

# TEACHER CORE PROFESSIONAL COMPETENCES *and* STANDARDS





**TEACHER CORE  
PROFESSIONAL  
COMPETENCES  
*and* STANDARDS**

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# INTRODUCTION

Numerous studies show that learning experiences and student achievements largely depend on the knowledge, ability, skill and dedication of their teachers. The main aim of the educational work of teachers is optimal development of the students' potential. In order to achieve that aim it is necessary that teachers possess competencies for high quality educational work and have an opportunity for professional improvement and progress throughout their career.

The lack of clearly defined competencies and standards for teachers was identified as one of the weak links in the teacher professional and career development system in the Republic of Macedonia<sup>1</sup>. In order to overcome this problem, the *Law on Primary and Secondary School Teachers*<sup>2</sup> regulates teacher core professional competencies (Chapter III), professional development (Chapter IV) and career development (Chapter V) of teachers, whereas bylaws regulate these matters in greater detail.

The teacher core professional competencies and standards<sup>3</sup> for teacher - mentor and teacher-adviser given in this document were prepared by the Working Group consisting of education experts, teachers and representatives of the Bureau for Development of Education (BDE) and Vocational and Educational Training Center (VET Center). In addition, it took into consideration the Common European Principles for Teacher Competencies and Qualifications<sup>4</sup> and teacher career advancement competencies and standards in many countries as well as the principles on which education in the Republic of Macedonia relies. The initial

version was the basis for consultation with a wide range of representatives of teacher faculties, the teachers from primary and secondary schools, student support services staff (school psychologists/pedagogues/special education teachers, etc.) and school principals, as well representatives of the institutions responsible for quality provision in education. All these actors contributed for developing a good quality final version of the document.

The teacher core professional competencies and standards for teacher-mentor and teacher-adviser are expected to contribute to better quality teaching and learning in the school and in the community, including to higher student achievements by setting clear and high expectations of teachers as well as by recognising and acknowledging their professional development and engagement. More specifically, they will be used for:

- development of standards for teacher professional qualifications;
- reaching compliance between undergraduate education and the necessary teacher competencies;
- planning of the introduction into the teachers profession and provision of mentoring support;
- defining of the content and manner of taking the Teacher State Exam and obtaining a teacher's license;
- planning of professional development, both on a personal level and on the level of a school, region, state;
- development of procedures and tools for monitoring of teachers' work and provision of professional support;
- development of procedures and tools for appraisal of performance of teachers who have applied for the titles of teacher-mentor and teacher-adviser;
- development of catalogues of competencies for certain teachers (for example, a preschool educator, a grade teacher, a subject teacher, a teacher of a vocational subject, or even for teachers of other individual subjects), and
- improvement of the work of institutions responsible for monitoring, measuring and promotion of the quality of the work of teachers and schools.

1 Analysis of the Policies and Practices of Professional and Career Development of Teachers in Macedonia, USAID Professional and Career Development of Teachers, Macedonian Center for Civic Education, August 2013.

2 Law on Teachers in the Primary and Secondary Schools, Official Gazette of the Republic of Macedonia, no.10/15.

3 Under competencies we mean a set of acquired knowledge, abilities, skills and professional values, i.e. a proven ability to use knowledge and skills in learning or work-related situations. Under standards we mean a higher level of competences required for obtaining a certain degree in the career advancement system.

4 Common European Principles for Teacher Competences and Qualifications, [http://ec.europa.eu/education/policies/2010/doc/principles\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf).

## STRUCTURE OF THE TEACHER CORE PROFESSIONAL COMPETENCIES DOCUMENT AND PROFESSIONAL STANDARDS FOR TEACHER - MENTOR AND TEACHER - ADVISER DOCUMENT

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The competencies and standards are developed in a way that standards for teacher-mentor are built upon the teacher core professional competencies and standards for teacher-adviser are built upon the standards for teacher-mentor. More specifically, a teacher-mentor should possess the teacher core professional competencies and the standards for teacher-mentor, whereas a teacher-adviser should possess the core professional competencies, the standards for teacher-mentor and the standards for teacher-adviser.

In this document, competencies and standards are only technically divided into three parts:

- teacher core professional competencies,
- professional standards for teacher-mentor, and
- professional standards for teacher-adviser.

Professional competencies and standards refer to:

**PROFESSIONAL VALUES**, which every teacher is expected to possess and uphold. In this document they are separated from the other parts because they apply to all teachers.

**PROFESSIONAL KNOWLEDGE AND UNDERSTANDING, AS WELL AS ABILITIES AND SKILLS**, that the teacher is expected to have acquired throughout their teacher's education and in the first years of their work as a teacher; when it comes to teacher-mentor and teacher-adviser this also includes their further work and professional development.

These are grouped into the following areas:

- I. knowledge of the subject and the educational system;
- II. teaching and learning;
- III. creating a stimulating learning environment;
- IV. social and educational inclusion;
- V. communication and cooperation with the family and community, and
- VI. professional development and professional cooperation.

In each area, in addition to the descriptions of professional knowledge and understanding, as well as professional abilities and skills, a column entitled Examples of professional practice has been added. The examples of professional practice will contribute to a certain competence being understood in the same way and being monitored and evaluated "with the same eyes" by the teacher, the institutions in charge of monitoring its development and the institutions in charge of validation of teacher professional development. The above-mentioned examples of professional practice will contribute to the recognition of the quality of teacher achievements at school level and in the local community, but also to teachers' self assessment of their own practice. They constitute the basis for the development of procedures and tools for promotion into the title of a teacher-mentor and teacher-adviser, respectively.

## PROFESSIONAL VALUES OF TEACHERS

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Teacher professional values and beliefs of learning, teaching and the teaching profession are guiding principles that determine what professional decisions will the teacher make, i.e. how will they plan and deliver teaching, how will they behave towards students, parents, colleagues and the wider community. Professional attitudes and values are acquired and changed throughout the teacher education, professional development and practice. They are the basis for the development of competencies, particularly for the use of competencies in one's professional work.

It is expected that the teacher has adopted and acts in accordance with the following professional values:

### EVERY STUDENT CAN LEARN AND DEVELOP

The teacher believes that although students are separate individuals and differ from one another in abilities, approaches to learning, experiences, interests and motivation, they can all learn and develop. The teacher is convinced that their students' potential will develop if students are motivated to make adequate effort, which will result in a feeling of accomplishment. It will enhance their self-confidence and motivation to learn. The teacher finds that, if teaching is tailored according to the interests and needs of students and if it enables acquisition of relevant knowledge, students will learn with pleasure and dedication and will think of their own potential as something that can improve, which will, in turn, help them develop as successful individuals and community members.

### LIFELONG LEARNING

The teacher begins his/her own career with the conviction that the teaching profession is dynamic and that he/she should constantly improve so that he/she can keep up with the new know-how in the teaching area and the new approaches to working with students in order to address

the changes in the objectives and expectations of society regarding education. He/she believes that teaching is not routine and that it provides ample opportunities for professional learning and development. He/she looks at himself/herself as somebody who is responsible for their own learning and development and consider self-reflection the most adequate way for improvement. He/she understands success as a process of continuous learning and development, and sees continuous learning not only as a way of keeping up with constant changes, but also as a step towards success. He/she believes that, if one shows enthusiasm for learning in the teaching area and one's own profession, one will serve as a positive model for lifelong learning both to students and colleagues.

### PROFESSIONAL INTEGRITY AND COMMITMENT TO THE TEACHING PROFESSION

A successful teacher loves their own profession, loves working with children and young people, believes in their abilities and is glad to see their students' achievements. He/she is convinced that the teacher is not only a lecturer in the relevant subject; moreover, they should care for the overall development of students, be open for communication and assistance, and provide support to students when needed. The teacher believes that the teaching profession is not only important for students, but also for society, and they believe that positive changes in students lead to positive changes in society as a whole. They believe that no matter how good something is, it can always get better, so they see challenges in the profession as an opportunity to find inventive solutions, and see work on developmental and research projects as an opportunity to improve educational policies and practices.

They see professional and personal integrity not only as their own features, but also as a way to promote the teaching profession in society. When faced with various pressures, the teacher does not succumb, but is guided by professional principles.

## COOPERATION

The teacher finds that successful student learning and development requires establishment of a partnership relationship among the teacher, the school, the family and the wider community. In doing so, they will share the same learning objectives for students, exchange information, agree on approaches and strategies, and complement each other, and their communication will be based on mutual respect and trust. The teacher believes that relations with parents are crucial because the regular, open and two-way communication is in the interest of development and learning of their children, but also in the interest of the wider school community. He/she is convinced that the professional cooperation with colleagues and the wider community can contribute to higher student achievements, promotion of the school and raising of the educational level of the community.

## EQUALITY, INCLUSION AND SOCIAL JUSTICE

The teacher is sensitive to the diversity among students and demonstrates willingness to accept students as unique individuals different from the others, regardless of their abilities. He/she believes that students will be willing to learn and will learn if they feel accepted in class and school, and strives to create an environment in which every diversity is accepted and respected. He/she is dedicated to supporting the individual development, well being and inclusion of every student in the immediate and wider community, regardless of their abilities or origin, as well as to raising their self-respect and self-confidence.

He/she considers that the documents on human rights, children's rights and antidiscrimination, as well as the principles of social justice, should be consistently applied in everyday life, and he/she demonstrates that through the adoption of just and fair decisions.

## COMMITMENT TO THE SCHOOL

This professional value is expected to be strongly manifested in teacher-mentors. They, in addition to working in a dedicated manner with students and colleagues within their regular duties, also feel a strong feeling of belonging to the school in which they work, and believe that everyone should and can contribute to the promotion of the school. The teacher-mentor believes that by means of his/her initiative and engagements, he/she can contribute to the promotion of other people's work, he offers and is prepared to provide support and assistance to all who need it. He is convinced that the school is a place where the teachers also learn, thus representing a motivating example for students, parents and the wider community. He/she says his/her own work far beyond the basic teaching and extracurricular engagements and gladly gets engaged in various activities for promotion of the work of the entire school.

## COMMITMENT TO PROMOTION OF TEACHING AT STATE LEVEL

This professional value is expected to be manifested in teacher-adviser. The teacher-adviser has reached a point in his/her own professional development where he/she feels capable and responsible to contribute to the promotion of teaching outside the school, at regional and state level. He/she is open to innovative approaches, is informed of the contemporary educational trends, critically analyses educational practice, believes that he/she can contribute to its promotion at national level and takes initiative to achieve that.







**TEACHER *core***  
**PROFESSIONAL**  
**COMPETENCIES**



## **KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM**

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The teachers' theoretical and practical knowledge of the subject and disciplines that they teach as well as the knowledge of the values and structure of the educational system of the Republic of Macedonia are core competencies which have to be possessed by each teacher.

