PROFESSIONAL AND CAREER DEVELOPMENT OF PRIMARY SCHOOL TEACHERS IN THE REPUBLIC OF MACEDONIA

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Abstract
As part of the process of globalization and advanced technical and scientific development, in order to meet the standards for compatibility, coexistence and effectiveness of the teaching process, the Republic of Macedonia like all other countries in the world also joined the process of change of legal regulation and started the drafting of the National Strategy for the Development of Education in the Republic of Macedonia. For this purpose all teachers are at the center of social development to improve the quality of educational work. The aim of the paper is to review the professional development path of elementary school teachers in RM in the last decade through qualitative analysis of educational legislation as well as all program documents. The quantitative analysis of data processing, by determining the arithmetic mean, standard deviation and t-test, provides the attitudes of teachers and professional associates related to their professional development.

Key words: professional development, professional competence, standards for professional development.

PROFESIONALNI I KARIJERNI RAZVOJ NASTAVNIKA U OSNOVNOJ ŠKOLI U REPUBLICI MAKEDONIJI

Apstrakt
Kao deo procesa globalizacije i naprednog tehničko-naučnog razvoja, a u cilju ispunjavanja standarda za kompatibilnost, suživot i efektivnost nastavnog procesa, Republika Makedonija, kao i sve države sveta, se priključila procesu promene zakonske regulative i započela pripremu
Национални стратегии за развој образование у Републици Македонији. Да би се то остварило, наставници су стављени у центар društвеног развоја како би се побољшао квалитет образовног рада.

Циљ овог рада је да размотри наацне за професионални развој наставника у основним школама у Републици Македонији у поседној деценији применом квалитативне анализе образовног законодавства, као и свих програмских документа. Квантитативном анализом обраде података одређивањем аритметичке средине, стандардног отступања и t-теста добијају се ставови наставника и струčних сарадника у погледу њиховог професионалног развоја.

**Клjučne reči:** професионални развој, професионална компетенција, стандарди професионалног развоја.

**PREFACE**

Within the processes of globalization and intensive technical and technological development, the Republic of Macedonia, like other countries in the world, joined the process of drafting the necessary legal changes and other legal regulations, in order to meet the standards for compatibility, modernity and efficiency of the teaching process. Because of the above, all teachers are at the center of social endeavors to improve the quality of educational work. The demands arising from the place and the role of these personnel in the foreground emphasize their qualification, which implies competence for respecting, knowing and implementing the contemporary knowledge in the field of educational theory and practice.

The statistics on the varying of the number of teachers in primary education in the last decade show an increase in relation to the total number of employees, as opposed to the decrease in the number of students. Thus, the number of employed teachers in primary education in the school year 2006/07 is 15,098, while in the school year 2016/17 it is 17,887. The number of students in the school year 2006/07 in the primary education is 231,497, while in the school year 2017/17 it is 185,992, which means that the number of students in the school year 2006/07 in relation to the number of students in the school year 2016/17 is decreased from 15 to 10 students per teacher. From this it can be concluded that the number of pupils in elementary education at the state level is constantly decreasing and this reduction with certain oscillations will continue in the future. Considering the state of the teachers regarding their professional preparation, it can be seen that in the academic year 2006/07, the majority of teachers are with post-secondary education, i.e. more than 52.5% of the teachers are with post-secondary education, while 43.3% are with university education. In the school year 2016/17, 82.2% of the teachers have university degree, while only 16.3 of them are with college degree, which means that the number of teachers with university education has increased significantly and we have a significant improvement in the qualification structure. Also in the period of 10 years in relation to the gender structure of the teachers we have a tendency of female increase, in the school year 2006/07 the number of female teachers is 62%, while in the school year 2016/17 the number is 69, 1%. (State Statistical Office of the Republic of Macedonia).
Table 1. The movement of the number of teachers in primary education in the Republic of Macedonia in the last decade

| School year | Students | Teachers | Total students per teacher | Teachers with post-secondary education | Teachers with university education | Male | Female |
|-------------|----------|---------|---------------------------|----------------------------------------|----------------------------------|------|--------|
| 2006/2007   | 231,497  | 15,098  | 15                        | 52.5%                                  | 43.3%                            | 38%  | 62%    |
| 2016/2017   | 185,992  | 17,887  | 10                        | 16.3%                                  | 82.8%                            | 30.9%| 69.1%  |

