

Standards in the Teaching Profession

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Abstract: *In order for education at all levels to be in line with what we strive for, which is to improve education and achieve the set goals prescribed by law and legal provisions that we need to adhere to. Based on the law on pre-university education, a large number of administrative regulations have been adopted, which describe in detail the rules that need to be followed, all with the aim of improving learning and the education system in general. Data processed in detail and statistically stated for each school year as by the number of students attending regular schooling, the ratio by gender, the ratio of the number of students in relation to the teacher in the class, the success achieved by ethnicity at the end of the school year, teaching staff, that is teacher qualifications. We mentioned that in modern societies, strategies are being developed that will lead to the improvement of the education system. Strategies are planned for a period of 5 years. They are also being developed in Kosovo by the Ministry of Education, Science and Technology. This strategic plan is the basic document for the development of the education system in Kosovo in the period from 2017 to 2021.*

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1. Introduction

The emergence of many reforms in schools to improve and improve the performance of the school system, the quality of the school and the teaching itself, the concept of educational standards plays a very important role. Educational standards are not one of the versions for the goals of education and upbringing, but it is the name for a new form of setting goals for school processes. Educational standards should be considered as curriculum documents, as should curricula. The current learning goals differ from the standards, because the concept of educational standard responds to the shortcomings that were, and these shortcomings relate to the fact that more attention was paid to whether the goals were set and not whether the goals were achieved. The advancement of educational systems "a magical tool for raising the quality of school and creating a new teaching culture" (Oelkers, 2005, p.7). There have been many discussions about the relationship between educational content and educational standards and the implications of competencies - as a central concept of national curricula, to school and teaching culture.

Because of all this, each country should introduce its own educational standards as an instrument of education system reform with an emphasis on raising the quality of teaching and education, and not rely on other people's standards. As we are witnessing rapid changes in all spheres of life, special attention should be paid to the development in the field of education and upbringing, in order to create conditions for the development of new values of young people. The main task of education reforms should be to enable the younger generations to adapt to the circumstances and successfully overcome the new challenges. A lot has been done with the development of the curriculum. The curriculum should be the result of a broad process of consultation and building trust in the younger generations, as a driving force of society. The framework of the new curriculum represents a bold approach to changes in education and upbringing, but also a great deal of trust towards young people, teaching staff and school administrators.

The changes are planned by strategies by the Ministry of Education, Science and Technology, which especially emphasize the professional and career development of teachers and professional development, as well as the expansion of teachers' competencies. All this in order to improve the quality of the education system, in general. The Law on Pre-University Education defines the concepts and methods of professional development of teachers. The realization of all these concepts can be achieved through continuous work and active participation of teachers and all those responsible in the process of education, expanding the level of knowledge and competencies of teachers, and thus career advancement and overall success of the education system, which is the only goal of society.

2. Education, Curriculum and Challenges of a Changing World

Modern societies and education systems can consider education one of the greatest riches and make the most of all potentials to help people cope more easily with the challenges that the modern world brings. According to the UNESCO Delors Report, Education: Inner Wealth (UNESCO, 1996), in line with modern world trends, it states four pillars of education:

- Learn how to know,
- Learn how to work,
- Learn how to survive and
- Learn how to live with others.

However, UNICEF announces that there is a fifth pillar of education, and that is: learning how to change yourself and your society. This is a sign that we should not accept reality as it is, but change it using the abilities acquired through education. One of the most important means of providing quality, but also education for all, regardless of their differences, is the Curriculum. "Curriculum as the embodiment of a coherent articulation of intentions and goals, content and methods of teaching and learning and the basis for assessment and evaluation" (Kosovo New Curriculum Framework, 2001). The curriculum enables the contribution to the development of the individual and society

as a whole. Therefore, the development of the curriculum should be the result of a comprehensive and responsible process, in which all those responsible will participate.

Here we will also mention the functions of the school, which must be reconsidered in the modern world. Places where students should not only be overwhelmed with ready-made information and facts offered for their needs, but to enable them to develop personally and use the acquired knowledge in different situations, solve problems in a more creative way and at the same time develop the whole society, are schools. Therefore, schools should be places for students to be systematically exposed to the learning process, in which they will be focused not only on information, but should even provide knowledge, skills, values and attitudes.