The teacher is expected to know well the content of the subject, understand its variable structure, find, link and complement content with other subjects. They also need to know and use the most appropriate ways of delivering instruction in the relevant subject, which would make it interesting and appealing to students.

By knowing and complying with the legal and professional normative acts, the teacher ensures implementation of the educational objectives.

## I. KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM

### Subarea: KNOWLEDGE OF THE SUBJECT

THE TEACHER...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"><li>1. Has knowledge of the subject he/she teaches and knows how it is related to other subjects.</li><li>2. Has knowledge of the key concepts of the subject he/she teaches and their interconnectedness.</li><li>3. Follows new findings in the subject he/she teaches.</li><li>4. Follows the latest technical and technological advances in the field<sup>5</sup>.</li><li>5. Understands the importance of the link between vocational education and labour market needs<sup>5</sup>.</li><li>6. Understands the link between the curriculum content and the career development of students.</li><li>7. Has knowledge of the national curriculum and subject curriculum and the relations between their components (for example, objectives, content, didactic guidelines, concepts, activities).</li><li>8. Has knowledge of the basic research methods in the subject area.</li></ol>	<ol style="list-style-type: none"><li>1. Includes new findings from the subject taught adequately in his/her teaching.</li><li>2. Is focused on the achievement of teaching objectives.</li><li>3. Unites knowledge of key concepts of the subject taught.</li><li>4. Establishes connections among the curriculum content in order to achieve the cross-curricular objectives in all educational activities.</li><li>5. Uses methods, techniques and tools to enable students to represent themselves.</li><li>6. Links teaching objectives with the latest technical and technological advances in the field and labour market needs<sup>5</sup>.</li><li>7. Triggers students' interest in the subject taught.</li><li>8. Encourages students to develop a critical attitude to the subject and helps them assess/approach it in terms of its scientific grounds.</li></ol>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Effectively organizes curriculum content in accordance with key concepts and set objectives.
- Uses and encourages students to use modern findings from the subject taught.
- Incorporates in his/her teaching the latest findings from the technical and technological advances in the field<sup>5</sup>.
- Includes in learning and teaching activities on integrating content and achieving cross-curricular objectives.
- Assists students in preparing their CV and motivation letter, as well in preparing for an interview (in an organization, for a job, etc.).
- Uses teaching and learning methods which encourage students to explore, analyze and evaluate.

<sup>5</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

## I. KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM

Subarea: KNOWLEDGE OF THE EDUCATIONAL SYSTEM

THE TEACHER...

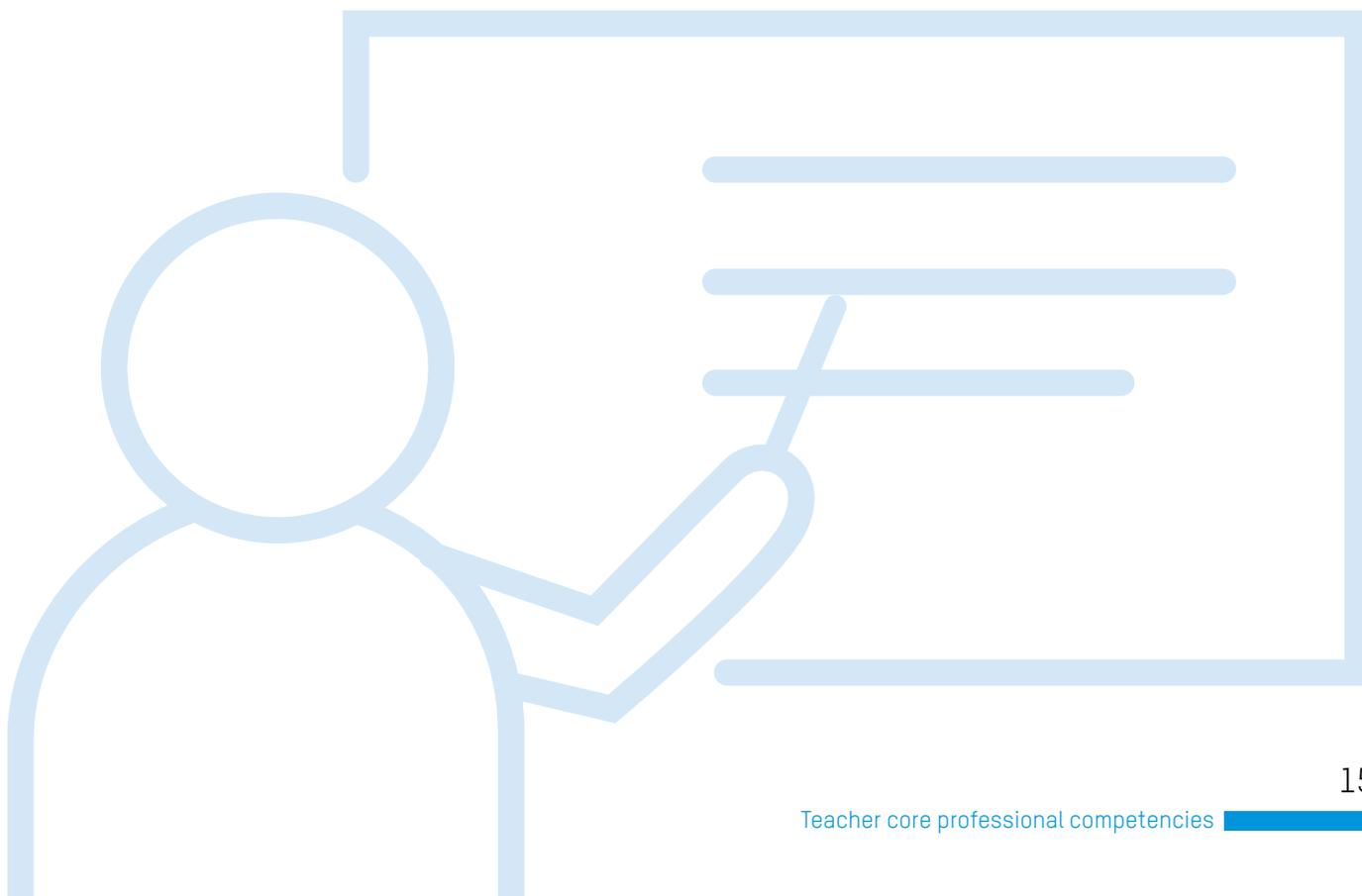


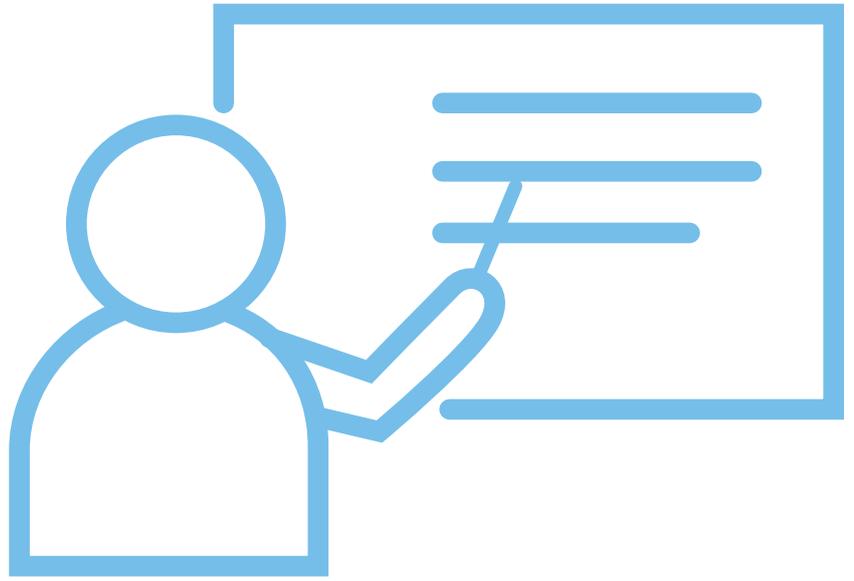
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<p>9. Has knowledge of the educational system, especially the educational subsystem in which he/she works, including the legislative framework.</p> <p>10. Has knowledge of the program documents pertaining to the educational subsystem in which he/she works.</p> <p>11. Understands modern educational trends.</p>	<p>9. Is guided by the general principles of the educational system.</p>



### EXAMPLES OF PROFESSIONAL PRACTICE

- Keeps pedagogical records and documents in line with the legislative framework.





# TEACHING AND LEARNING

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Competences for teaching and learning are the nucleus of teacher competencies. Good teachers are remembered by the way in which they teach. The teacher who knows how to make teaching interesting, actively engage students in the learning process, set high expectations for them and motivate them to live up to these expectations, explore and express their assumptions, opinions and views, i.e. the teacher who accepts and encourages different ways of problemsolving, expects students to draw conclusions and to see the practical application of knowledge, is a teacher who triggers student interest in the subject and prepares them for life.

A good teacher is always aware of the cognitive, social, emotional and psychomotor development of their students. They use this knowledge to plan and adapt instruction to student needs, protect their mental and physical health and enable their optimal development. To this end, they continuously cooperate with parents and are engaged in two-way information sharing, thus building trust and partnership.

Monitoring of students is a process that must constantly take place, followed by proper feedback, a process which should be aimed at promotion of teaching and learning. By knowing students' needs, the teacher could help each student – both those who progress at a slower pace and those who make greater progress in the learning process. By encouraging students' democratic participation in the life of the school, the teacher will enable them to acquire values and attitudes, and not only knowledge.

## II. TEACHING AND LEARNING

### Subarea: TEACHING PLANNING AND PREPARATION

THE TEACHER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"><li>1. Knows the components for successful planning of teaching.</li><li>2. Knows the different types of planning of teaching.</li></ol>	<ol style="list-style-type: none"><li>3. Plans teaching and learning according to adopted curricula and standards and according to student needs.</li><li>4. Plans teaching which takes place at an employers' facility<sup>6</sup>.</li><li>5. Selects and prepares activities, teaching aids, working materials and student monitoring tools in accordance with planned objectives.</li><li>6. Plans on the basis of reflection from his/her own work and student feedback.</li></ol>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Prepares planning at different levels (annual planning, content-based, daily, etc.).
- Plans clear and attainable objectives that are challenging for students.
- Plans expected activity outcomes.
- Plans teaching forms, methods and strategies.
- Plans teaching aids and working materials necessary for the delivery of the curriculum content, including ICT.
- Creates a database of employers to cooperate with<sup>6</sup>.
- Sets objectives from the curriculum that can be implemented at an employers' facility<sup>6</sup>.
- Reaches compliance between teaching objectives and activities and employers' needs<sup>6</sup>.
- Plans correlation and integration of subjects and content with other teachers.
- In planning, takes into account the available time and resources.
- In planning, takes into account the specific features of the local environment.
- Plans methods, procedures and tools for determining the student background knowledge and monitors their achievements.
- Plans teacher and student activities.
- Is engaged in reflection resulting in observations on the extent to which objectives have been met, difficulties encountered and guidelines for improvement in future planning.

