to take active part. The moderator announces the topic and moderates the discussion and the participants (who are sited so that they can see each other) express their views and opinions. The discussion is interactive and ends with a summary and conclusions drawn by the moderator.

There are no passive participants at round tables and it is therefore important for all participants to have background knowledge, experience and views on the subject.

Roundtable discussions are quite informal in nature and last about 2-3 hours.

Summer and winter schools – A form of professional development aimed at learning and exchange of experience in a particular area. Lectures, workshops, seminars and discussions can be organized within summer and winter schools.

They last for several days (usually over 3 days) and are organized for a relatively small group of participants (up to 30). In addition to the formal part, these schools offer many opportunities for informal exchange of experience since all participants are accommodated at the same place.

Summer and winter schools are a good opportunity to acquire in-depth knowledge of a specific area/topic and establish professional contacts with colleagues.

Workshop – A form of training which is intended to enable participants to gain practical skills, techniques and ideas to use in their work. It lasts from several hours to several days. Workshops that last for several days can be split in several parts, thus asking participants to practice in the meantime the skills they are developing.

The number of participants is relatively small (up to 20) which allows everyone to actively participate and try to practice the skills they are learning. Participants usually come from the same organization or area, and the presenters possess both theoretical and practical knowledge that they transfer to participants. Workshops are quite informal in nature, there are a lot of opportunities for discussion and adaptation of activities to the needs of the participants.

New ideas, techniques and skills are often presented at workshops which participants practice throughout the workshop itself, feedback is received both from the presenter/presenter and participants and encouragement is given to participants to continue to use in their work what they have learnt.

The organization of workshops for participants from the same school creates a sense of unity around a shared goal, and skills which have started to develop at the workshop are further mastered in the daily work of the participants, for which they provide mutual support to each other.

Business trip (for exchange of professional practice)

– A trip in the country or abroad aimed at enhancing one's knowledge and experience in the profession. It is usually arranged for a group of participants from the same profession, lasts for several days and includes visits to various relevant institutions in the field. It allows participants to familiarize themselves with practices elsewhere, to engage in discussions, to seek and find answers to specific questions of interest to them. It is a good opportunity to see the realization of ideas that work elsewhere and to establish contacts with institutions and experts in the field.

Study visit – Visit to relevant institutions in the country or abroad with the objective of promoting knowledge and experience in a particular area or topic. It is usually organized for a group of participants who share an interest in the topic of the study visit, lasts for several days and includes visits to various relevant institutions in the field. During the study visit, participants meet with prominent experts in the field. They have lectures organized for them, are provided with relevant literature, and can see different examples of practice.

Study visits are a good opportunity to deepen one's knowledge in a particular area, discuss ideas with experts in the field, see examples of good practice and establish contacts for future professional cooperation.

COLLABORATIVE FORMS OF PROFESSIONAL DEVELOPMENT

Collaborative forms of professional development are based on learning in the workplace, learning through the work itself and peer learning in the school or the local community. The objective is to provide direct practical application of knowledge, to assess their effectiveness in practice and to create a climate and culture of common learning and responsibility for results achieved from the application of newly acquired knowledge.

Joint action research - Joint work of teachers on improving practice through conducting tests/research and exploring of its effectiveness. This research is usually done when teachers want to apply some innovative practice, and in order to assess its effectiveness, carefully follow the procedures, conditions and its effects on learning and student achievements, and discuss the findings. This research may be implemented by several teachers who work on improving the same aspect of teaching (eg. project work, assessment, a new teaching method in their subject).

The process and findings usually shared with other teachers at the school or with colleagues from other schools and thus increase the professional knowledge to others.

This kind of professional development is effective because it mentally engages participants through analysis of their own practice, creation and critical assessment of ideas and their realization, takes place during the regular work days, does not require absence from work and strongly influences future practice

Case study - Analysis of personalities, events, decisions, practices which are studied from a holistic perspective for a set period of time in order to be described and explained. The case study gives a detailed analysis of a limited number of events, the context in which they took place and their interrelatedness. Particular attention is paid to the factors that contributed to the achieved success or failure to achieve success. The descriptions in the case studies create a vivid image of the actual events, and are therefore, easy to follow. The discussion and reflection on cases from the educational practice enables one to learn from them and improve one's practice. Thus, the person

designing the case study also learns because he/she engages in detailed thinking about a particular practice and the reasons for its success or lack of success as well as the others to whom he/she presents it and with whom he/she engages in a discussion in relation to it and to what could be done differently.

Learning communities - a group of colleagues (around 10) who work on the improvement of their own practice through joint learning. They meet at least once a month to present and discuss the knowledge and experiences of common interest related to the promotion of teaching in a particular subject or in a given area.

The topics of the meetings are agreed in advance and it is expected that all participants in the learning community come to the meeting prepared (it is expected that they have studied/ done/ experienced what is described as the subject matter of the meeting. The meetings last for 2-3 hours. Although the meetings take place according to certain protocols, they are not very formal and members of learning communities usually establish also informal contacts and communicate when necessary also outside of the scheduled meetings.

Learning communities can be also established online where communication takes place via Facebook, Twitter or blogs. The advantage of online learning communities is that members do not have to be spatially close which increases the possibility of sharing different experiences.

This form of professional development is especially useful because it enables learning from others and comparing of one's own experience with the experience of others as well as learning through constructive feedback and peer support.

Study groups - A small group of (of about 5) colleagues that meets regularly to work on a specific task/project of common interest (eg. provision and use of teaching aids, differentiated instruction planning, etc.). The work would be more effective if they participated in the definition of the task and its parameters. At the beginning, the study group defines the task, method of working, responsibilities, deadlines, resources and criteria for success. The study group exists as such until it completes the task. The members of the group cooperate, exchange ideas and experiences, propose

solutions, make decisions. Participants also benefit from the work of the study groups because they develop professionally and improve their own work, as well as the school which can use the products of the working group to improve other teachers' performance.

Analysis of lessons/ activities – A type of professional development involving analysis of footages of lessons/ activities as examples of good practices or model classes in order to teach/improve methods and techniques which are effective in practice. They can include footages of classes from teachers outside of the school, but the discussion is more effective if these are footages from teachers from the school.