Educational reforms undertaken in many developed countries and in developing countries, especially in the past 10 years, have focused on the development of teaching staff. According to experts from the World Bank, this approach was mostly influenced by the following findings obtained through various surveys:

- Students' achievements are linked to the economic and social progress of the country.
- The results of international student achievement measurements provide many comparative data.
- Teachers are a key school factor for students' success. (Policy Analysis and Practice of Professional and Career Development of Teachers in the Republic of Macedonia, MCEC, 2013)

As early as 2000, the Council of Europe set the strategic goals for the education and training of teachers known as Education and Training 2010, for which a program for realization and monitoring was developed. ([http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2002:142:0001:0022:EN:PDF](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2002:142:0001:0022:EN:PDF))

The determination of the Republic of Macedonia to integrate into the European and world processes, was seen in 2004, with the establishment of a national strategy for the development of teaching and education. For this purpose, the Ministry of Education and Science of the Republic of Macedonia prepared the National Program for the Development of Education in the Republic of Macedonia 2005-2015. In this context, the Ministry of Education and Science assumes responsibility for the realization of the goals, principles and recommendations set out in the international documents for the development of education in Europe and the world. (National Program for the Development of Education in the Republic of Macedonia 2005-2015)

Starting from the findings that there is no vocational and professional education in the Republic of Macedonia, and that the education and training of teachers largely depends on the involvement of international foundations and institutions, such as USAID, UNICEF, FOSIM, etc., in the National Program a significant part is also dedicated to this domain. In this context, the Ministry of Education and Science (MoES) is committed to defining the indicators of success in the implementation of the teaching work in the future, a standardization that will offer licensing opportunities for teachers that will be carried out by a special institution. Starting from the
guidelines of the National Program, the MoES in 2008 adopted the Law on Primary Education (Official Gazette of the Republic of Macedonia No. 103/08), while in 2015 it adopted the Law on Teachers ("Official Gazette of the Republic of Macedonia" No. 10/2015) where it is envisaged that a teacher in primary education be a person who has completed at least four years of appropriate university education, with at least 240 ECTS credits, as well as, among other things, a teacher's license issued by the Teachers Academy and is registered in the Register of licensed teachers.

According to the Teachers Law, as an exception, a primary school teacher may be a person who does not have a working license and is not enrolled in the Register of Licensed Teachers for up to a year and under the mentorship of a mentor-teacher appointed by the school. Although it is still non-functional, the Teachers Law stipulates that prior to the announcement of the public announcement before the election of the teachers, the school is obliged to contact the Teachers Academy and receive a notification for teachers who have acquired a license and have a place of residence in the municipality where the school is, and are unemployed, while when more candidates apply, preference is given to teachers who have higher success during the undergraduate studies and the success of the Teachers Academy. The Law also describes the basic professional competencies for teaching in primary education, which refer to the knowledge, skills and knowledge necessary for quality performance of the educational competences that the teacher acquires during the higher education and the Teachers Academy. In the final provisions of this Law, regarding the conditions for obtaining a minimum of 240 ECTS, as well as the possession of a license, it is explained that they do not refer to the teachers who are employed for an indefinite period of time in primary and secondary schools on the day of entering in force of this law. Although the implementation of the Teachers Law was envisaged to commence from the school year 2015/16, however, the amendments and supplements to this Law (Official Gazette of the Republic of Macedonia No. 123 of 11.07.2017) foresee the implementation of the Law from the school year 2018/19.

In parallel with the Teachers Law, during 2015, the MoES adopted the Law on Teachers Academy (Official Gazette of the Republic of Macedonia No. 10/2015), which establishes and regulates the work of Teachers Academy. According to this Law, the goal of the theoretical instruction in the Academy is to develop the broader knowledge in the field of pedagogical sciences as well as the contemporary methods of work, while the objective of the practical training is to enable the participants to plan and realize the educational work in school. The law stipulates that after the training and the positive opinion of the mentor, the candidates will take a final exam consisting of a theoretical and practical part, for which a teacher's license is issued, while in addition to the teacher's license, the salary increases by 3,000 denars, which implies an additional motivation for licensing of teachers.