<sup>6</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

## II. TEACHING AND LEARNING

### Subarea: DELIVERY OF TEACHING

THE TEACHER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> <li>3. Knows modern strategies to deliver instruction.</li> <li>4. Knows methodical approaches specific for his/her subject.</li> <li>5. Knows the educational technology specific for his/her subject.</li> <li>6. Has major methodical knowledge of crosscurricular content.</li> </ol>	<ol style="list-style-type: none"> <li>5. Has the student in the focus of the teaching and learning process.</li> <li>6. Uses modern approaches and methods in line with the teaching objectives, student needs and abilities.</li> <li>7. Applies modern teaching aids and devices.</li> <li>8. Encourages students to be proactive with well designed questions that trigger higher-order thinking processes.</li> <li>9. Creates and maintains an open and stimulating environment that encourages research, learning and independence.</li> <li>10. Develops in students skills for higher-order thinking and problem solving.</li> <li>11. Systematically introduces students to the relevant scientific discipline.</li> <li>12. Connects curriculum content with other subjects and contents as well as with their practical application in everyday life and makes the content relevant for students.</li> <li>13. Follows trends in a variety of professions and adequately applies the data in the process of delivering career -based education.</li> <li>14. Makes teaching interesting and encourages interest among students to learn.</li> <li>15. Adapts teaching and learning to the situation and the context.</li> <li>16. Adapts teaching and learning to the production process or service of the employer who has enabled student practical training to take place at their facilities<sup>7</sup>.</li> <li>17. Builds among students high personal standards of success, positive attitude to learning also outside of class and develops lifelong learning skills.</li> <li>18. Plans and implements additional activities that strengthen and expand knowledge acquired (homework, visits, excursions, cooperation projects, etc.).</li> </ol>

<sup>7</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.



## EXAMPLES OF PROFESSIONAL PRACTICE

- Introduces students to expected outcomes.
- Determines student background knowledge and experiences.
- Provides clear guidance to all students<sup>8</sup> and encourages them to transfer knowledge.
- Prepares students for implementing and recording practical training outcomes at employers' facilities<sup>9</sup>.
- Has prepared working materials and teaching aids as planned and applies those.
- Presents key information in a clear, understandable and unambiguous manner.
- Includes all students in the implementation of the activities.
- Applies modern and diverse approaches, forms and methods.
- Addresses new and unpredictable situations and puts them in the context of teaching.
- Implements part of the curriculum content through research and project activities.
- Applies ICT in teaching.
- Accepts and encourages different ways of problem solving problems and content presentation.
- Helps students to synthesize knowledge, relate background knowledge to new knowledge and see their practical application.
- Gets involved in planning and implementation of integrated cross-curricular activities.
- Encourages and guides students to research work.
- Encourages and guides students to monitoring, analysis and application of information about various professions and ways of pursuing further education.

8 Under all students we intend students with different abilities, as well as students of different social and economic standing.

9 These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

## II. TEACHING AND LEARNING

### Subarea: STUDENT ASSESSMENT

THE TEACHER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ul style="list-style-type: none"><li>7. Knows that the primary purpose of assessment is improvement of student achievements.</li><li>8. Knows modern and different methods of monitoring and assessment as well as their possibilities and limitations.</li><li>9. Knows adopted achievement standards for formative and summative assessment.</li></ul>	<ul style="list-style-type: none"><li>19. Has high expectations for student development and achievement.</li><li>20. Systematically monitors student progress, records findings and gives students quality<sup>10</sup> feedback.</li><li>21. Selects and applies assessment strategies in line with the objectives.</li><li>22. Includes students in assessment and creates a positive climate so that they can demonstrate their achievements.</li><li>23. Gives valid and objective summative grades, presents and elaborates them.</li><li>24. Analyses and interprets assessment data and uses them for planning of student further learning.</li><li>25. Informs parents<sup>11</sup> of their child's progress regularly and thoroughly.</li><li>26. Measures student achievement of set educational objectives through formative and summative assessment.</li><li>27. Makes diagnostic and formative assessment timely and properly.</li><li>28. Respects assessment standards established at state level.</li><li>29. Analyses and takes into account students' monitoring and assessment results given by the technical and other staff during the practical training at the employer's facilities<sup>12</sup>.</li></ul>

<sup>10</sup> Regular, clear and timely.

<sup>11</sup> Under parent we also intend a legal representative, a guardian.

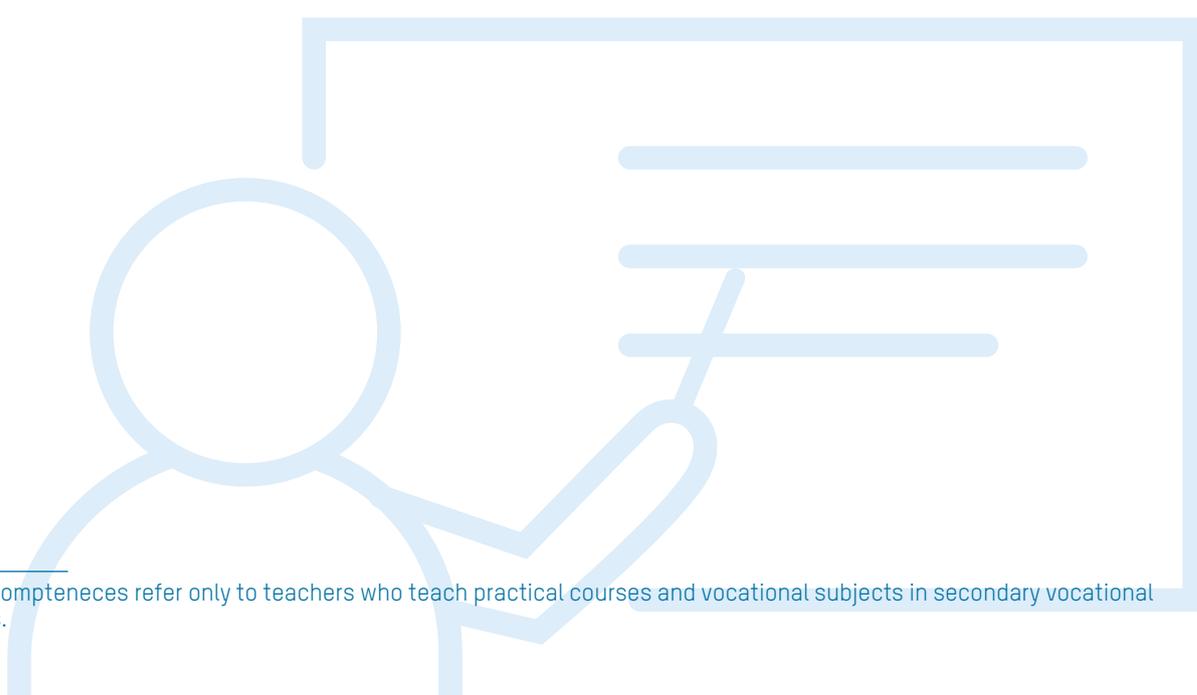
<sup>12</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.



## EXAMPLES OF PROFESSIONAL PRACTICE

- Selects, prepares and makes an appropriate use of different assessment instruments (for example, assignments, tests, check-lists, analytical lists, anecdotal notes).
- Has a well-organized collection of evidence on the progress of each student that is used to inform students and parents about student progress and planning of teaching and learning.
- Diagnoses background knowledge as well as strengths and weaknesses in students' learning and provides adequate guidance for further learning.
- Provides positive and constructive feedback that encourages students to work and makes them feel that they can make progress.
- Talks to students about their progress, trains them for self-assessment and planning of their own learning.
- In summative and formative assessment starts from the teaching objectives and forms grades on the basis of multiple measurements with appropriate methods and tools.
- Complies with assessment standards at state level and regularly records student achievements.
- Elaborates grades and prepares clear and informative reports on student achievements which are then submitted to parents.
- Prepares reports on achievements at class level/per subject and uses obtained findings to improve teaching and learning.
- In the given grade he/she includes student monitoring and assessment outcomes, recorded by the technical and other staff participating in performing practical training at employers' facilities<sup>13</sup>.

<sup>13</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.



## II. TEACHING AND LEARNING

### Subarea: KNOWING STUDENTS AND MEETING THEIR NEEDS

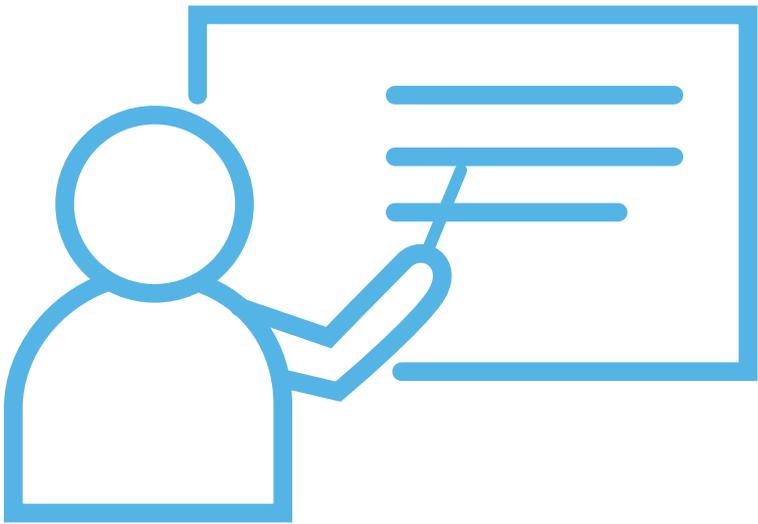
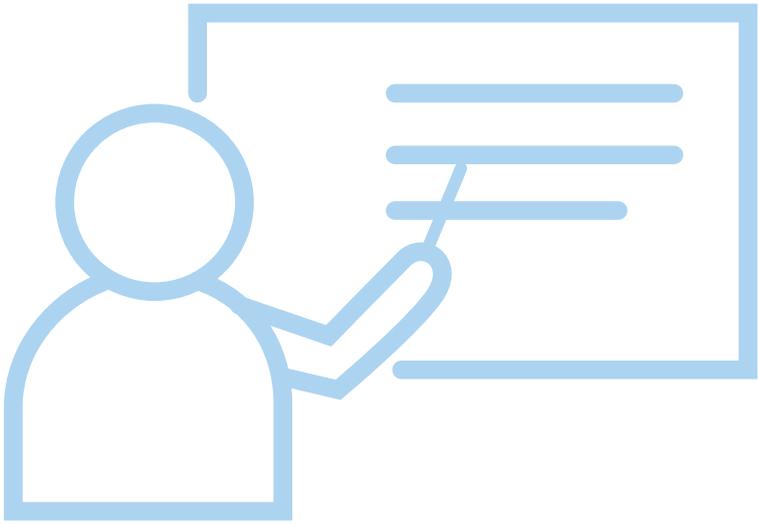
THE TEACHER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"><li>10. Knows student developmental characteristics.</li><li>11. Knows individual differences, interests and previous experiences of students.</li><li>12. Knows current living trends and youth needs.</li><li>13. Understands the need for career counseling for young people.</li><li>14. Keeps up with new scientific findings about student learning and development.</li></ol>	<ol style="list-style-type: none"><li>30. Knows students and the conditions in which they live and treats available data as confidential.</li><li>31. Identifies strengths and weaknesses of each student and develops his/her potential.</li><li>32. Predicts possible student reactions and responds adequately.</li><li>33. Adapts work methods to the developmental characteristics and learning styles and strategies of students.</li><li>34. Takes care of the overall development of the student, including his/her career development.</li><li>35. Guides students through the learning process, contributing to their positive behavior.</li><li>36. Motivates students to use their free time actively.</li><li>37. Listens for and respects student views, opinions and interests.</li><li>38. Helps students become aware of their own learning process and enables them to learn and conduct research independently.</li></ol>