If this form of professional development is well organized and when there is a climate of mutual learning and support at the school, the lesson analysis is an effective learning method both for the teacher whose classes are analyzed and for other teachers. It enables one to see how certain approaches to teaching function in practice, develop a reflexive discussion with the teacher in reference to various aspects of teaching, generate new ideas and improve cooperation among colleagues.

Mentoring support - Learning through the support of more experienced colleagues. Mentoring support can be different in duration and content. It often refers to all aspects of the work of the mentored teacher (mentee), but it can apply only to certain aspects for which the teacher needs support. Mentoring support consists of mutual lesson observation visits and subsequent discussion, common planning, development of teaching materials, etc. The contents and methods of mentoring support are planned jointly and according to the needs of the mentee.

Mentoring support is a very effective method of professional development because it is focused on the specific needs of the mentored teacher, it takes place simultaneously with everyday work. The mentor teacher also draws benefit from the mentoring support because he/she gets a chance to analyze his/her own practice in a more focused manner, uses new approaches which are then demonstrated to the mentee, strengthens his/her communication and professional support skills.

INDIVIDUAL FORMS OF PROFESSIONAL DEVELOPMENT

The individual forms of learning for professional development are triggered by the needs of the teacher and his/her motivation, so their implementation does not depend on other persons or institutions. Some of these forms of professional development enable the teacher to come to the needed knowledge nearly immediately, and others enable him/her a long-term planning and self-directed learning.

Study of reference literature - Involves a study of reference books and magazines in order to get information on new scientific/research findings and new practices. This type of professional development allows the teacher to compare different sources on the same issues, to assess and decide what is applicable in the context of his/her needs and working conditions. In addition to the individual use, the study of reference literature can be organized also as joint learning in which several colleagues examine the same or different sources and engage in a common discussion on the issue.

Internet searching - It serves the purpose of meeting needs similar to those met by studying reference literature, however, the possibilities are far greater because of the large number of different sources. In particular, it offers tools which can, with small adaptations, be applied directly in practice. When using Internet resources, the teacher should have in mind that the largest number of them have not been reviewed by experts, and that he/she should adopt a critical attitude towards them and consult multiple sources before accepting certain ideas.

Consultation with experts - It is used to strengthen knowledge and find answers to specific questions or to solve a specific technical problem. It is usually used after exhausting other ways to come to information (literature, the Internet, consultation with colleagues). Experts can come from higher educational institutions or specialized institutions for certain educational issues (eg. The Bureau for Development of Education, State Examinations Centre, National Institute of Mental Health, etc.).

Analysis of footage (video recordings) of lessons taught

- The teacher can analyze footage (video recordings) of his/her own lessons or lessons of other teachers. The analysis of his/her own lessons is aimed at reflection and assessment of his/her own practice with the purpose of improving it. This is a means for improving the teaching practice because it is the only opportunity for teachers to see "with their own eyes" their own work, to make the necessary changes, to be able to once again record their lesson(s), take a look and assess the effects of the change. The purpose of watching and analysing other teachers' recorded lessons is to get ideas on the possible implementation of some educational activities. Since teachers often put examples of their own good practice on the Internet, there are huge opportunities to learn by viewing the recorded materials.

Reflective learning log - A log in which one records learning and development of professional knowledge and skills, and critically thinks in reference to them. The learning log is a very personal document, and therefore, there is no prescribed structure for it. Various forms of professional development in which the teacher took part are recorded as well as personal experiences and views in reference to them. It is crucial for the log to include information on how what the teacher has learnt will be used in the future. Once the log becomes a regular practice, it proves to be a very useful tool for professional development because it allows matching of newly acquired knowledge with specific teaching practices, it enables the teacher to go back to his/her own views on certain expert issues and to follow how his/her views change as a result of the professional development.

Management and analysis of the professional development portfolio- The portfolio is an organized collection of evidence of professional experience, achievements and professional development in a given period of time. It contains elements that illustrate the quality of the various aspects of the teacher's performance accompanied by reflective notes, and presents the teacher's professional development in the course of time. The writing and supplementation of the reflective notes is a powerful tool for reflecting upon and assessing his/her own practice and professional development. The Individual Plan for Professional Development is a part of the portfolio. The portfolio is not

static, it is periodically updated, new elements are added or the old ones are replaced, and the whole process is a part of professional learning. The professional portfolio can have different forms (paper or electronic) and can be organized in various ways (eg. search by area of work, time period, etc.).

Distance education - Often defined as "an educational process in which a connection is established between the user located at a distance from the respective educational space and the respective program offered by the teacher."

Various countries have implemented educational programs for distance education which support teacher professional development, using different kinds of media, such as radio, television, telephone, written materials, audio materials and video materials, as well electronic communications.

APPENDIX 12

AN EXAMPLE OF A SCHOOL PROFESSIONAL DEVELOPMENT PROGRAM

School, _____ " - _____ school year

COMPE- TENCES	TOPIC/ TITLE RESPON- SIBLE PERSON	ACTIVITIES AND FORMS OF PROFESSIONAL EVELOPMENT	EXPECTED OUTCOMES	TYPE OF PROFESSI- ONAL DEVELO- PMENT*	NEEDED RESOURCES	PARTICI- PANTS (FIRST AND LAST NAME)	ROLE OF PARTICI- PANTS**	TIME FOR IMPLEMEN- TATION

* External, in the school and individual

**Implementer or participant

REPORT FOR IMPLEMENTATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM

COMPE- TENCES	TOPIC/ TITLE RESPON- SIBLE PERSON	IMPLEMENTED ACTIVITIES	FORM(S) OF PROFESSIONAL DEVELOPMENT	PARTICIPANTS (PRESENT AND ABSENT)*	IMPLEMENTATION AND REASONS FOR ABSENCES (IF ANY)	TIME OF IMPLEMENT- ATION	EVIDENCE/ APPENDICES

*Reasons for absences

** Fully, partly, non-implemented

Feedback from the implementation of the Professional Development Program:

Recommendations:

Date: _____

President of PDT: _____

APPENDIX 12a

AN EXAMPLE OF A SCHOOL PROFESSIONAL DEVELOPMENT PROGRAM

MANCU MATAK SCHOOL – KRIVOGASTANI, SCHOOL YEAR 2014/2015

COMPETENCES	THEME/TITLE/ RESPONSIBLE PERSON	ACTIVITIES AND FORMS OF PROFESSIONAL DEVELOPMENT	EXPECTED OUTCOMES	TYPE OF PROFESSIONAL DEVELOPMENT	NEEDED RESOURCES	PARTICIPANTS (FIRST AND LAST NAME)	ROLE	TIME OF IMPLEMENTATION
II.A.8. – Knows modern and diverse methods of monitoring and assessment as well as their possibilities and limitations	Introduction to methods of student monitoring and assessment	Individual: learning from professional/ expert sources; Collaborative: subject teacher expert body, consultations, joint learning, workshops	Acquired monitoring and assessment methods; integrated in planning	Internal – in the school	Manuals, reference literature, paper, printing	Tatjana Cirunoska Elena Beleska Liljana Ruvceska Liljana Stojkoska	Participant Participant Participant Participant Implementor Implementor	October
II.B.20. – Systematically monitors student progress, records findings and gives students quality feedback	Application of acquired knowledge of student assessment	Individual: learning from professional/ expert sources; Collaborative: subject teacher expert body, consultations, joint learning, lesson observation	Keeping student portfolios; Improved lessons	Individual, in the school.	Student portfolio, Lesson plans	Sotir Neskoski Roza Burneska Liljana Stojkoska	Participant / Implementor	November – May
II.B.22. – Includes students in assessment and creates a positive climate so that they can demonstrate their achievements	Application of acquired knowledge of student assessment	Individual: learning from professional/ expert sources; Collaborative: subject teacher expert body, consultations, joint learning, lesson observation	Developed instruments; Assessment planning	Individual, in the school	Assessment instruments	Tatjana Cirunoska Liljana Stojkoska	Participant / Implementor	November – May

II.B.24. – Analyses and interprets of the assessment data and uses them for planning of subsequent learning	Making notes in the old plans, revising the new ones	Individual: learning from professional/ expert sources; Collaborative: subject teacher expert body, consultations, joint learning	- Performed analysis; - reflections; - integrated in planning and implementation of teaching	Individual, in the school	Subject curricula. Lesson plans	Liljana Ruvceska Elena Beleska Roza Burneska Tatjana Cirunoska	Participant / Implementor	June- July – August
II.B.4. и II. B.33. Planning and implementation based on the reflection of one's own work and adaptation to student developmental characteristics, learning styles and strategies	Making notes in the old plans, revising the new ones	Individual: learning from professional/ expert sources	Developed plans	Individual, in the school	Subject curricula. Lesson plans	Elena Beleska Tatjana Cirunoska	Participant / Implementor	June – July- August
IV.A.3. Knows the different types of students who need additional educational support, special educational needs, learning difficulties and disadvantaged students due to social and economic constraints	Introduction to the basic concepts and methods of providing instructional support to students with special educational needs	Seminars on inclusive work	Trained teachers. Acquired knowledge to be applied in teaching the following school year	External	Funds	Snezana Spirkoska Magdalena Nikoloska Liljana Stojkoska	Participant Participant Participant	March-April
IV.B.1. Participates together with the student support service (psychologist, pedagogue, special education teacher etc.) in the process of identification of special education needs and uses different methods of differentiation and individualization of teaching	Introduction to the types of educational needs of students and teaching methods adequate for these students	External trainings, consultation with experts; subject teacher expert body, consultations with student support staff	Trained teachers. Acquired knowledge to be applied in teaching the following school year.	External	Funds	Vesna Aceska Antica Vrencoska Elena Beleska Sotir Neskoski Diana Karaviloska	Participant Participant Participant Participant	March-April

V.A.2. Knows ways of cooperation with the family and the local community	Introduction to possible ways of cooperation with families	Panel discussion; internal training	Trained teachers	Internal, in the school	Tangible assets: paper, printing	Roza Burneska Antica Vrencoska Vesna Aceska Lijana Stojkoska Ubavka Butleska	Participant Participant Participant Implementor Implementor	November-December
V.B.2. Development of effective cooperation with families and community members in reference to the work of the school	Workshops and activities in cooperation with parents and the community	Workshop with parents and students, Joint action research and/or a study case	Application of acquired knowledge, development of cooperation	Internal, in the school	Tangible assets	Dijana Karaviloska Lijana Ruvceska Magdalena Nikoloska	Participant Participant Participant	January - June
VI.B.3. и VI.B.4. Identifies educational needs and plans his/her professional development. Develops and applies reflective skills to analyze and improve his/her own practice	Acquiring skills for reflecting one's own practice. Guiding teachers through the planning process of their professional development	Individual: learning from professional/ expert sources; Collaborative: subject teacher expert body, consultations, mutual learning	Developed Individual Plan for Professional Development	Individual, in the school	Competences, guidelines, paper, printing	Vesna Aceska Lijana Ruvceska Antica Vrencoska Dragan Rikaloski Milena G. Petroska Ubavka Butleska	Participant Participant Participant Participant Participant Implementor	August - September

* External, in the school and individual

** Implementor or participant

APPENDIX 13

TEACHER CORE PROFESSIONAL COMPETENCIES GROUPED IN 5 AREAS

▲ PLANNING AND DELIVERY OF TEACHING

- ▲ I plan methods of teaching, teaching resources and activities, I set clear, achievable and challenging objectives and expected outcomes in correlation and integration with other subjects and contents. (II.A1, II.A2, II.B1, II.B2, II.B3, II.A6)²⁶
- ▲ In planning I take into account the specific features of the local environment, time and resources available, and students' needs, i.e. their individual differences. (II.B1, II.B3)
- ▲ I plan on the basis of reflection containing observations on the extent to which set objectives have been met. (II.B4, II.B24)
- ▲ I take into account previous knowledge and experience of the students and help them link those with newly acquired knowledge and with practical application. (II.B5, II.B8, II.B10, II.B12, II.B16)
- ▲ I inform students of expected outcomes, using different ways of conveying key information in an understandable and unequivocal manner, and give them clear guidance on learning methods. (II.B11, II.B12, II.A3, II.A4, II.A5, II.B7, II.B6, II.B38, III.A2)
- ▲ I stick to plans made, but manage to cope in unpredictable situations and put those situations in the context of teaching. (II.B14, II.B15)