The law provides for the license to be issued for a period of five years, while for the third time it becomes permanent. In the part of motivating the enrollment of candidates to complete the Teachers Academy, it is envisaged that a teacher who obtains a license to be guaranteed a job for him/her, while if he/she does not receive employment for up to three years, he/she is getting paid a monthly compensation in the amount of 80% of the average monthly salary paid in the Republic of Macedonia.
For teachers who are employed and enrolled at the Academy, the Program Council foresees to provide them with a specialized training program, while after acquiring a license, they also increase their wages by 3,000 denars. Although in the transitional and final provisions of this Law it is envisaged that it will be applied beginning with the school year 2015/16, with the Law Amending the Law on Teachers Academy (Official Gazette of the Republic of Macedonia No. 127 of 11.07.2016) it is envisaged that the application of the law commences from the school year 2018/19.

In order to increase the motivation of teachers in primary education, the Ministry of Education in 2008 introduced Legislative amendments that promote the system for career advancement as a system solution in the country. The Law on Primary Education (Official Gazette of the Republic of Macedonia No. 103/08) foresees the following titles for career development of teachers: teacher-trainee, teacher, teacher-mentor and teacher-advisor. It also describes the manner and the conditions that need to be fulfilled for advancement in a particular title, so that the advancement of the teachers in the titles teacher and teacher-mentor is carried out by a school commission formed by the school principal, while the advancement of teachers in the title teacher-adviser is appointed by a commission formed by the Minister, while with the law amending the Law on Primary Education (Official Gazette of the Republic of Macedonia No. 33/2010) it is envisaged that the progress of the teachers in the teacher-mentor and teacher-advisor is carried out by a commission formed by the Minister, whereby the results of external verification, self-evaluation and integral evaluation contained in the National Report on the work of teachers and professional associates are compulsorily taken into account. The Law amending the Law on Primary Education (Official Gazette of the Republic of Macedonia No. 100/2012) stipulates that the commission established by the Minister must take into account the results of the external verification contained in the teachers work report, as well as from the evaluation teacher professional record, while the Law on amending the Law on Primary Education (Official Gazette of the Republic of Macedonia No. 67/2017), the words from the external verification contained in the report on the work of the teachers are deleted. The law also provides that if the school has up to 51 teachers and professional associates employed with the school, only 2 teachers can be promoted each year, while if there are more than 51 staff teachers and professional associates, 3 teachers can be promoted. The law also motivates ambitious teachers who want to be promoted to the next position, so the promotion to the next position it is foreseen to occur every three years, but based on the amended Law of 2010, the next promotion is predicted to be on every four years and the salary of the teacher to be in accordance with the acquired title. In the transitional and final provisions of the Law it is envisaged that the promotion to the next position of the teachers begin for three years from the day this law enters into force, but to this day the promotion of teachers and professional associates positions does not function. Teachers career development is also envisaged and described in more details with the adoption of the Teachers Law (Official Gazette of the Republic of Macedonia No. 10/2015), where besides the manner of selecting a candidate, the conditions for advancement in teacher-mentor and teacher-advisor are also foreseen. The working duties of this group of teachers, as well as the conditions in which a procedure for
deprivation of the title can be filed, are also foreseen in detail. Although the career development provisions should have started to apply from the school year 2015/16, however, the Law amending the Teachers Law (Official Gazette of the Republic of Macedonia No. 123/166) foresees the same to be applied by the school year 2018/19. The Law on Teachers Academy stipulates that teachers with teacher-mentor and teacher-advisor titles can be selected as lecturers at the Academy, as well as to do the internship. The very prolongation of the entry into force of this law shows that in the country we still do not have a certain national strategy for development of education that through the realization of the strategic goals will lead to the desired vision.