### EXAMPLES OF PROFESSIONAL PRACTICE

- Follows the cognitive, social, emotional and psychomotor development of their students.
- Keeps data on each student and records all changes.
- Keeps student data in a safe place and shares related information only with parents or student support services (psychologist/pedagogue/special education teacher, etc).
- Adopts an individual and differentiated approach (individualisation and differentiation) to teaching based on knowledge of student needs.
- Organizes and implements additional classes for low performing students and gifted students accordingly.
- Encourages, prepares and organizes students to participate in various activities (competitions, contests, exhibitions, manifestations, project activities, etc).
- Uses educational activities that foster student cognitive, affective and psychomotor development.
- Allows democratic participation of students in school life.



## ||| . CREATING A STIMULATING LEARNING ENVIRONMENT

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The environment in which the child spends his/her time and learns has a strong influence on his/her overall development. It is up to the teacher to ensure that the environment in which students spend their time is safe. Therefore, teachers need to know the possible threats to the physical and psychological safety of their students, the ways in which one should react in order to ensure a safe environment, as well as the rules that they have to establish together with the students in order to enable safe use of teaching aids and materials, including ICT. In this way, they protect students and foster their independence by teaching them how to protect themselves, how to handle responsibly teaching materials, how to establish rules of conduct and how to comply with them. In a stimulating learning environment, the teacher knows the potential of the different learning aids, makes them available, uses them to stimulate students to explore and learn, while creating an atmosphere in which there is communication based on respect, cooperation and team work, nonviolent conflict resolution, respect for diversities, views and opinions of all and encouragement of positive and responsible behavior.

### III. CREATING A STIMULATING LEARNING ENVIRONMENT

#### Subarea: CREATING A SAFE AND STIMULATING LEARNING ENVIRONMENT

THE TEACHER...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> <li>1. Understands the ways in which the environment encourages and enables learning.</li> <li>2. Knows potentials and possibilities of different learning aids, including ICT.</li> <li>3. Is familiar with employers' activity, organization, technology and equipment<sup>14</sup>.</li> <li>4. Knows the measures for safety and protection at the work place<sup>14</sup>.</li> <li>5. Knows about possible threats to the physical and psychological safety of students.</li> <li>6. Knows different ways of addressing crisis situations in the school.</li> <li>7. Knows mechanisms for dealing with cases of violence and discrimination on any basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Creates a stimulating learning environment (for example, encourages a different opinion, has a positive attitude towards mistakes. etc.).</li> <li>2. Organizes the learning space according to the type of activities and interests of students.</li> <li>3. Provides for the use of various sources, materials and aids in the learning process, including the safe use of ICT.</li> <li>4. Identifies adequate machines, devices and tools for practical training of students and ensures their proper and safe use<sup>14</sup>.</li> <li>5. Provides students with assistance in adapting to the school environment, according to their age.</li> <li>6. Together with students, participates in various curricular and extracurricular activities.</li> <li>7. Uses appropriate strategies for crisis intervention in the school.</li> <li>8. Uses appropriate ways of dealing with violence and discrimination.</li> </ol>



#### EXAMPLES OF PROFESSIONAL PRACTICE

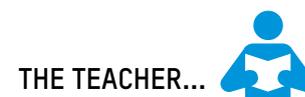


- Organizes space according to the bylaw on use of space and equipment.
- Prepares materials and uses various learning resources that stimulate students to conduct research and learn.
- Adjusts the space in the classroom to suit individual needs and the needs of the whole group.
- Establishes rules for safe use of materials and aids, including ICT.
- Makes resources and working materials easily accessible to all students, especially children with disabilities.
- Prepares students for safe behavior at the workplace where they are trained according to the standards of safety and health at the workplace<sup>14</sup>.
- Allocates students to adequate work positions for the purpose of the practical training<sup>14</sup>.
- Exhibits student works around the school.
- Ensures that rules of conduct are established and respected in the classroom and the school.
- Ensures that students respect employers' rules of communication<sup>14</sup>.
- Promotes values referring to personal safety and the safety of others.

<sup>14</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

### III. CREATING A STIMULATING LEARNING ENVIRONMENT

#### Subarea: CREATING A POSITIVE SCHOOL CLIMATE



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> <li>8. Knows the characteristics and ways of creating a positive learning climate.</li> <li>9. Knows classroom management strategies.</li> <li>10. Understands that communication is a powerful learning tool.</li> <li>11. Possesses knowledge of communication techniques and styles.</li> <li>12. Knows the employers' rules of communication <sup>15</sup>.</li> <li>13. Understands that the classroom climate depends mostly on the teacher.</li> <li>14. He/she is an example of ethics and honesty.</li> </ol>	<ol style="list-style-type: none"> <li>9. Creates a positive working climate in the classroom according to the needs of all students.</li> <li>10. Respects each individual student as a person, encourages and develops their self-confidence and self-esteem.</li> <li>11. Together with students, establishes rules of conduct in the classroom and serves as a model in this respect.</li> <li>12. Uses conflict resolution skills and develops those in students.</li> <li>13. Creates conditions that encourage a sense of belonging, mutual respect and contribution to the school community.</li> <li>14. Encourages and supports teamwork among students.</li> <li>15. Uses proper technique or style of communication depending on the students and the situation.</li> <li>16. Uses communication strategies for respecting cultural and gender differences that may affect the climate in the classroom.</li> <li>17. His/her communication with students is based on respect and attention, promoting positive values, attitudes and behaviors that he/she expects of students.</li> <li>18. Uses modern means of communication (e-mail, social networks, blogs, etc.).</li> </ol>



#### EXAMPLES OF PROFESSIONAL PRACTICE



- Addresses students by name and with respect.
- Shows empathy and supports students' values.
- Encourages students to participate in activities, share their experiences, expectations and emotions, and believe they can always achieve more.
- Establishes rules of conduct in the classroom and insist on respect of those rules.
- Identifies conflict situations (open and hidden).
- Helps students to resolve conflicts in a fair manner.
- Organizes students in joint activities, triggering peer cooperation.
- Uses the advice of student support services (psychologist/pedagogue/sociologist, special education teacher) whenever a student need help.
- In communication, adjusts language depending on the context, situation and personality of the student.
- Asks questions, encourages students to ask questions and stimulates discussion.
- Encourages communication aimed at understanding of cultural and gender differences.
- Plans and applies different media and communication tools, including audio-visual aids and computers.
- Encourages (and presents) in front of students appropriate models of speaking, writing and expressing oneself in various media.

<sup>15</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.



## IV. SOCIAL AND EDUCATIONAL INCLUSION

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The need for each teacher to possess competencies for social and educational inclusion arises from the commitment of society to ensure equal opportunities for all students. They refer to the abilities, skills and attitudes of teachers to work in an environment which is made up of diversities. The emphasis here is on the need for teacher knowledge of didactic and methodical solutions and practices, legislation and conventions, as well as learning and developmental potentials and limitations of individuals and groups. The ability and skills of teachers to identify specific needs, interests, opportunities and abilities of students, plan involvement and work with all students taking into account the different needs and opportunities, apply adequate strategies for inclusion of students with special educational needs, and promote mutual respect and democratic values in society, are of particular importance.

## IV. SOCIAL AND EDUCATIONAL INCLUSION

### Subarea: SOCIAL AND EDUCATIONAL INCLUSION



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> <li>1. Knows the different concepts and models of inclusive education.</li> <li>2. Understands the social and cultural factors, how they affect education and how education contributes to social cohesion.</li> <li>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.</li> <li>4. Knows the conventions on children's rights and anti-discrimination.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates, together with the student support service (psychologist/pedagogue/special education teacher, etc.) in the process of identification of specific educational needs and uses different methods for differentiation and individualisation of teaching.</li> <li>2. Participates in teams for preparation of individual learning plans.</li> <li>3. Uses strategies that promote respect for diversity and democratic values.</li> <li>4. Works in the school inclusive teams.</li> <li>5. Gives equal opportunities to every child and family to participate in curricular and extracurricular activities, regardless of their physical and mental abilities, gender, ethnic origin, culture, native language, religion, family structure, social and economic standing.</li> <li>6. Prepares students to accept children from vulnerable groups and children with special educational needs.</li> </ol>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Develops individual education plans.
- Plans teaching for the entire class respecting individual differences among students.
- Uses inclusive learning and teaching strategies in his/her work.
- Monitors and evaluates the achievements and development of students according to individual objectives.
- Is involved in the inclusive school activities.
- Develops a work plan and cooperates with the families of children who need additional learning support<sup>16</sup>.
- Together with students prepares teaching aids for inclusive work.
- Adapts the classroom to the individual needs of students.
- Includes families and students in joint activities respecting diversity and intercultural integration.
- Participates in professional orientation of students with special educational needs.
- Continuously cooperates with student support services (psychologist/pedagogue/special education teacher, etc.) to overcome causes of exclusion.
- Teaches additional classes for low performing students and gifted students.
- Works individually with students who need support.

<sup>16</sup> Under students who need additional educational support we mean students whose differences arise from differences in the mental or physical abilities, ethnic background, culture, mother tongue, religion, social or economic standing.

## **V. COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY**

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Communication skills are exceptionally important for effective teaching. The teacher should have appropriate verbal and non-verbal communication skills, including articulation, expressive language, tone of speech, proper posture and gesture.