■ MEETING STUDENT NEEDS AND STUDENT ASSESSMENT

- I adequately use assessment instruments, diagnose weaknesses in learning, record progress and give positive and constructive feedback and guidance for further learning. (II.A8, II.A9, II.A10, II.B17, II.B20, II.B24, II.B29)
- I train students for self-assessment, plan my own learning and set high standards for success (II.B22, II.B17, II.B19)
- In assessment I am guided by the set objectives and form grades on the basis of multiple measurements (II.B21, II.B23, II.B26, II.B27, II.B28)
- I know the potentials and needs of my students, teach additional classes both for low performing students and gifted students, and encourage students to participate in various extracurricular activities. (II.A10, II.A11, II.A12, II.A13, II.A14, II.B31, II.B35, II.B36, III.B6,)
- I follow and encourage student development (cognitive, social, emotional, psychomotor), keep track of changes, and on the basis of them, plan further activities and guide their professional and career development (II.A10, II.A11, II.A13 II.A14, II.B13, II.B30, II.B33, II.B34, II.B35,)
- Through individualisation and differentiation I engage all students in class and encourage different ways of solving problems and presenting content. (II.B31, II.B32, II.B33, II.B35)

²⁶ The annotations in brackets refer to the competence annotations given in the Teacher Core Professional Competencies document.







● CREATING A SAFE AND STIMULATING ENVIRONMENT AND LEARNING CLIMATE

- I adjust the classroom to students' needs and make working materials easily available to everyone (II.B9, III.A1, III.B2)
- I develop and use teaching aids and materials that stimulate students and use school premises for exhibiting their works (II.B7, III.B3, III.B4).
- I ensure democracy, respect of the rules of conduct and safe use of resources/aids, and promote the values pertaining to safety. (III.B37, III.A4, III.A5, III.B11, III.A12).
- I encourage conversations on various topics, stimulate discussion and encourage students to share their opinions, views and experiences and resolve conflicts in a fair manner. (III.A8, III.A9, III.A13, III.B1, III.B7, III.B8, III.B12).
- I encourage students to cooperate, engage them in decision making in the school and contribute to the development of a sense of belonging to the school. (III.A8, III.A9, III.A13, III.B5, III.B13, III.B14).
- I use and encourage speech and other means of communication which are adapted to the context and situation and aimed at respecting the personality of students (III.A8, III.A9, III.A10, III.A11, III.A13, III.A14, III. B9 III.B10, III.B16, III.B17, III.B18, V.A4).

◆ SOCIAL AND EDUCATIONAL INCLUSION OF STUDENTS AND PARENTS

- ◆ I work in school inclusion teams, develop individual education programs for students with disabilities, follow and assess the achievements and development of students according to individual objectives. (IV.A1, IV.B4, IV.B2, II.B6, II.B21).
- ◆ I identify specific educational needs, use inclusive learning and teaching strategies, develop teaching aids for inclusive work (IV.A3, IV.B1, IV.B3)
- ◆ I provide conditions in which every child and family has the opportunity to participate in learning activities and feels accepted (IV.A4, IV.A2, IV.B3, IV.B5, IV.B6).
- ◆ I include families in planning activities of the class and the school as well as in joint activities aimed at ensuring respect for diversities and intercultural integration or other educational activities (IV.B3, IV.B5, V.A1).
- ◆ I identify, plan and implement various types of cooperation with parents and the community. (V.A2, V.A3, V.B1, V.B2, V.B4, V.B5).
- ◆ I regularly and in different ways inform parents about the achievements, behavior and progress of their children and advise them on ways of providing support. (II.B25, V.B3,).

PROFESSIONAL DEVELOPMENT AND COOPERATION

-  I plan my own professional development on the basis of self-assessment of competences and participate in various forms of professional development in and out of the school (VI.A1, VI.A2, VI.A3, VI.A6, VI.B2, VI.B3, VI.B4, VI.B5,).
-  I improve my own practice through implementation of action research, application of knowledge and skills acquired at trainings and reflection on my own professional practice (VI. A5, VI.B2, VI.B4, VI.B6,).
-  I follow changes in the field of teaching and innovations in the educational system, participate in the dialogue of the professional milieu and use innovations in my own work. (VI.A4, VI.B1, VI.B7,).
-  I know the ethical principles of the profession and promote collegiality and cooperation (VI.A7, VI.B8, VI.B9, VI.B11,).
-  I present experiences from my own work in a variety of ways, and discuss them with colleagues. (VI.B4, VI.B8) .
-  I participate in various activities of professional associations, social networks and forums (VI.A8, VI.B10).



▲ PLANNING AND DELIVERY OF TEACHING	■ MEETING STUDENT NEEDS AND STUDENT ASSESSMENT
▲ I plan methods of teaching, teaching resources and activities, I set clear, achievable and challenging objectives and expected outcomes in correlation and integration with other subjects and contents. (II.A1, II.A2, II.B1, II.B2, II.B3, II.A6)	■ I adequately use assessment instruments, diagnose weaknesses in learning, record progress and give positive and constructive feedback and guidance for further learning. (II.A8, II.A9, II.A10, II.B17, II.B20, II.B24, II.B29)
▲ In planning I take into account the specific features of the local environment, time and resources available, and students' needs, i.e. their individual differences. (II.B1, II.B3)	■ I train students for self-assessment, plan my own learning and set high standards for success (II.B22, II.B17, II.B19)
▲ I plan on the basis of reflection containing observations on the extent to which set objectives have been met. (II.B4, II.B24)	■ In assessment I am guided by the set objectives and form grades on the basis of multiple measurements (II.B21, II.B23, II.B26, II.B27, II.B28)
▲ I take into account previous knowledge and experience of students and help them link those with newly acquired knowledge and with practical application. (II.B5, II.B8, II.B10, II.B12, II.B16)	■ I know the potentials and needs of my students, teach additional classes both for low performing students and gifted students, and encourage students to participate in various extracurricular activities. (II.A10, II.A11, II.A12, II.A13, II.A14, II.B31, II.B35, II.B36, III.B6,)
▲ I inform students of expected outcomes, using different ways of conveying key information in an understandable and unequivocal manner, and give them clear guidance on learning methods. (II.B11, II.B12, II.A3, II.A4, II.A5, II.B7, II.B6, II.B38, III.A2)	■ I follow and encourage student development (cognitive, social, emotional, psychomotor), keep track of changes, and on the basis of them, plan further activities and guide their professional and career development (II.A10, II.A11, II.A13 II.A14, II.B13, II.B30, II.B33, II.B34, II.B35,)