PROFESSIONAL DEVELOPMENT IN THE REPUBLIC OF MACEDONIA IN THE PERIOD 2013-2016

Although teachers’ professional development system is foreseen in the National Program for the Development of Education in the Republic of Macedonia, as well as in the Law on Primary Education of 2008, 2013-2016 period was crucial for raising the level in this domain. During this period, standards for professional and career development of teachers were drawn. The Law on Primary Education of 2008 stipulates that professional development is realized through accredited training programs realized by public and private institutions, citizens associations and companies whose programs are accredited by the EDB. A detailed description of the professional development of teachers is provided in the Teachers Law, which stipulates that during their work teachers are obliged for vocational and professional improvement that is realized through accredited training programs, through projects approved by the Ministry, internal professional development in school, regional collaborative learning teams and through individual forms of learning. According to the law, in each of the three school years, each teacher is obliged to dedicate at least 60 hours to continuous professional development, of which at least 40 hours are from the participation of accredited training programs, for which funds are provided in the budget of Education Development Bureau, 10 hours of training for priority programs determined by the Minister, for which funds are also provided from the budget of the Education Development Bureau, as well as 10 hours of personal development for which cost for personal professional development shall be borne by the teacher. The personal professional development plan is run by the teacher himself, while the school maintains a professional record for the professional development of teachers. Although the Teachers Law envisages that by the end of 2017, teachers to dedicate at least 40 hours to continuous professional development, of which at least 20 hours of participation in accredited training programs, 10 hours of training for priority programs determined by the minister, while the remaining 10 for personal professional development, however, the Law amending the Teachers Law in Primary and Secondary Schools (Official Gazette of the Republic of Macedonia No. 127/166) stipulates that teachers are obliged to dedicate at least 40 hours for the continuous professional development by the end of 2019. From this we can conclude that Teachers Law regulates the key issues for the teacher profession and work is no longer considered as static, but it is expected from the teacher to constantly improve and be...
an example of lifelong learning, but it is especially important that it shall be put into operation.

The teachers’ project for professional and career development (2012-2016), funded by USAID and implemented by Macedonian Civic Education Center (MCEC) in partnership with the Education Development Bureau (EDB), worked on the analysis of the existing system for professional and career development of the educational staff. The existing normative regulation, the objectives and policies for the teaching staff, as well as their realization, were analyzed. In order to better evaluate the methodology of the World Bank SABER teaching staff was used, and in-depth knowledge of the implementation of the policies was obtained through a survey with schools and discussions with focus groups of teachers, directors, professional associates and representatives of the education sectors in municipalities.

The Working Group initially studied the policy trends, strategies and practices in countries with successful educational systems, as well as the recommendations of relevant international education organizations related to the teachers professional and career development, taking into account that during design of all solutions and preparation of the documents to be considered the educational context in the Republic of Macedonia. After the adoption of the Teachers Law (January 2015), the Project was engaged in the implementation of the Decisions deriving from the Law. The implementation included 173 teachers from 23 primary and secondary schools and 23 professional associates from 20 schools. They collected evidence of the fulfillment of the standards for the title of mentor and gave their opinions and suggestions about the various elements of the processes by answering to an electronic questionnaire and discussions in focus groups. The work group also makes recommendations regarding the various evidences that need to be considered and which will not take into account the external assessment, but the internship, the professional development and the opinion of the school for which a minimum number of points will be designated which will amount to about 60% of the total score possible.

As a result of the project for professional and career development of teachers (2012-2016), funded by USAID, MCEC in partnership with the EDB in 2016 published the publications Basic and professional teacher competences and standards as well as the Manual for monitoring the work and planning the professional development of teachers and professional associates in primary and secondary schools, which were prepared by a working group created by education experts, university professors, teachers and advisers from the EDB and the Vocational Education and Training Center (VETC). The Working Group, taking into account the European Common Principles on Teacher Competences and Qualifications, the competences for career development standards for teachers in a number of countries, as well as the principles on which education is based in the Republic of Macedonia, has developed the basic professional competencies and standards teacher-mentor and teacher-advisor, which has upgraded and improved the system of teachers professional and career development and contributes to higher educational work of teachers and higher results by students. The professional competencies and standards deriving from the manual relate to the professional values expected to be possessed and respected by each teacher, both in terms of professional knowledge and
understanding and the abilities and skills that the teacher should have acquired within the his/her initial education and during the first years of the educational work, while for a teacher-mentor and teacher-advisor and in the further work and professional development. Professional knowledge, understandings, abilities and skills are grouped into the following areas:

- Knowledge about the school subject and the educational system
- Teaching and learning
- Creating a simulating learning environment
- Social and educational inclusion
- Communication and cooperation with family and community
- Professional development and professional cooperation.