Clarity of presentation, feedback, guidance on learning and the use of adequate communication media contribute to the creation of an effective and efficient learning climate. An especially important communication skill of the teacher is to be able to show empathy in communication, which gives him/her the opportunity to build a climate of trust and cooperation with students and their families. Parents need to be provided with clear, timely and useful information which they will focus on learning support of their children and to be motivated to get involved in school activities. The teacher also needs to know and use different means of formal communication with the professional and social community.

## V. COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY

Subarea: COOPERATION WITH FAMILIES AND THE LOCAL COMMUNITY

THE TEACHER...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> <li>1. Understands the significance of family and the local community for the life and work of the school.</li> <li>2. Knows ways of cooperation with the family and the local community and opportunities for their participation in the life of the school.</li> <li>3. Knows the working environment in the field for which students are educated<sup>15</sup>.</li> <li>4. Possesses communication knowledge and skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Promotes trust and understanding for building partnerships with the local community and families.</li> <li>2. Develops effective cooperation with families and community members in reference to the work of the school.</li> <li>3. Communicates with families appropriately with respect and attention.</li> <li>4. Communicates with the local community, social partners and other relevant institutions in the country and abroad<sup>17</sup>.</li> <li>5. Cooperates with employers in reference to implementation of practical student training<sup>17</sup>.</li> </ol>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Includes families in planning class and school activities.
- Includes families and representatives of the local community in the teaching process.
- Prepares an individual calendar of meetings with parents (plans parent teacher conferences, individual meetings, reception days).
- Identifies possible resources for cooperation with the community.
- Collaborates with institutions and individuals from the local community.
- Establishes connections between the school and employers with the objective of organizing and implementing different types of training<sup>17</sup>.
- Prepares and proposes agreements on implementation of practical training at employers' facilities<sup>17</sup>.
- Participates in joint projects with employers<sup>17</sup>.
- Encourages and participates in trainings for parents.

<sup>17</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

## **VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION**

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The competent teacher constantly follows new trends in the teaching profession, is able to analyze his/her own work and detect weaknesses, and on the basis of the abovementioned, plans his/her professional development accordingly. They know and use various forms of professional trainings, and undertake initiatives to engage in them. They are also open to cooperation with colleagues in the school and outside of it, learn from colleagues and share their knowledge with them. The teacher who cares about the profession knows and respects the code of the profession and contributes to the improvement of their working environment and the reputation of the teaching profession in society.

## VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

### Subarea: PROFESSIONAL DEVELOPMENT

THE TEACHER...



A. PROFESSIONAL ABILITIES AND SKILLS	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> <li>1. Understands the complexity of the teaching profession as well as the responsibility it implies.</li> <li>2. Knows teacher competencies.</li> <li>3. Knows effective models and opportunities for professional development and advancement in the teaching profession.</li> <li>4. Is informed of professional events in education.</li> <li>5. Complements and upgrades knowledge and skills with continuous education.</li> <li>6. Knows how to develop an individual plan for professional development as well as his/her own philosophy about the profession.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continually promotes his/her own pedagogical practice on the basis of monitoring of changes and novelties in the educational system, reflection and self-evaluation.</li> <li>2. Promotes his/her work using knowledge acquired through professional training (formal, non-formal and informal).</li> <li>3. Identifies educational needs and plans his/her professional development.</li> <li>4. Develops and applies reflective skills to analyze and improve his/her own practice.</li> <li>5. Promotes professional knowledge and skills through direct training at employers' facilities<sup>18</sup>.</li> <li>6. Encourages and implements joint research and learning to improve teaching practices.</li> <li>7. Consults reference literature from the particular subject and other pedagogy and psychology- related literature.</li> </ol>



### EXAMPLES OF PROFESSIONAL PRACTICE

- Implements changes and novelties in the educational system.
- Takes part in professional dialogues and continuously goes through personal and professional development.
- Reflects, estimates, requires feedback (from peer colleagues, parents, students) and takes notes of his/her pedagogical work.
- Plans, keeps records and possesses evidence of his/her professional development.
- Participates in various forms of professional advancement in and out of the school.
- Conducts action research on professional practice improvements.
- Has his/her own professional development plan and implements it.
- Applies knowledge and skills acquired at attended trainings.
- Assesses training outcomes<sup>18</sup>.

<sup>18</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

## VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Subarea: PROFESSIONAL COOPERATION

THE TEACHER...



A. PROFESSIONAL ABILITIES AND SKILLS	B. PROFESSIONAL ABILITIES AND SKILLS
<p>7. Knows the communication code with colleagues and understands the importance of cooperating with them.</p> <p>8. Is informed of the professional teacher associations.</p>	<p>8. Actively promotes collegial relationships and cooperates with colleagues.</p> <p>9. Respects professional ethics, complies with duties and treats colleagues responsibly.</p> <p>10. Is a member of professional teacher associations.</p> <p>11. Cooperates with the student support services (psychologist/pedagogue/special education teacher) and with people in and out of the school.</p>



### EXAMPLES OF PROFESSIONAL PRACTICE

- Proposes topics for school trainings and participates in them.
- Participates in the work of subject teacher professional bodies.
- Performs tasks in a timely and high quality manner.
- Participates in different activities of professional associations, social networks and forums in order to improve his/her performance.
- Shares teaching materials with colleagues.
- Shares experiences and uses guidance on improvement of his/her performance.
- Transfers experiences from participation of teachers from his/her school and/or other secondary schools in trainings conducted at employers' facilities<sup>19</sup>.
- Uses electronic communication for professional cooperation.
- Teaches and attends open classes.

<sup>19</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.





**PROFESSIONAL  
STANDARDS**  
*for* **TEACHER-MENTOR**



# BACKGROUND FOR DEVELOPING PROFESSIONAL STANDARDS FOR TEACHER-MENTOR

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In developing the Professional Standards for Teacher-Mentor document, the following commitments have been taken into consideration:

**An advancement in meeting the standards given in the Core Professional Teacher Competences** - The teacher-mentor is characterized by the fact that they have, throughout their teaching work for many years, enriched and perfected their core teacher professional competences. The teaching practice of the teacher -mentor can be recognized by the high quality and through the use of many indicators, which is a step forward in the achieved professional competences. Therefore, the described competencies for teacher-mentor constitute an advancement of the achieved professional competences and should be seen as cumulative and complementary to them.

**Commitment to lifelong learning and development of the teaching profession** - The teacher-mentor needs to show that they are committed to their own professional advancement and that they contribute to the professional development of colleagues in the school. They are reflective practitioners who conduct research in their own practice and undergo continuous professional development in reference to their educational work in the classroom, but also demonstrate a wider interest for novelties in the profession and education in general.

**Emphasis on competencies for professional work to improve teaching at school level** - The standards for teacher-mentor, in addition to the advancement of professional competencies for provision of education of exceptionally high quality in the classroom, place emphasis also on teacher competencies for promotion of the education in the school as a whole. The teacher-mentor possesses knowledge, understanding, abilities and skills for increasing the effectiveness of the work of the school as a whole, and is dedicated to the achievement of the school's objectives. They encourage learning and progress of colleagues, initiate discussions and activities for effective teaching and improvement of student performance.

**Respect of the educational context in the Republic of Macedonia** - The standards for teacher-mentor promote the idea that distinguished teachers in schools should be exponents of innovations and exchange of knowledge and experience with less experienced colleagues, and get involved in the creation of a vision for school development and planning of its implementation<sup>20</sup>. We also took into consideration the notion that in the schools there are committed teachers who are competent and are leaders in introducing innovations at school level, who, furthermore, share their knowledge and experiences with less experienced colleagues, work as school trainers on various professional issues and are included in the creation of a vision for the school and planing of its realization.

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<sup>20</sup> Almost 2/3 of the schools believe that teachers who have titles should have additional engagements in schools. Report on the Survey of Opinions of Schools on Professional Development and Advancement into Titles of Educational Staff, MCEC 2013, Report on the Discussions in Focus Groups for Professional Development and Advancement into Titles of the Educational staff, MCEC 2013.

## **KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM**

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The teacher-mentor theoretical and practical knowledge of the subject and disciplines that they teach as well as the knowledge of the values and structure of the educational system of the Republic of Macedonia should go beyond the knowledge and competencies of the other teachers.

The teacher-mentor is expected to possess in-depth knowledge and understanding of the content of the subject, to be able to critically assess the documents referring to the subject and related areas, to share and discuss that knowledge with colleagues, and together with them, to promote teaching of the particular subject in the whole school, as well as to initiate interest in issues from the area of teaching that particular subject in the wider professional community. The teacher-mentor needs to know and use teaching methods for the particular subject that render teaching interesting and attractive to students, motivating them to study in depth. This teacher is expected to be able to teach subject content that goes beyond the regular subject curricula.

The teacher-mentor needs to know the wider educational context, as well as the current changes in the field of education, and to be able to use that knowledge for modernization of the school work.

## I. KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM

### Subarea: KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM



#### COMPETENCE

1. Has profound knowledge and understanding of the subject area.
2. Critically evaluates subject-related documents.
3. Offers and shares knowledge with colleagues on issues of his/her subject area.
4. Develops and implements educational policies at the school.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Is a mentor to students participating in state and/or international competitions.
- Is a mentor to students participating in innovative projects.
- Teaches at schools for gifted students, summer/winter schools, etc. enabling students to deepen their knowledge of the particular subject.
- Submits reasoned initiatives to improve teaching of the particular subject in the school.
- Manages teams /working groups for analysis of subject curricula.
- *Manages expert teams which work on defining the open part of the curricula content for the offered educational profiles<sup>21</sup>.*
- Publishes articles in professional /scientific journals related to the specific scientific area and teaching in that area.
- *Prepares curricula for vocational training of adults, according to the identified labour market needs<sup>21</sup>.*
- Prepares additional materials for the colleagues teaching in that particular area.
- Is a trainer at school seminars /workshops on topics related to educational reforms.
- Is a member of teams /working groups for development of procedures, ruels of procedures and programs at school level.

<sup>21</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

# TEACHING AND LEARNING

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Competences for teaching and learning are the nucleus of teacher competencies. Good teachers are remembered by the way in which they teach. The teacher-mentor is, in this regard, the “best of the best.” Their way of teaching is recognized both by teachers and students as an inventive approach teaching which is interesting for the students and a reason the majority of them are fond of that particular subject. They trigger in students an interest to expand their knowledge of the subject area, support their involvement in extracurricular activities, assist and enable them to achieve high results not only within the school but also in the wider context – in contests, competitions, public appearances, etc.

The teacher-mentor is one of the leaders in the introduction of innovative approaches to teaching. In addition, they use expert and scientific knowledge and their own experience. They strive to improve teaching on the basis of data on its strengths and weaknesses. For this purpose, they use data from various types of external assessments, research on the effectiveness of certain approaches to teaching which they alone or together with colleagues implement in the school, as well as reflection on their own teaching. They share their knowledge with colleagues and suggest ways of promoting education at school level.