<p>▲</p> <p>I stick to plans made, but manage to cope in unpredictable situations and put those situations in the context of teaching. (II.B14, II.B15)</p>	<p>■</p> <p>Through individualisation and differentiation I engage all students in class and encourage different ways of solving problems and presenting content. (II.B31, II.B32, II.B33, II.B35)</p>
<p>●</p> <p>CREATING A SAFE AND STIMULATING ENVIRONMENT AND LEARNING CLIMATE</p>	<p>◆</p> <p>SOCIAL AND EDUCATIONAL INCLUSION OF STUDENTS AND PARENTS</p>
<p>●</p> <p>I adjust the classroom to students' needs and make working materials easily available to everyone (II.B9, III.A1, III.B2)</p>	<p>◆</p> <p>I work in school inclusion teams, develop individual education programs for students with disabilities, follow and assess the achievements and development of students according to individual objectives. (IV.A1, IV.B4, IV.B2, II.B6, II.B21)</p>
<p>●</p> <p>I develop and use teaching aids and materials that stimulate students and use school premises for exhibiting their works (II.B7, III.B3, III.B4)</p>	<p>◆</p> <p>I identify specific educational needs, use inclusive learning and teaching strategies, develop teaching aids for inclusive work (IV.A3, IV.B1, IV.B3)</p>
<p>●</p> <p>I ensure democracy, respect of the rules of conduct and safe use of resources/aids, and promote the values pertaining to safety. (II.B37, III.A4, III.A5, III.B11, III.A12)</p>	<p>◆</p> <p>I provide conditions in which every child and family has the opportunity to participate in learning activities and feels accepted (IV.A4, IV.A2, IV.B3, IV.B5, IV.B6)</p>
<p>●</p> <p>I encourage conversations on various topics, stimulate discussion and encourage students to share their opinions, views and experiences and resolve conflicts in a fair manner. (III.A8, III.A9, III.A13, III.B1, III.B7, III.B8, III.B12)</p>	<p>◆</p> <p>I include families in planning activities of the class and the school as well as in joint activities aimed at ensuring respect for diversities and intercultural integration or other educational activities (IV.B3, IV.B5, V.A1)</p>





<p>● I encourage students to cooperate, engage them in decision making in the school and contribute to the development of a sense of belonging to the school. (III.A8, III.A9, III.A13, III.B5, III.B13, III.B14)</p>	<p>◆</p>	<p>I identify, plan and implement various types of cooperation with parents and the community. (V.A2, V.A3, V.B1, V.B2, V.B4, V.B5).</p>
<p>● I use and encourage speech and other means of communication which are adapted to the context and situation and aimed at respecting the personality of students (III.A8, III.A9, III.A10, III.A11, III.A13, III.A14, III. B9 III.B10, III.B16, III.B17, III.B18, V.A4)</p>	<p>◆</p>	<p>I regularly and in different ways inform parents about the achievements, behavior and progress of their children and advise them on ways of providing support. (II.B25, V.B3,).</p>
<p>◆ PROFESSIONAL DEVELOPMENT AND COOPERATION</p>		
<p>◆ I plan my own professional development on the basis of self-assessment of competences and participate in various forms of professional development in and outside of the school (VI.A1, VI.A2, VI.A3, VI.A6, VI.B2, VI.B3, VI.B4, VI.B5,)</p>	<p>◆</p>	<p>I know the ethical principles of the profession and promote collegiality and cooperation (VI.A7, VI.B8, VI.B9, VI.B11)</p>
<p>◆ I improve my own practice through implementation of action research, application of knowledge and skills acquired at trainings and reflection on my own professional practice (VI. A5, VI.B2, VI.B4, VI.B6,)</p>	<p>◆</p>	<p>I present experiences from my own work in a variety of ways, and discuss them with colleagues. (VI.B4, VI.B8)</p>
<p>◆ I follow changes in the field of teaching and innovations in the educational system, participate in the dialogue of the professional mileau and use innovations in my own work. (VI.A4, VI.B1, VI.B7,)</p>	<p>◆</p>	<p>I participate in various activities of professional associations, social networks and forums (VI.A8, VI.B10)</p>



APPENDIX 14

GLOSSARY²⁷

N°	MACEDONIAN EQUIVALENT	ENGLISH EQUIVALENT	MEANING OF THE TERM
1.	Автономно учење	Autonomous learning	Learning for which the teacher becomes less and less necessary and learning which is based on one's independent setting of learning objectives, taking responsibility for one's own learning, selection of learning methods, selection of learning materials and procedures for self-evaluation of one's own learning.
2.	Акредитација (уважување, признавање, усвојување) на претходно наученото	APEL- Accreditation of Prior experienced learning	Formal recognition of previously acquired teacher experience and gradual ranking of knowledge gained through learning by doing, engagement and volunteer work which the candidate demonstrates with relevant knowledge and documents.
3.	Акредитација (на програми)	Accreditation	Certification (acknowledgment) that a particular program meets the set standards
4.	Алатки (средства) за самооценување	Self-assessment tools	Instruments (rubrics, questionnaires, checklists) that the teacher selects and/or prepares to evaluate his/her own work in relation to previously set quality standards. They may include various areas of educational work, eg students, content, assessment, teaching, learning environment, cooperation and communication, professional responsibility and development.
5.	Алтернативни стратегии за професионален развој	Alternative strategies for professional development	A process of improving and strenghtening staff capabilities by providing various opportunities for training in the workplace.
6.	Болоњски процес	Bologna process	The Bologna process is a series of ministerial meetings and agreements among European countries, which is accompanied by reforms in the countries comprised in order to ensure comparability of standards and quality of higher education qualifications as well as greater mobility of students and staff in general.
7.	Вебинар	Webinar	An educational presentation which is followed live via the Internet and during which participants can ask questions and make comments.
8.	Додадена вредност	Value-Added	A statistical model used for evaluating teacher performancre on the grounds of his/her contribution to student achievements. It is based on comparing the external testing results of students with the forecast results received on the ground of earlier testings , including also other relevant variables. If the student achieves a result higher than the forecast, it is considered that the difference is the "added value" , i.e.a result of the good teacher performance.