In many literatures, we have faced the need for the educational process to be student-centered, and the 2011 Kosovo Curriculum Framework provides some guidance that teachers should use through the use of student-centered methods. When planning classes, the teacher should always keep in mind the principles of the Kosovo New Curriculum Framework. We will especially emphasize that the principle based on competencies has an important impact on teaching in schools and increased autonomy and flexibility at the school level, comprehensiveness, but also responsibility and accountability.

1) Teacher Education before Service

Reforms in education strive for better quality education and are largely focused on preparing future teachers. It is clear that there is no better education without a high-quality teacher who will respond to the challenges posed to him, the needs of the modern age. Many factors affect what kind of teacher he will be and what qualities he will have. In addition to the goals, tasks of teacher education, selection of future teachers, levels and duration of studies, methods of work, pedagogical practice and finally as the ultimate problem of how the future teacher is involved in the work process. To achieve better results in education we need to improve the teaching process. "Teaching is, as we know, the backbone of the work of every school, and thus the pedagogical institutions in which teachers are educated" (Vlahović, B., 2012, p.393).

In order to create a teacher for the 21st century, a student who has chosen a vocation and is studying for the teaching profession, where he needs to master modern views on the learning process and student development. Many problems in pedagogical studies require adequate changes through strategies, teaching models in school reforms for overall success. Many questions are asked regarding the teaching profession, but one very important one is: According to which teaching models are students educated at educational (teaching) faculties? This is one of the essential issues related to the call for teaching work and professionalization of teaching. Based on many attempts to make changes in teaching, what has been planned has been implemented to a small extent, but lectures are conducted as a process of direct transfer, lectures, imparting knowledge. The teacher has retained the role of lecturer and transmitter of knowledge in the finished form. This creates a situation when the teacher is permanently exposed to traditional

teaching, it is not realistic to be ready to work successfully in a modern school.

Changes in the school system need to keep pace with changes in the concept of teacher education. Many studies show that the level of preparedness of teachers who educate future teachers is very low. It is often the case that they do not have any pedagogical education and hence very little or better said insufficient professional skills of those who complete pedagogical studies. For example, a professor who does not have a formal qualification of a methodologist of the subjects he teaches will not be able to teach a student a methodology that is focused on the modern organization of teaching. Finally, the best way to reform teacher education is for professors working at pedagogical faculties to work and teach students. Then we will have teachers ready, with a high level of knowledge and professionally trained to perform all the tasks that modern teaching sets as a task.

2) Teacher Competences

The teacher as a factor in education had a significant place in society, observing the socio-historical development. Aware of the changes that are taking place in recent years, especially in the 21st century in all spheres of life, and especially in education, great progress is expected so that we can follow the scientific and technological development. Modern education is conditioned by these changes. And the teacher himself was necessarily exposed to these changes. As Radmila Bogosavljević states in "new forms of teacher competence and his professionalism refer to such a way of work where: personality, competence, cooperation with family and the wider community, partnership with students, knowledge of the curriculum are essential issues, where teacher work expands not only outside the classroom, but also outside the subject area, it involves the whole school, but also the family, the local and wider community."

Many literatures state and demand that a better quality educational process be created, but without good teachers this process will certainly have less success. The quality of education depends on the expertise of teachers, commitment, desire for success, qualifications and competence. That is why more and more often we come across facts that speak about the personality and competencies of teachers, all with the aim of providing better quality education and acquiring competencies for success in the process of working in modern societies.

We cannot define the term teacher as a single definition, because his role was constantly changing, so those who taught were called masters, instructors, lecturers, educators ... depending on the period in which they worked. Thus, the term teacher appeared when the idea of J. A. Comenius on the professional education of teachers appeared, in the first half of the eighteenth century, as a term denoting a profession. Many of the challenges facing teachers in recent times are accompanied by permanent changes and movements in the process of upbringing and education. It follows from this that the teaching profession is a dynamic phenomenon, where the teacher initiates and accelerates changes in upbringing and education.