The teacher-mentor is sensitive to the various needs of students, regardless whether they are of cognitive or social and emotional nature, and is able to identify them timely and address them properly. They show concern for students not only in class, but also during their entire stay in the school, and often outside of it. For this purpose, they have established a partnership with parents, colleagues who teach other subjects and other persons and institutions currently relevant for students’ life. They themselves are an example of democratic communication and support student democratic participation in the life of the school and the wider social community, which contributes to building a value system among students.

## II. TEACHING AND LEARNING

### Subarea: TEACHING PLANNING AND PREPARATION

THE TEACHER - MENTOR...



#### COMPETENCE

1. Analyses the teaching planning for the particular subject at school level and suggests improvements.
2. Creates development policies of the school.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Develops models and provides suggestions for improvement of the quality of planning.
- Is a member of the team for the development of a Developmental Program.
- Plans volunteer activities with competent individuals to enhance learning.
- *Manages a professional team that implements joint projects between the school and employers<sup>22</sup>.*
- Manages a self-evaluation team (conducting self-evaluation by subject area) in the school.

## II. TEACHING AND LEARNING

### Subarea: DELIVERY OF TEACHING

THE TEACHER - MENTOR...



#### COMPETENCE

3. Uses new effective methods and approaches to teaching and extracurricular activities.
4. Creates and implements innovative projects at school level.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Implements model classes and/or shares recorded examples of his/her own good practice that demonstrate new and effective teaching methods.
- Present action research findings to improve teaching in the school.
- Manages a professional team that implements an innovative project at the school.
- Possesses certificates for application of acquired knowledge/skills in teaching projects.
- Is a member of teams for certification of the application of innovative approaches to teaching.

<sup>22</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

## II. TEACHING AND LEARNING

### Subarea: STUDENT ASSESSMENT

THE TEACHER - MENTOR...



#### COMPETENCE

5. Uses results and/or external assessment content (national and international) to improve teaching.
6. Develops criteria and assessment instruments at school level.
7. Motivates and prepares students to achieve high results.



#### EXAMPLES OF PROFESSIONAL PRACTICE



- Conducts comparative analyses of items (content, abilities which are measured) from external national and/or international assessments, teaching methods and assessment used in the school.
- Is a member of the team for development of criteria and assessment tools by subject at the school.
- Is a member of the team for external verification of achievements for those curricula which are assessed through student files.
- *Develops instruments for assessment of students who are mentored at the employers' facilities<sup>23</sup>.*
- Mentors students who have won one of the first three places in regional, national and/or international competitions.
- Achieves high results in working with students, which has been confirmed by objective internal and external testing, compared to student achievements in similar/related schools.

## II. TEACHING AND LEARNING

### Subarea: KNOWING STUDENTS AND MEETING THEIR NEEDS

THE TEACHER - MENTOR...



#### COMPETENCE

8. Uses a differentiated approach to teaching and shares experiences with colleagues.

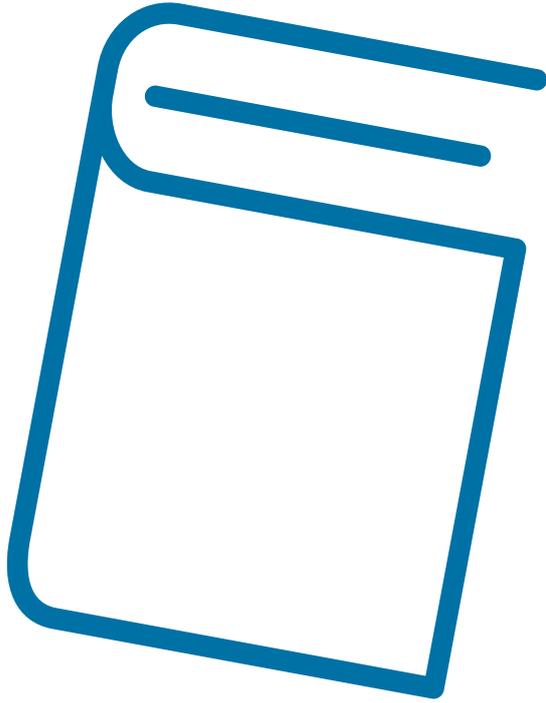
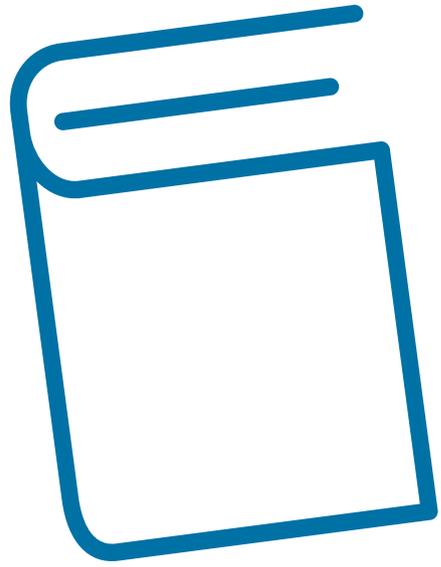


#### EXAMPLES OF PROFESSIONAL PRACTICE



- Applies various forms of differentiation of teaching.
- Analyses the effects of the differentiated approach in his/her own teaching and shares findings with colleagues.

<sup>23</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.



## II. CREATING A STIMULATING LEARNING ENVIRONMENT

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The teacher-mentor has a vision of what the classroom as the adequate place for learning their subject should look like. For this purpose, they work in the long run on the provision of the necessary teaching aids, many of which they have made themselves or with their students, or have obtained through donations. Together with students and colleagues they provide and keep teaching materials that can be used repeatedly, and thus, over a long period of time, ensure that teaching of their subject takes place as in “a real scientific laboratory” or artistic studio. In this regard, they adequately organize the use of ICT in teaching, whenever it is the most appropriate way of delivering instruction. They make collections of digital content in their own subject, and they also develop such content themselves. They provide guidance to students on the safe use of technical aids and electronic means of communication, and ensure that established rules are consistently obeyed.

The teacher-mentor has the skills and experience to contribute to the whole school becoming a learning environment in which everyone feels good and safe. They work in a team with other staff to improve communication in the school, mutual information sharing on the events which are important for students, staff, parents and the wider community. This teacher has ideas and raises initiatives for improvement of the school climate, prevention of violence and conflict resolution not only in class, but also in the overall life of the school. Thus, they contribute to the consistent positive and responsible behavior of all.

### III. CREATING A STIMULATING LEARNING ENVIRONMENT

#### Subarea: CREATING A SAFE AND STIMULATING LEARNING ENVIRONMENT



#### COMPETENCE

1. Makes a creative use of ICT in teaching.
2. Creates a rich and stimulating learning environment by providing learning materials and resources.
3. Develops strategies for creating a safe learning environment.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Creates and uses digital content for learning and sharing with colleagues.
- Prepares and possesses rich collections of teaching materials and resources that are available to students.
- Creates new jobs for practical training of students in school workshops, school companies and at employers' facilities<sup>24</sup>.
- Manages the school company<sup>24</sup>.
- Works in teams to improve school safety.
- Designs and conducts activities aimed at reducing violence with students and parents.
- Designs measures for a safe environment for practical training of students<sup>24</sup>.

### III. CREATING A STIMULATING LEARNING ENVIRONMENT

#### Subarea: CREATING A POSITIVE SCHOOL CLIMATE



#### COMPETENCE

4. Contributes to creating a positive school climate and communication.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Establishes and maintains a variety of media enabling communication in the school itself and with the community (social networks, bulletin boards, newsletters, brochures, school newspaper, etc.).
- Undertakes activities to prevent and overcome situations of conflict.

<sup>24</sup> These competences refer only to teachers who teach practical courses and vocational subjects in secondary vocational schools.

## IV. SOCIAL AND EDUCATIONAL INCLUSION

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The teacher-mentor, in addition to successfully engaging all students in educational and extracurricular activities, respects their diversity, knowledge, understanding and skills for inclusive education, and uses those to develop approaches which would make the whole school inclusive. For this purpose, such teachers get involved in research and projects aimed at the inclusion of certain vulnerable groups in the school and activities for promotion of inclusiveness of the whole school.

Moreover, the teacher-mentor assists less experienced colleagues in the development of individual educational programs, selection, preparation and evaluation of a variety of learning materials tailored to the specific needs of individual students. They share successful examples of inclusive work from their own experience with such colleagues and with the wider community, they promote opportunities and achievements of students from different vulnerable groups, and thus contribute to overcoming stereotypes and prejudices towards certain groups of people and having mutual respect for all, as well as to developing democratic values in society.

## IV. SOCIAL AND EDUCATIONAL INCLUSION

Subarea: SOCIAL AND EDUCATIONAL INCLUSION

THE TEACHER - MENTOR... 

### COMPETENCE

1. Develops approaches to building an inclusive school.



### EXAMPLES OF PROFESSIONAL PRACTICE



- Works on projects and research with and for children with special educational needs, interethnic integration and/or social and economic inclusion within the school.
- Assists colleagues in the development of individual educational programs, materials and approach.
- Is a member of the school team for inclusion.
- Raises initiatives and undertakes activities to make diversities be recognized and respected at school level and in the wider community.



## **V. COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY**

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The teacher-mentor is recognized as a teacher who has very good communication skills both in teaching and in communication with the wider social community. They present curriculum content clearly, retain students' attention, react adequately to students' behaviour both verbally and non-verbally. They have built a climate of trust and mutual respect in the communication with students, colleagues, parents and members of the wider social community.

The teacher-mentor is especially recognized for their communication skills with families and the wider social community. They know ways of including the social community in the work of the school and including the school in the activities of the wider social community.

## V. COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY

### Subarea: COOPERATION WITH FAMILIES AND THE LOCAL COMMUNITY

THE TEACHER - MENTOR...