²⁷ The Glossary was prepared by work group with the following members: Gorica Mickovska MA, Dean Iliev PhD, Mitko Ceslarov MA, Vera Kondik-Mitkovska MA, Juliana Gligorova-Trajanoska, Anita Angelovska MA, Ana Stojanov MPhil, Besa Reci.

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9.	Докази	Evidence	Data which is considered valid and reliable and can be used to support a particular idea, conclusion or decision.
10.	Доживотно учење на наставниците	Life-long learning of teachers	All intentional learning activities undertaken throughout life which serve the purpose of teachers pursuing knowledge in a voluntary and self-motivated manner, both due to personal and professional reasons, in order to improve knowledge, skills and competences from a personal, civic, social and/or employment-related perspective.
11.	Доквалификација на наставниците	Additional qualification of teachers	Acquisition of new knowledge (on the part of teachers) in separate specialized fields with the objective of reaching higher level qualifications required to perform certain teaching tasks.
12.	Евалуација – мерење и вреднување на учењето од искуство	EPEL- Evaluation of Prior experienced learning	Evaluation/recognition of knowledge acquired through an empirical (immediate) experience, i.e. "experiential learning".
13.	Европска рамка на квалификации	European Qualifications Framework (EQF)	A tool for recognition and understanding of national qualifications across Europe with the objective of promoting mobility of workers and students among the different countries and facilitating their lifelong learning.
14.	Екстерно проверување (евалуација)	External evaluation	Evaluation which is carried out in certain intervals, as a rule, in certain educational cycles. Its main feature is that it is fully standardized and is performed following formalized procedures and according to predetermined standards of achievement. These exams and evaluations are planned and administered by specialized institutions (examination centers).
15.	Ефективност (на наставата)	Effectiveness	The extent to which a particular teaching activity has led to the fulfillment of the intended aim. The achieved results should be measurable and based on objective evidence, and should be assessed against the previously set aim.
16.	Ефективност на наставникот	Teacher Effectiveness	The extent to which the teacher is successful in fulfilling his/her tasks, responsibilities or duties.
17.	Ефективни наставни стратегии	Effective teaching strategies	Teaching strategies for which studies or practice have provided evidence of successfully contributing to student achievement.
18.	Ефикасност	Efficiency	Success in using various resources to carry out tasks and success in the overall performance of an organization. Having the best possible performance or functioning in the best possible way with the least waste of time and effort. It denotes the ratio of invested resources (time, funds) and results achieved. Efficiency is often expressed as a percentage.
19.	Задолжителен професионален развој	Compulsory professional development (CPD)	Activities designed to increase knowledge, skills and professionalism of teachers, prescribed in terms of content and/or duration, and compulsory in nature.

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20.	Заедници за подобрување на практиката	Communities of Practice	Formal or informal groups that meet regularly to work on improving professional practice by engaging in joint research, exchange of experiences and learning with and from people who have a common goal.
21.	Заеднички курикуларни компетенции	Cross-curricular competences	Complementary interdisciplinary competencies that enable teachers to implement crosscurricular objectives of the national curriculum. They enable all teachers to contribute to the fulfillment of educational objectives that are not closely related to individual subjects.
22.	Залагање (за професионален развој)	Advocacy	Active support of educational changes within the school and/or the educational community.
23.	Индивидуален план за професионален развој	Individual professional development plan	A Professional Development Plan of an individual teacher envisaging what the teacher needs to learn in a certain period of time depending on his/her needs and interests.
24.	Индикатори	Indicators	A description of the visible and measurable manifestations of a phenomenon/occurrence. They are used to develop measures (measuring instruments) enabling monitoring of the situation and changes.
25.	Индикатори на образованието	Indicators-regarding education	Measures of the performance of educational institutions, programs and practices expressed as numerical data, percentage, indices and other standard indicators used in an academic or calendar year (or in a series of years) to assess the status and development of education. The purpose of these indicators is to provide an accurate overview of the situation in the educational system and to make recommendations for improvement.
26.	Иницијално образование на наставниците	Initial teacher training - preservice teacher training	Main, basic knowledge acquired at higher educational institutions and necessary for the implementation of the educational process at an appropriate level of education. It is acquired at teachers' faculties or other faculties offering additional teacher training.
27.	Интегрална евалуација	Integral evaluation	A series of procedures aimed at identifying the specific situation in the school as a whole through standardized, objective indicators used to measure the level of quality in the various relevant fields of performance.
28.	Интерна евалуација	Internal evaluation	A series of procedures that schools use to evaluate themselves certain aspects of the school's or teachers' performance. It is used to plan and monitor the school's development and its progress in the various performance domains.
29.	Информално учење на наставникот	Informal teacher learning	A process in which the teacher gains and accumulates knowledge, skills, attitudes and observations from the daily experiences and his/her exposure to the environment, at home and at work; learning that takes place outside the formal educational system. In general, informal learning is unorganized, unsystematic, and even unintentional.