The success of change depends on the profession of teachers, who are not only a product of modernization, but also one of the important factors in the process of education and upbringing. Professionalization through vocational education requires the teaching profession. Many facts indicate the importance of teachers in the educational process that are beneficial for the whole society, which points out Radmila Bogosavljevic "that the place and importance of teachers in society today more than ever, emphasized, his competencies are highly positioned and that modern teachers are expected much more than before, then it is necessary that the concept of education is such that the teacher guarantees that, based on his expertise and knowledge, he will be able to successfully educate his students, in dynamic conditions today for tomorrow, and that he will be able to successfully anticipate changes and education in the future. "It depends on the teacher, as an irreplaceable factor of teaching and his competencies, to what extent students will develop their competencies that are necessary for modern life.

Based on this, the modern school requires new roles from teachers for the professional advancement of the teacher's personality through continuous professional development. The roles of teachers cited by Vlahović, Vujisić-Živković (2005) are:

- Professional teacher
- Creator of circumstances for realization and self-realization of students' personalities
- Associate in the organization of activities that start with students
- Researcher in the field of upbringing and education
- From individual to associate, team member
- Specialist in single-subject or multi-subject areas
- An expert with a high degree of autonomy
- Teacher - ethical profession

Considering that we mentioned that a lot of things are changing in the development of society in all spheres, even the competencies of teachers are subject to change. Many authors have used the terms role, function, competence as synonyms. Recognized expertise and ability at his disposal is in fact a competence. Thus, competence determines the "capacity for successful realization of an individual in social life, and is based on a set of dispositional properties, linguistic and socially constructed meanings, thus forming a whole that is more than their sum" (Gojkov et al., 2006, p. 44).

The questions that are asked are: Do we have a teacher who can develop all the competencies that are set for him as a task to be competent, professional, professional in his work, ie are our teachers sufficiently trained? We can see teacher competence much better in this context, which we understand as: "a multidimensional phenomenon, because it is a very complex area of action" (Gojkov et al., 2006, p. 48). It follows from this, as Gojkov and associates state, that the basic dimensions of competence are: "pedagogical and professional". From these dimensions will result the communicative competence and the competence of teachers with expertise and science. Together, these two competencies give him a chance for the teacher to respond to the demands of modern education and upbringing.

3) Licensing System and Teacher Career Development

Administrative Instruction AI 5/2017, Law on Pre-University Education, Ministry of Education, Science and Technology in Kosovo also explains in detail the way in which a teacher progresses in his career and the licensing system. As stated in Article 2 of this Regulation, the competence of teachers is a description of the professional values, knowledge, expressions and skills required to meet a certain standard for the teaching profession within the career development system. We will also list the standards for the teaching profession the teaching profession on the basis of the professional field determined by the Framework for Career Development of Teachers.

The teacher licensing system goes hand in hand with the career advancement system for teachers. Here we will state on the basis of the administrative regulation that the system for career development of teachers consists of:

- Pre-service teacher development / qualification
- Teacher development in the initial phase of the profession
- Teacher development in the service

Teacher studies last until they acquire at least 240 ECTS and of which at least 25 ECTS professional practice. The Ministry of Education, Science and Technology (MEST) determines the duration of teacher development in the introductory phase of 1 year or plus 1 year through legal provisions if the teacher does not receive a positive grade. It is important to note that a teacher who leaves the teaching system and does not have a license for more than 5 (five) years is treated as a teacher in the introductory phase. The development of teachers in the service aims to develop the competencies of teachers in order to improve the practice and the way of working in the classroom, in order to provide students with quality teaching in education with the requirements of society.

The aforementioned Regulation AI 5/2017 clarifies what the purpose of teacher licensing is:

- Ensuring adequate qualifications of those entering the profession
- Building a system for professional development of teachers as a permanent and binding activity for all teachers in the system
- Functionalization of the performance appraisal system which is a mechanism for providing feedback and ensuring compliance with minimum standards in teaching by all teachers.