In each area, in addition to the descriptions of professional knowledge and understanding and professional abilities and skills, a table with examples of professional practices is provided which will help to understand certain competences in the same way by the teacher, the institutions in charge of monitoring its development, as well as the institutions for the validation of the professional development of teachers. (Basic and professional competences and standards for teachers, MCEC, 2016)

The manual for monitoring the work and planning of the professional development of teachers and professional associates in primary and secondary schools is prepared in order to help schools monitor the work of teachers/professional associates, systematic realization and planning of professional development of teachers/professional associates, identifying and promoting diverse support to the professional development of teachers/professional associates, as well as finding ways to properly and responsibly use human and material resources for professional development in schools.

The completion of the Project for Professional and Career Development of Teachers has been finalized with several publications prepared by the Project aimed at improving and facilitating the work of all those involved in the processes of professional and career development: schools, teachers, professional associates, directors, state institutions responsible for education, faculties for teachers and other interested parties.

As products from the realization of project activities are also numerous publications that can serve all educational factors as professional documents:

- Basic professional competencies and standards for teachers
- Basic professional competencies and standards for professional associates
- Professional competencies for headmasters
- Guidelines on the manner and form of mentoring support for teachers-trainees and professional associates-trainees
- A manual for monitoring the work and planning of the professional development of teachers and professional associates
- A guide to professional and career development of teachers
- A guide to professional and career development of professional associates
CONDITIONS AND RECOMMENDATIONS FOR THE PROFESSIONAL AND CAREER DEVELOPMENT OF TEACHERS IN THE PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA

According to the Law on Primary Education, the continuous professional development of teachers is realized by the EDB, pedagogical faculties and other specialized accredited institutions according to their own programs. Up until now experiences show that the professional development of teachers has various lacks: absence of established policy and information regarding the professional development of the teacher, missing of the individual initiative, insufficient financial support in the school for realization of training for professional development, inadequate personnel policy in relation to teachers who attend trainings, formalizing the mentoring system with interns, non-application of standards and criteria for professional development and career advancement, the absence of initiatives for professional development of the teacher, a dysfunctional Law on Teachers, a non-functioning Law on Teachers Academy and so on.

By using the opportunity to conduct training and mentoring in certain schools within the Reading Leadership and IIEP Projects, from interviews with focus groups of teachers regarding the maintenance of professional development training, it is recommended to be maintained during the winter or summer holidays so that they do not lose their teaching class and more attention can be paid to training. In terms of information, teachers point out that they are not sufficiently informed about the professional development, according to them, the principals of the schools privileged teachers who constantly attend the trainings. Schools do not have financial resources to provide to the teachers with appropriate trainings of the identified professional development needs. Therefore teachers point out that they often participate in trainings organized by different institutions or projects that are perceived as imposed according to them should identify the needs for professional development at the school level, while the funds for realization of trainings should also be provided from the municipal budget.

Regarding the system for evaluating the participation of teachers in professional development trainings, it is necessary to re-examine the system for valuation of certificates and to connect with the certification for participation in the trainings and certification for applying the acquired knowledge from the training. For this purpose, it would be good for professional development teams to be set up in each school, in addition to certification in cooperation with the EDB will take care of organizing forms of collaborative professional development that would cooperate at the municipal, regional and state level, as well as running the networking activities of the teachers through which the exchange of positive examples from the practice will be
initiated. The activities of the school team members should be taken into account in the individual evaluation of teachers, and this evaluation should not be formal, but rather to affect the improvement of the work. These teams, together with their coordinator, will prepare a plan for professional development of teachers every two years, within which they clearly set out certain priorities, goals and activities for their achievement.

Up until now trainings for professional development of teachers are conducted on a one-off basis, where the teacher receives new information on individual aspects of the work, mainly new contents, usually in the form of lectures for a larger group at the same time. Teacher training is a phase, long-term and permanent process, while initial education is only the first stage in the preparation of its role. There should be no gap between the basic education of teachers and their further improvement. The most efficient professional development of the teacher is usually carried out in the school, closely related to the daily activities of the teacher and the student, and the teacher's knowledge and experiences are very much influenced. Periodic monitoring and evaluation of the work of the teacher is most often done by the relevant EDB counselors, as well as the state educational inspectors, but it requires constant monitoring and regular support and help of the teacher in working with constant feedback information through various types of evaluations. Teachers ask the EDB regularly to inform schools and teachers of all professional development opportunities that they will share on their website, along with information on accredited training. For the students who do not have improved results in the teaching classes, teachers are of the opinion that the EDB should provide additional training.