#### COMPETENCE

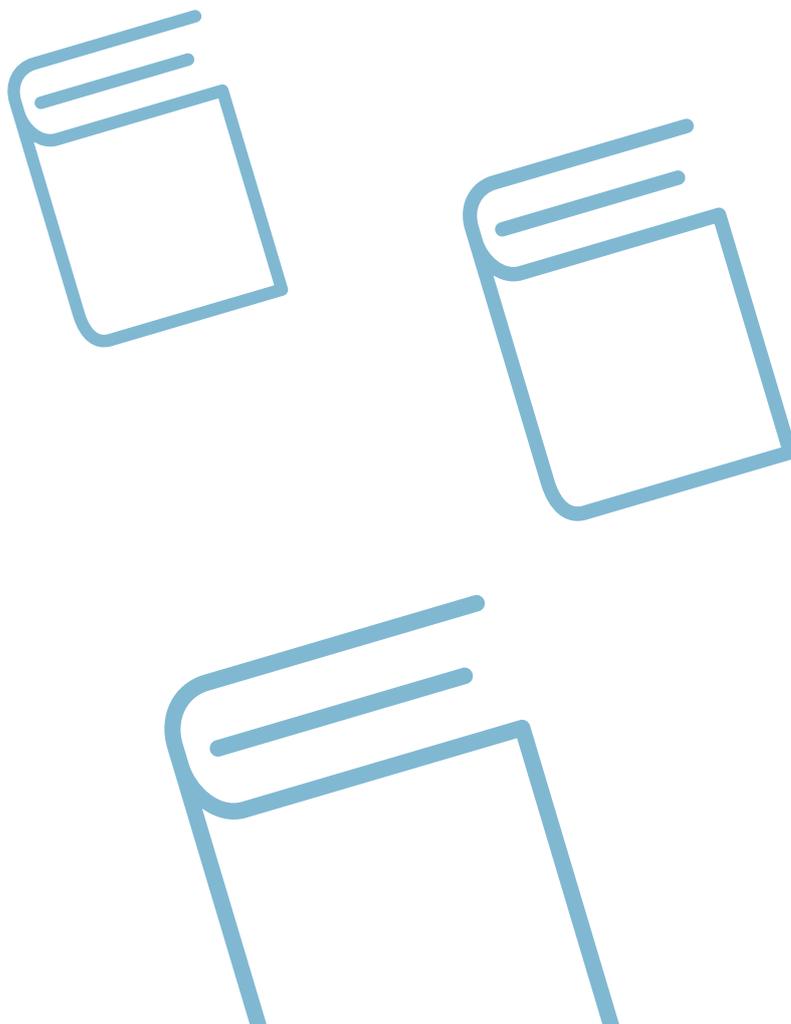
1. Improves cooperation of the school with the family and local community.



#### EXAMPLES OF PROFESSIONAL PRACTICE



- Promotes the school through different media and materials.
- Participates in building strategies for cooperation with the family and local community.
- Establishes contacts for developing cooperation between the school and organizations that work on promotion of learning and student wellbeing.
- Informs colleagues of school approaches to implementation of novelties in the educational system and of ways of informing parents thereof.
- Implements educational activities about the role of parents in the learning and development of their child.
- Identifies the potential of families and arranges their involvement in school activities.



# VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

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The teacher-mentor is more than other teachers dedicated to their own professional development and to the professional development of all in the school. They constantly follow novelties in teaching and in the wider educational context, know the various professional development opportunities of their own and of colleagues, and share these with them. They use different forms of professional advancement on their own initiative and get involved in professional advancement opportunities not only on subjects closely related to teaching, but also on broader educational issues. They share newly acquired knowledge at school level through formal trainings and informal discussions. They have good skills for working with adults, and therefore, they often assume the role of school trainers.

In the school, they contribute to a solid assessment of the professional development needs and their planning, so that everybody can benefit from it. They especially promote a reflective practice, through their personal example and through the development of tools and different types of peer support. They are recognized by other teachers as a colleague whom they can always turn to for advice and assistance, such as going to a peer colleague's class for a visit or opening their own classroom for colleagues. Due to their professional expertise and high professional credibility, they get involved in teams for evaluation of peer colleagues' performance, resulting in acquisition of certificates, promotion or identification of professional development needs.

They participate in the preparation of norms and ethics-related materials for teachers in the school, respect and promote them, thereby contributing to the reputation of the school and the teaching profession.

## VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

### Subarea: PROFESSIONAL DEVELOPMENT

THE TEACHER - MENTOR...



#### COMPETENCE

1. Continuously attends professional trainings through participation in various forms of formal and non-formal learning in the educational process.
2. Develops and implements strategies for professional development of the school.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Gives a written review on his/her own development and professional practice.
- Prepares reflection and self-evaluation instruments.
- Participates in accredited trainings for development of mentoring skills.
- Possesses certificates and / or other types of evidence.
- Develops an internal plan for consultations, trainings, open classes.
- Is a member of the school team for professional development.



## VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

### Subarea: PROFESSIONAL COOPERATION

THE TEACHER - MENTOR...



#### COMPETENCE

3. Contributes to the professional development of colleagues.
4. Promotes and practices ethical behavior models in all types of professional communication (with students, colleagues and the wider community).



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Shares experiences and disseminates acquired knowledge from seminars, conferences, trainings, etc. with colleagues.
- Informs and encourages colleagues to use learning opportunities outside of the school.
- Participates in committees for selection and promotion of staff.
- Organizes and implements internal trainings at the school.
- Manages school teams that work on promotion of educational work.
- Prepares materials on ethical behaviour in the school.









**PROFESSIONAL  
STANDARDS**

*For* **TEACHER-ADVISER**



# BACKGROUND FOR DEVELOPING PROFESSIONAL STANDARDS FOR TEACHER-ADVISER

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In developing the Professional Standards for Teacher-adviser document, the following commitments have been taken into consideration:

**An advancement in meeting the standards of given in the Core Professional Teacher Competences and Professional Standards for Teacher-mentor document.**

The teacher- adviser is characterized by the fact that they have demonstrated to be a leader in the quality of their direct work with students, but also a leader in promoting the quality of educational work in the entire school and region, as well as in promoting and developing education as a whole. Therefore, the described competencies for teacher-adviser are an advancement in the achieved professional competences for teacher-mentor and should be seen as cumulative and complementary to them.

**Commitment to lifelong learning and development of the teaching profession.**

The teacher-adviser needs to show that they are committed to their own professional development, contribute to the professional development of colleagues in the school, but also to the professional development of colleagues from other schools. They are reflective practitioners who conduct research in their own work and undergo continuous professional development in order to promote direct educational work in the classroom and the school, and to introduce innovations in education in a wider context. With their professional engagement, they contribute to the promotion of the teaching profession and its affirmation.

**Emphasis on competencies for making professional commitment to improve teaching in the region and at national level.** The standards for teacher-advisers, besides advancing the professional competences for educational work in the classroom and the school as a whole, place emphasis on the competencies for promotion of the educational process in the region and nationwide. The teacher-adviser possesses the knowledge, understanding, abilities and skills for building and leading professional learning communities at regional or national level with the objective of improving teaching in the relevant subject or area, and the educational system as a whole.

**Respect of the educational context in the Republic of Macedonia.** The standards for teacher-advisers promote the idea that distinguished teachers in schools should engage in making innovations in the educational process and in sharing knowledge and experiences with colleagues, as well as in building a vision on the school's development, planning its implementation and making changes in the education at system level<sup>25</sup>. We also took into consideration the notion that in the schools there are committed teachers who are competent and are leaders in introducing innovations at school, regional or national level, who, furthermore, share their knowledge and experiences with colleagues, work as trainers on various professional issues at national level and are included in a variety of activities for promotion of education.

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<sup>25</sup> Almost 2/3 of the schools believe that teachers who have titles should have additional engagements in schools. Report on the Survey of Opinions of Schools on Professional Development and Advancement into Titles of Educational Staff, MCEC 2013, Report on the Discussions in Focus Groups for Professional Development and Advancement into Titles of the Educational staff, MCEC 2013.

## ■ KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM

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The teacher-adviser's theoretical and practical knowledge of the subject and disciplines that they teach as well as the knowledge of the values and structure of the educational system of the Republic of Macedonia should go beyond the knowledge and competencies of the teacher-mentor.

The teacher-adviser's possesses advanced knowledge and understanding of the subject, which enable them to evaluate and critically assess documents related to the subject and similar areas at national level and give reasoned proposals for their improvement. They are expected to be able to link knowledge of the subject, methodological knowledge and practical experience, so that all of these can translate into high quality teaching materials.

In cooperation with the responsible person from the university, they monitor student work during practical classes in the relevant subject, and conduct formative and summative evaluation of their performance<sup>26</sup>.

The teacher-adviser is familiar with current developments and changes in education, follows educational trends and is able to use that knowledge in initiatives and activities aimed at the improvement of the educational system.

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<sup>26</sup> The monitoring of the practical work of students-future teachers in lower grade, and the evaluation of their work will be done according to the "Guidelines for Conducting Practical Classes for Students of Teacher Training Faculties" -Skopje2013 (developed by: University "St. Cyril and Methody"-Skopje, State University of Tetovo, University "St. Kliment Ohridski"-Bitola, University "Goce Delcev"-Stip, in cooperation with: the Ministry of Education and Science and the Bureau for Development of Education, with support of the OSCE Mission in Skopje).

## I. KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM

### Subarea: KNOWLEDGE OF THE SUBJECT

THE TEACHER-ADVISED...



#### COMPETENCE

1. Prepares teaching and learning materials which have received positive review.
2. Has profound knowledge and understanding of the subject area.
3. Follows, analyses and improves program documents at national level.



#### EXAMPLES OF PROFESSIONAL PRACTICE



- Is an author of reviewed and published teaching materials (for example, workbooks, teaching aids and devices, manuals, etc.) and learning materials.
- Participates in planning of student practical training and mentors them in cooperation with the mentor professor of the respective subject.
- Is a reviewer of teaching materials (textbooks, workbooks, teaching aids and devices) that are nationally approved.
- Is a member of teams for development of program documents for the particular subject.
- Is a member of teams for development of conceptual and program documents in the field of vocational education and training<sup>27</sup>.
- Manages teams for analysis of program documents by subject at regional or national level.
- Prepares instruments for evaluation of program documents.
- Participates in labor market analyses and offers solutions for provision of competent labour force in line with the labour market needs<sup>27</sup>.

## I. KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM

### Subarea: KNOWLEDGE OF THE EDUCATIONAL SYSTEM

THE TEACHER-ADVISED...



#### COMPETENCE

4. Analyses and prepares conceptual and strategic documents in education.



#### EXAMPLES OF PROFESSIONAL PRACTICE



- Is a member of teams for development of conceptual documents in education.
- Is an author/co-author of analyses and evaluations of certain aspects of the educational system at national level.
- Participates in working groups for proposing changes in the pedagogical records and documentation.

<sup>27</sup> These competences refer only to teachers of practical courses and vocational subjects in secondary vocational schools.

## II. TEACHING AND LEARNING

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The teacher-adviser is recognized as a teacher of quality not only in their own school, but also in the wider professional community. They are known for making and promoting innovations in teaching, not only in the school where they teach, but also among colleagues from other schools. They possess research knowledge in the field of education that they use to promote teaching in the school and help their colleagues in the school and in the region to promote the practice based on evidence of the effectiveness of approaches, methods and techniques used. They implement innovative projects, illustrating with positive examples the benefits of such projects to other teachers. They pay particular attention to data obtained from various internal and external assessments, know how to analyze and use those data to improve their own teaching, as well as to give suggestions on how to improve teaching in the school.