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30.	Кариерно напредување	Career advancement	Acquiring titles (official recognized degrees) throughout one's professional career which is the result of professional teacher development and a demonstrated level of knowledge, practice and professional engagement.
31.	Квалификации на наставниците	Teacher qualification	Requirements or standards of education that teachers should have in order to obtain the right to teach certain subjects/to teach in certain areas and in certain levels of education.
32.	Колективно договарање	Collective bargaining	A process for reaching an agreement between the Teachers' Union and the Ministry of Education. It regulates various issues of interest to teachers and employers, for example, salaries, other allowances, leaves and other rights and obligations of staff.
33.	Колегијално учење	Peer learning	A two-way, reciprocal learning, learning with others and from each other, when teachers learn from colleagues by sharing ideas, solutions and practices. Mostly, it is informal, but the school may also promote it as a means for professional development.
34.	Компетенции	Competences	A set of acquired knowledge and skills, i.e. a proven ability to use knowledge and skills in situations of learning or work.
35.	Компетенции на наставниците	Competencies of teachers	Specific visible knowledge and skills necessary to perform the role of a mentor.
36.	Консултантска работа	Consultancy work	Requests for assistance and provision of assistance, assistance from a teacher, a mentor or a superior.
37.	Контекст	Context	A set of circumstances or facts in which a certain event or situation, involving a particular person, takes place.
38.	Консултација (помош)	Consultation	Helping individuals or groups of individuals in the process of their personal and professional development.
39.	Континуиран професионален развој на наставниците во рамки на Schoolto	Continuous professional development of teachers within schools	Permanent educational activities for teachers at school level, including: discussion among staff and teamwork on professional development, guidance and mentoring, peer learning, participation in conferences and trainings, professional dialogue, reflection in the school practice, study of the teaching practice and action research for the purpose of raise professional capacities of all teachers.
40.	Континуирана – перманентна обука на наставниците	Continuous teacher training	Continuous teacher improvement through various workshops, seminars, tutorials, learning materials.
41.	Континуирано професионално подобрување	Continuous professional improvement	A process of continuous strengthening of professional knowledge and skills without a fixed period of completion. It is based on the commitment that professional improvement is not something that begins and ends, but a continuous process of learning, self-reflection and development.

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42.	Курикулум	Curriculum	<ol style="list-style-type: none"> 1. A national curriculum and a subject curriculum (program) for a training, course, i.e. for learning on a certain degree/level. 2. A document containing a detailed elaboration of objectives and contents as well as a didactic and methodical elaboration of lessons and control of students' achievements. 3. Prediction of student achievements. 4. Definition of competencies that students are expected to acquire.
43.	Македонска национална рамка на квалификации	Macedonian National Qualification Framework	A system of qualifications in the Republic of Macedonia which enables recognition, understanding and achievement of qualifications from national certificates, national diplomas, etc.
44.	Менторирање на развојот на наставникот	Mentoring teacher development	Guidance and supervision of a teacher's development by another more experienced teacher, and guidance or encouragement to think about his/her own practice and its improvement.
45.	Модел	Exemplary	An example of a high quality practice that serves as a model for colleagues and the wider community.
46.	Мотивацијата на наставникот за професионален развој	Teacher Motivation for Professional Development	<p>What encourages the teacher to show interest and participate in various forms of professional development. It is connected to the personal needs of professional actualization and improvement of its own performance or to external factors, such as, eg., a raise, career mobility, through which some other internal needs are indirectly met.</p> <p>Motivation of teachers is a key factor for their professional development and changes in the field of education.</p> <p>Four groups of motivational factors most often influence teachers in the planning of their professional development: salary increase, valid certificates, career mobility (movement upward in the hierarchy) and acquisition of new skills or knowledge.</p>
47.	Можности за професионален развој	Development opportunities	People, resources, funds and other conditions that are available for enhancing of professional knowledge and skills (eg. a mentor, paid training, free training days, professional support networks and others-).
48.	Набљудување на час	Classroom observation	Formal or informal monitoring of teacher and student performance during class or in other learning situations. It is usually carried out by a colleague, a school director, advisor or inspector with the objective of assessing various performance aspects and giving the teacher feedback.

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49.	Наставник	A teacher	A person who is an expert in their respective field and meets the pedagogical and psychological teaching requirements, i.e. is competent to teach and train others, and who has passed the State Teacher's Exam.
50.	Наставник-лидер	Teacher-leader	A teacher who has a leading role in activities for making changes in the school and professional development activities. This role is formally accepted at school level or beyond as part of the efforts for shared leadership and making changes initiated by teachers.
51.	Наставник-ментор	Mentor teacher	1. A teacher who is qualified and appointed to monitor and guide another novice teacher, or to monitor and guide students in practical classes. 2. A title that is acquired by the teacher and is awarded to the teacher by a school committee on the basis of the external testing results contained in the Report on Teacher Performance and the evaluation of teachers' professional files.
52.	Наставник-приправник	Novice teacher	A newly employed teacher who has not yet completed his/her internship and passed the State Exam. During this period, the novice teacher is introduced into the specifics of the job and acquires competencies for passing the State Exam
53.	Наставник-советник	Teacher - advisor	The highest degree of teacher title on the teacher advancement scale. A teacher is awarded this title by a committee established by the Minister of Education and Science which must take into account external testing results contained in the Report on Teacher Performance and the evaluation of teachers' professional files.
54.	Неформално учење	Nonformal learning	Organized learning activities aimed at improving knowledge, skills and competences for personal, social and professional purposes which often does not lead to the learner obtaining any recognized document/ certificate.
55.	Образовен систем	Educational system	A complex social structure that consists of all institutions and other types of (institutionalized and non-institutionalized) bodies, whose primary function is education and training. System components operate autonomously and complement each other. It covers laws, policies and regulations, funding, institutions with responsibilities in education, human resources, material resources.
56.	Обезбедување квалитет	Quality assurance	Different procedures for verification and accreditation designed to regulate and control the content and organization of teacher work, as well as teacher conduct, in order to provide more effective education.
57.	Обука во текот на работата	In-service teacher training	An organized learning process of educational staff in the work place designed to improve professional knowledge, skills and attitudes.

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58.	Одредници	Benchmarks	A standard or reference points used to compare progress or different quality levels.
59.	Онлајн професионален развој на наставникот	On line professional development of teacher	A series of different types of trainings that take place via electronic communication among participants and presenters, and are designed for professional development. They focus on specific content and learning needs of teachers and can have positive effects on teacher knowledge and teaching practices. Often, upon their completion participants receive formal certificates.
60.	Оценување на наставникот	Assessment of teachers	Purposeful information gathering on the quality of teacher performance which can also include data on student achievements. It is performed according to predetermined criteria for quality performance, and is aimed at obtaining feedback on teacher effectiveness to be used for the purpose of his/her professional development and/or career development.
61.	Оценување на работата	Performance Review	Formal or informal system of reviewing one's performance in the previous period with the objective of praising success, discovering one's strengths and weaknesses and agreeing on activities for further teacher development.
62.	Педагошка практика	Pedagogical practice	A part of the formal education for future teachers through which they learn how to apply theory in practice.
63.	Педагошки вештини и педагошко знаење	Pedagogical skills & Pedagogical knowledge	Substantive knowledge of the processes and practices or methods of teaching and learning that includes lesson planning, articulation and evaluation, as well as keeping pedagogical records and documentation.
64.	Повеќекратни мерења	Multiple Measures	An approach based on measuring more than one indicator of performance quality of teachers. The measures may include assessment of portfolio, student opinions, evaluation of the school director, student success and others.
65.	Портфолио на наставник	Teacher's portfolio	An organized and elaborated collection of various materials documenting achievements, professional experience, attitudes and opinions of the teacher. It contains examples of successful practices, examples of practical application of knowledge acquired during teachers' professional development, an Individual Plan for Professional Development, etc.
66.	Портфолио на ученик	Student's portfolio	A collection of selected student works documenting progress or achievement in one area or teaching subject. It is a cooperative venture of the teacher and the student, who jointly decide on the objectives, content and evaluation criteria.