Lifelong learning and professional development of teachers, as well as the continuous development of the school should be considered in their unity and promoted in naturally connected and interdependent processes. Lifelong learning should enable other models and paths of learning, such as independent learning, school experience and involvement in school improvement projects should be appreciated and formally recognized. Lifelong learning and professional development make sense only if they are related to the improvement of the quality of the student's education, the current model based on the concept of transferring knowledge by the teacher side should be replaced by a new model based on the concept of construction of knowledge, where will develop greater interaction and the student will have an active role in teaching. Until now, it is not clear enough how will the teachers who have acquired a higher level of academic education (specialist studies, master studies, doctoral studies) and how this will affect their career development. For this purpose, it would be good to follow the Slovenian model for advancement in teacher titles, where among other things they are awarded with points obtained at higher levels at the academic level. (Rule book for changing the Rule book for promotion of titles for employees in the educational activity (Official Journal of the Republic of Slovenia, No. 18/10 of 8.3.2010)

Reforms are prepared mainly by the MoES and are delivered to teachers who should become introduced and apply them, which means that the teacher is involved in the reforms only as an implementer of the reforms. Teachers, in most cases are interpreters of research and theories, very rarely they are able to carry out small-scale
research based on their own reflections, the results of which they would include in their teaching, changing and adapting them to specific cases. With the new legal changes, the system forces the teacher to his professional development. The teacher should not be on the sidelines of social events, he should be the agent of changes in schools and the local community. Most experts point out that the professionalization of teachers is a prerequisite for successful improvement of the quality of education and that it is of great interest to those who create the educational policy. The need in our time, expressed in the attitude of constant learning, respectively to learn throughout the whole life, is of particular importance precisely for the teaching activity. Creating stimulating social and professional conditions for career development in the teaching profession will significantly change the attitude of the teacher towards their own professional development.

The modern standards for efficient and effective operation of the educational institutions have imposed the need for implementation and institutionalization of the system of initial training and system for professional development of teachers. To reflect the teacher of the 21st century, the character of the teacher should be rich in terms of a general education and professional field and mobile in the field of acquiring the necessary skills for successful realization of his profession. To this end, it is necessary to define the necessary competences that teachers should possess and to define guidelines on how to best allocate working hours, with particular emphasis on working hours that are intended for teacher training, which, including the teaching fund in the regular teaching, make up the 40-hour weekly teacher's fund. Regarding the mentoring of the intern teachers, which is a significant factor in quality teaching, we can say that we only have formal mentors in schools, without a proper program to guide the intern teacher. Due to this, it is necessary to develop a mentoring program and introduce mandatory training for mentors, since the career development of teachers should start from 2019. MoES, in cooperation with municipalities, should enable volunteering of graduated unemployed teachers, in order to give them the opportunity to practice the theoretical knowledge acquired during the initial education, as well as to acquire skills.

In terms of career development of teachers, the application of the career development provisions should start, which will be based on the assessment of the quality of work. For that purpose, it is necessary to provide sustainable financial resources through which teachers, who will advance in their careers, will receive higher salaries, which will contribute to raising the credibility of the profession and attracting better quality staff. The MoES needs to prepare standards for teachers in different titles that will be the basis for assessing the fulfillment of the conditions for acquiring an appropriate title that will be based on the quality work of teachers, while municipalities should establish policies for qualified teaching staff in all schools.

Teachers have great disbelief in the objectivity of grades from internal assessments. There are no established procedures for regular internal evaluation of the work of teachers by the management team, and also internal evaluation has no impact on the salary of teachers. In the future, procedures should develop for internal monitoring of teachers’ work and evaluation criteria to be in line with the evaluation standards at the national level, including indicators, procedures and instruments. The
internal evaluation of teachers should become regular and obligatory and should gain greater importance in making decisions on professional and career development. Also, in the future, it is necessary to establish a system of evaluation and career development of the principals' work in which the achievements of students and teachers will be crucial. The evaluation can be part of the integral evaluation of the school. For the school principals, in cooperation with the SEC (State Examination Center), it is necessary to establish a mandatory permanent training system, as well as mandatory mentoring during their training and six-month directing.