The teacher-adviser is one of those teachers who take care of the development of the school as a whole. They lead teams that analyze the situation in the school and work on strategic planning of its development. They serve as an example of how can one through one's overall work contribute to the promotion of teaching and learning. They set high standards for quality teaching and assist colleagues to reach those standards.

## II. TEACHING AND LEARNING

### Subarea: TEACHING PLANNING AND PREPARATION

THE TEACHER-ADVISED...



#### COMPETENCE

1. Manages the process of developmental planning of the school.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Coordinates activities for linking developed strategic and developmental plans.
- Organizes monitoring and evaluation of the implementation of the school's Developmental Program.
- Prepares a report on the evaluation of the Developmental Program by area.



## II. TEACHING AND LEARNING

### Subarea: DELIVERY OF TEACHING

THE TEACHER-ADVISED...



#### COMPETENCE

2. Creates, applies and implements innovative projects in cooperation with other expert national and international institutions.
3. Promotes modern approaches to teaching in front of the wider professional community.
4. Helps peer colleagues in creating best practice examples and implementation of action research.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Is a member of the managing team of innovative projects nationwide.
- Publishes examples from his/her own teaching practice in professional journals or posts them on official (peer-reviewed) websites.
- Implements trainings on action research in the school, gives peer colleagues advice in the course of implementation of such trainings.
- Participates in establishing criteria for best practice examples and in evaluating practical examples of colleagues.



## II. TEACHING AND LEARNING

### Subarea: STUDENT ASSESSMENT

THE TEACHER-ADVISER...



#### COMPETENCE

5. Possesses professional skills for preparation of instruments, standards and assessment reports at national level.
6. Improves school assessment policies.
7. Knows how to increase the effectiveness of assessment, including the use of statistical analysis.



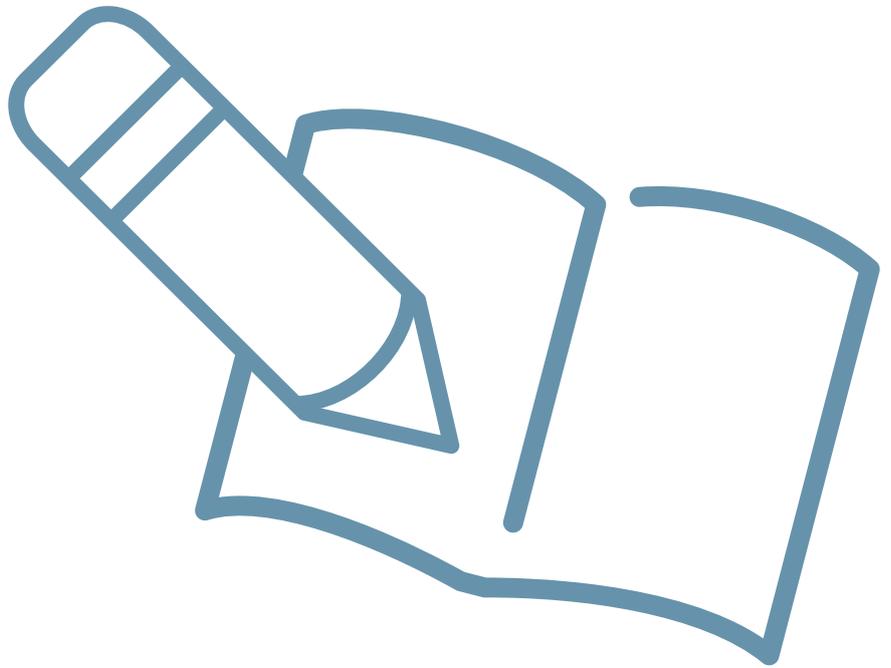
#### EXAMPLES OF PROFESSIONAL PRACTICE



- Develops assessment tools for the particular subject and improves them on the basis of an analysis of measurement features.
- Helps colleagues in improving assessment tools.
- Works in teams on preparation of assessment-related documents at national level.
- Actively participates in the work of the team for building school assessment policy.
- Participates in teams for developing assessment standards and strategies for adults who acquire vocational education by attending part time classes<sup>28</sup>.
- Trains representatives from the employers to verify student achievements in practical training<sup>28</sup>.
- Conducts statistical analysis of student achievements in the particular subject at school level, links it to the possible factors and proposes measures for improvement.



<sup>28</sup> These competences refer only to teachers of practical courses and vocational subjects in secondary vocational schools.



## III. CREATING A STIMULATING LEARNING ENVIRONMENT

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The teacher-adviser ensures that their classroom is an example of a proper working environment, both in terms of the level of equipment and a motivational learning climate and working atmosphere during teaching. At the same time, they are committed to making a contribution to the whole school being an example of a school where everyone feels safe and comfortable, with constant learning challenges at their hands. They work on educating and involving colleagues, parents and other community actors to improve the learning conditions in the school and increase the safety of students both in the school and the local community. To that end, they raise initiatives and implement activities to increase the physical safety of students in the school and the community, and build a system of values where nonviolent conflict resolution and tolerance will be the dominant behavior. The teacher-adviser is a leader in connecting schools from the community in the implementation of joint activities, thereby contributing to the improvement of the general climate of cooperation and mutual respect.

### III. CREATING A STIMULATING LEARNING ENVIRONMENT

#### Subarea: CREATING A SAFE AND STIMULATING LEARNING ENVIRONMENT

THE TEACHER-ADVISER...



#### COMPETENCE

1. Encourages activities for stimulating and safe environment.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Organizes workshops, meetings for safe and stimulating learning environment.
- Undertakes activities to improve safety in the school and the immediate environment.
- Initiates, organizes and implements joint activities for cooperation of students and teachers from different schools.



### III. CREATING A STIMULATING LEARNING ENVIRONMENT

#### Subarea: CREATING A POSITIVE SCHOOL CLIMATE

THE TEACHER-ADVISER...



#### COMPETENCE

2. Creates a climate in the school and outside of it which is characterized by openness, respect and cooperation.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Raises discussions and initiatives for creating strategies to raise students' and teachers' motivation to work.



## IV. SOCIAL AND EDUCATIONAL INCLUSION

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The teacher-adviser is known as a leader of inclusion in the school and the wider community. They know and use various approaches to identifying and meeting the educational needs of different groups of students and are especially sensitive to the needs of vulnerable groups of students. Together with colleagues, they build strategies and implement activities which enable all students, in a way most appropriate for them, to get involved in learning activities and in extracurricular activities, as well as in community activities that the school implements. They work particularly hard on changing the attitudes of the environment to marginalized groups of students, demonstrating ways in which they can be involved in the community.

They use their knowledge, experience and commitment also by getting involved in activities for improvement of educational policies and practices at regional and national level.

## IV. SOCIAL AND EDUCATIONAL INCLUSION

### Subarea: SOCIAL AND EDUCATIONAL INCLUSION

THE TEACHER-ADVISER...



#### COMPETENCE

1. Contributes to the inclusion of students in the wider community.



#### EXAMPLES OF PROFESSIONAL PRACTICE



- Implements activities at school level and in the wider community to effectively overcome and eliminate materials, situations and activities that do not promote equality.
- Proposes and undertakes activities for active involvement of students in the life and work of the local community regardless of their abilities, background, and social and economic standing.
- Participates in the preparation of documents for improvement of inclusive education at central and local level.
- Works on overcoming prejudice against the inclusion of students with special educational needs in practical training at employers' facilities<sup>29</sup>.

<sup>29</sup> These competences refer only to teachers of practical courses and vocational subjects in secondary vocational schools.

## V. COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY

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The teacher-adviser is known in the wider social community as someone who contributes to building partnerships and social responsibility between the school and the local community in a way that animates the various actors in the community to engage in the work of the school and contribute to student achievements, on the one hand, and promote school achievements and joint activities of the school and the local community, on the other. Using their communication skills, but also knowing the characteristics and needs of the different actors they communicate with, teacher-adviser manage to create strong links between the school and the actors from the local community that recognize the school as “our” school, whereas teachers and students care of “our” local community and its residents.

In addition, the teacher-adviser is primarily an example of a teacher who reacts adequately in every situation: in teaching and outside of teaching, in the communication with students, parents and colleagues, but also in the communication with the members of the wider social community.

## V. COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY

Subarea: COOPERATION WITH FAMILIES AND THE LOCAL COMMUNITY

THE TEACHER-ADVISER...



### COMPETENCE

1. Builds partnerships between the school and the local community in line with the social responsibility principle.



### EXAMPLES OF PROFESSIONAL PRACTICE



- Initiates and organizes projects with the local community and families to improve student achievements and life in the community.
- Builds strategies and promotes the work of the school and student achievements in the wider community.
- Establishes partnerships between the school and local companies and beyond<sup>30</sup>.

<sup>30</sup> These competences refer only to teachers of practical courses and vocational subjects in secondary vocational schools.

# VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

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The teacher-adviser is an example of a professional who invests a lot in their own professional and academic development. As a result, they acquire further formal education, gets involved in different forms of non-formal education, not only in their subject area, but also on wider educational issues. They also present their professional knowledge, views and attitudes in professional and scientific publications, as well as at events, and thus contributes to the professional development of other employees in education. They have knowledge, skills and motivation to contribute to the professional development of colleagues, they are leaders of the activities aimed at planning, implementation and evaluation of the professional development of the school, and also get involved in professional development activities at regional and national level.

They are reflective practitioners who are able to analyze, research and promote their own practice. They are willing and know how to lead colleagues in improving their practice, initiate and lead collaborative learning teams in the region and other professional learning communities.

They have good skills for working with adults, and thus, often assume the role of trainer of trainers and mentors of trainee teachers.

## VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COMMUNICATION

### Subarea: PROFESSIONAL DEVELOPMENT

THE TEACHER-ADVISER...



#### COMPETENCE

1. Develops and implements strategies and documents for professional development at regional and national level.
2. Permanently advances professionally and academically through participation in various forms of formal and informal learning in the subject area or in the field of education.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Is a member of working bodies for preparation of professional development documents of regional and national interest.
- Presents expert findings he/she has obtained through research, from professional journals or at expert meetings.
- Participates in the work of the body for assessment of professional and career advancement of peer colleagues into teacher-mentor.
- Participates in the selection, adaptation and development of teacher evaluation tools at school level.
- Possesses diplomas, certificates and/or other types of evidence.
- Holds academic degrees (Masters degree and PhD).



## VI. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COMMUNICATION

### Subarea: PROFESSIONAL COOPERATION

THE TEACHER-ADVISER...



#### COMPETENCE

3. Creates and guides regional learning teams and professional networks for exchange of experiences.
4. Develops professional development programs at the school.



#### EXAMPLES OF PROFESSIONAL PRACTICE

- Transfers his/her experiences and knowledge to teachers from other schools.
- Implements trainings of regional and /or national character.
- Collaborates with universities and other professional organizations on research projects.
- mentors teachers.