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67.	Поучување засновано врз критичка рефлексија	Critical reflexive teaching	Teaching which is constantly followed by self-observation and self-assessment of one's educational work in order to improve it. The aim is not to respond to a specific problem or issue, but to improve practice generally and continuously.
68.	Презентации	Giving sessions	Time-limited oral presentations within the school or at conferences. Before the presentation, the teacher plans and conducts research, and after the presentation opens discussion and gets feedback on the delivered presentation(s).
69.	Протоколи	Protocols	A detailed, step-by-step guidelines usually given in a short document (1-2 pages) that employees use to ensure that a particular activity is going well. They are used for conducting meetings, organizing events and etc.
70.	Професионално досие на наставникот / стручниот соработник	Professional Development Portfolio	A collection of documents consisting of evidence (certificates) on the progress of the teacher/member of student support staff which is kept in the school and contains data on participation in trainings, participation in implementation of seminars, data on published professional papers/documents in the field of education, data on participation in action research and development research, projects, expert consultancy and conferences, data from self-evaluation and integral evaluation, teacher evaluation as a result of external student testing, data on visits from advisors from the Bureau for Development of Education and other acquired certificates, diplomas and awards that the teacher/member of student support staff considers to be of interest for his/her professional development.
71.	Професионално усоврашување	Professional Growth	A process of change and improvement of one's ability to successfully demonstrate competencies related to a profession over time. In teaching, professional growth is improving the knowledge that teachers must acquire in order to be successful with their students.
72.	Професионален развој	Professional Development	Continuous capacity building of teachers which enables them to carry out their professional role and results in a change of knowledge, attitudes and practices leading up to higher student achievements and enabling teacher career advancement.
73.	Професионален развој на наставниците врз основа на пропишаните стандарди	Standard based professional development of teachers	A teacher development system which is planned and implemented in accordance with pre-set knowledge and skills' requirements that teachers need to meet. It overcomes major limitations in the traditional professional development system.
74.	Професионална заедница за учење	Professional Learning Communities	A group of teachers who meet regularly to work and learn together in an atmosphere of cooperation, trust, respect and mutual understanding, in order to improve the efficiency of teaching and student achievements.

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75.	Професионална практика на наставникот	Professional practice of teachers	Exposure of the teacher at school and in the classroom, hands-on experience acquired by the teacher in a certain period of time which can be a part of initial teacher education or may be separate, but is mandatory and is aimed at producing a fully qualified teacher for the delivery of teaching.
76.	Проценка на образовните потреби на наставникот	Teacher educational needs assessment	Identifying and analysis of the educational needs of teachers on the basis of a detected weakness or a sense of uncertainty in order to determine the objectives, content and design of the professional development of teachers.
77.	Работилница	Workshop	An organized form of short-term and intensive teaching and learning characterized by: a trainer's role which is limited to short presentations and work guidance, interaction in small groups, active involvement of participants and practical application of what has been learnt during the workshop.
78.	Рамка на квалификации	Qualification framework	A clear overview of all existing qualifications, thus enabling a straightforward comparability with other qualifications frameworks.
79.	Резултати од учењето	Learning outcomes	Descriptions of what the student is expected to know, understand and/or be able to do after completing the learning process.
80.	Рефлексивна практика	Reflective practice	A process in which the teacher studies his/her own practice by analyzing, considering and questioning experiences within a broader spectrum of issues (eg. issues related to curriculum development, learning theories or technology use). As a result, the teacher can modify and improve his/her teaching practices, behavior and decision making in the classroom. This process fosters the generation of new knowledge and ideas and can be the most important source of personal and professional development and improvement of the teacher.
81.	Самоевалуација на наставникот	Teacher self-evaluation	A process through which the teacher evaluates their own work and progress in terms of set goals, which implies introspection and a critical view of oneself.
82.	Семинар	Seminar	A form of academic or non-academic teaching, which focuses on a specific topic which requires active participation from everybody present.
83.	Систем за професионален развој	Professional development system	An interrelated system of professional development components which includes objectives, context, models, effectiveness and costs.
84.	Специфични знаења на предметниот наставник	Specific subject teacher knowledge	Possessing theoretical, methodical and didactic knowledge of the subject with the objective of transferring that knowledge and bringing it in relation to life.

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85.	Средина за учење	Learning environment	Different physical conditions, context and culture in which students learn.
86.	Стандарди за компетенции на наставникот	Teacher competency standards	Descriptions of the different levels of competencies that reflect the link between the quality of teaching practice and student achievements.
87.	Студија на случај	Case Study	A method of learning that is based on a case presentation, analysis and study, followed by a role play and decisionmaking in relation to the use of that experience in professional practice.
88.	Студиска група	Study group	A group of teachers working together to solve a common problem or to achieve a common goal.
89.	Традиционален професионален развој на наставниците	Traditional professional development of teachers	Learning from teachers through short-term trainings, seminars, lectures and conferences which are primarily aimed at conveying information leading up to acquisition of professional knowledge.
90.	Туторијал	Tutorial	A knowledge transfer method that can be used as a part of the learning process. It is more specific and more interactive than a book or a lecture. The aim of the tutorial is to teach by example and give a learner enough information to be able to complete a specific task.
91.	Формално учење на наставниците	Formal teacher learning	Learning of teachers which takes place in educational institutions accredited by the Ministry of Education and Science and leads to obtaining degrees and qualifications recognized by the state.