In the education system in Kosovo, licensing determines four types of regular licenses:

- License for career teachers
- License for advanced teachers
- License for teacher mentors
- License for Meritorious Teachers

A career teacher's license is issued for a period of five years to a qualified teacher. This license must be renewed after its expiration, where the teacher must do 100 hours of training during the license, if he does not meet this condition, he is given another year, if he does not finish even then, his work license is revoked.

The conditions to be met by a teacher for an in-service teacher's license are as follows: - to have a teacher's license in a career for at least five years, to have completed 300 hours of training, of which 100 hours of in-service teacher training license. Also, this license lasts for five years.

Teachers with this license should have 10 years of work experience, and in that way they will be eligible to apply for a teacher mentor. In addition, they should have at least 200 hours of training to improve their license, but 100 hours should be in the field of mentoring. To obtain this license, you also need the recommendation of the school principal on the commitment of teachers in activities to raise quality in the school. Like the previous two, the mentor's license lasts for five years.

In the end, licenses for meritorious teachers can be obtained by teachers who have a mentor's license for at least ten years, having worked at least 450 hours since the first mentor teacher's license. This license is permanent.

Article 16 of this Administrative Instruction explains how the license is revoked and returned to a lower level. This can happen in special cases due to legal violations, where the Municipal Directorate of Education (MED) refers the case to the Education Inspectorate at the request of the school manager, and makes a decision on the recommendation of the Education Inspectorate, the State Teacher Licensing Council (DSLN).

Actors involved in the implementation of the system for licensing and career development of teachers are:

- Ministry of Education, Science and Technology
- Universities that train teachers
- Kosovo Accreditation Agency
- State Council for Teacher Licensing
- Teacher Professional Development Division
- Education inspectors
- Municipal Directorate of Education
- Educational institution / school
- Teacher

Many Administrative Regulations for in-service training, licensing and career development of teachers due to various problems that accompany education in Kosovo, which is in a phase of major changes, have not been implemented or have been partially implemented. Some of the problems are weak financial stimulation, insufficient number of accredited programs for professional development of teachers, work of unqualified teachers in the teaching process, poor cooperation of educational faculties with the school and perhaps the biggest problem is incompatibility of staff creation with the needs of society.

3. Conclusion

The teacher has had a very important role in society since ancient times, and now at a time of great progress in society in all spheres, when he strives to create a professional teacher of the highest order. A modern teacher is expected to be well and professionally trained with many competencies that he has to perform the profession in which he deals in the

best possible way. Due to that, the personality of the teacher was the main topic in many discussions, where it was discussed who the teacher is and not what the teacher is. Many questions have been asked on this topic and the answers to them are very important, because the acceptable opinion is that there is no successful educational process without good teachers.

Nowadays, a lot is expected from a modern teacher, due to his highly positioned competencies, while the quality of education that a teacher acquires during professional preparation for work should guarantee him knowledge and expertise in these dynamic conditions, when the world is changing in all spheres. To be able to successfully monitor changes in upbringing and education now, but also in the future. The need to ensure the quality of education at all levels is a prerequisite for better education of future teachers through the organization of various forms of professional development. Thus, yes, teachers should be trained for lifelong professional development and adaptation to changes and different conditions in the knowledge society. This confirms that the competence for lifelong learning is considered one of the key ones in modern education. Teachers should be given the opportunity and support for constant encouragement, not only to be reduced to classes of accredited seminar programs, but to create conditions for continuous professional development. In order to improve the quality of the education system, it is important that we harmonize these good intentions and goals that we set with educational strategies with the European standards for professional development of teachers based on the Lisbon Declaration. The teaching profession is gradually losing its reputation due to its social status and income, but can it regain the reputation it once had through increasing competencies. It should be noted that continuous improvement of education is necessary. At the heart of this process, it is clear, is the teacher, but not the one who implements external approaches, but who participates in education and as key participants provides high quality education for all who participate in it. Let's mention and clearly say what it actually means in terms of the capacity and value that a teacher should acquire during his career. Teacher competencies and professional development enable and help to create a teacher for the 21st century.

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Author Profile



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