The passing of the Law on the Teachers Academy was followed by major reactions in the country, which is why this law is still not functional. The establishment of the Teachers Academy opens the opportunity for the Government to control higher education, and thus to centralize it in its power, which undermines the pedagogical and teaching faculties, while the diploma that is acquired turns into a formality. With the Teachers Academy, the number of students enrolled at the faculties will be reduced, as the number of study years is automatically increased. Because of the above, it would be more acceptable the work of the Academy to be organized by the pedagogical faculties as a type of specialist or postgraduate studies, or to find another form of organization, while the licensing process should go through a special Licensing Board or through the SEC, which will be decided by the MoES.

**RESUME**

Analyzing the above situation, we give the following recommendations:

- Trainings for professional development should be held during the winter or summer break in order to avoid missing classes and so that attention is paid to the training.
- The funds for the realization of the trainings should be provided from the municipal budget, which will include training for personal professional development.
- To reconsider the certification evaluation system and to correlate it with certification for participation in training and certification for the application of the acquired knowledge of the training.
- In each school, professional development teams should be established, which, in addition to the certification in cooperation with the EDB, will also take care of organizing forms of collaborative professional development which would cooperate at the municipal, regional and state level, as well as running networking activities of the teachers through whom the exchange of positive examples from the practice will be initiated.
- There should be no gap between the basic education of teachers and their further improvement.
- The EDB should regularly inform schools and teachers about all opportunities for professional development that will be shared on its website, along with information on accredited trainings.
- For the teachers who do not show better results in classes, the EDB will provide additional training.
• Lifelong learning should provide other models and pathways for learning, such as independent learning.
  • School experience and involvement in school improvement projects should be appreciated and formally recognized.
  • The current model based on the concept of transferring knowledge by the teacher, should be replaced with a new model based on the concept of knowledge construction, where greater interaction will develop and the student will play an active role in class.
  • The Slovenian model should be followed for advancement in teachers’ titles according to which, among other things, they are assessed with points for obtaining higher academic levels (master's degree, doctorate).
  • The teacher should be the agent of changes in schools and the local community.
  • The creation of stimulating social and professional conditions for career development in the teaching profession will significantly change the attitude of the teacher towards their own professional development.
  • To define the necessary competences that teachers should possess and to define guidelines on how to best allocate working hours, with particular emphasis on working hours that are intended for professional teacher training, which, including the teaching fund in regular teaching, falls in the 40-hour weekly teacher's fund.
  • To develop a mentoring program and introduce mandatory training for mentors.
  • To provide sustainable financial resources through which the teachers who will advance in their careers will receive higher salaries, which will contribute to raising the credibility of the profession and attracting more quality staff.
  • MoES to develop standards for teachers in different titles that will be the basis for assessing the fulfillment of the conditions for acquiring an appropriate title that will be based on quality work of teachers, while municipalities should establish policies for qualified teaching staff in all schools.
  • To develop procedures for internal monitoring of teachers' work and the evaluation criteria to be in line with the evaluation standards at the national level, including indicators, procedures and instruments.
  • The internal evaluation of teachers to become regular and obligatory and gain greater importance in making decisions on professional and career development.
  • To establish a system of evaluation and career development of the principals' work in which the achievements of students and teachers will be crucial.
  • For school principals, in cooperation with the SEC, a mandatory permanent training system, as well as compulsory mentoring during their training and six-month directing, should be established.
  • The work of the Teachers Academy for is organized by the pedagogical faculties, while the licensing process goes through a special Licensing Board, or through the SEC, which will be decided by the MoES.
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Analizirajući gore navedenu situaciju, dajemo sledeće preporuke:

• Obuke za profesionalni razvoj treba da se održavaju tokom zimske ili letnje pauze kako bi se izbegli propušteni časovi i kako bi se obratila pažnja na obuku.

• Sredstva za realizaciju obuka treba obezbijediti iz opštinskog budžeta, što će uključivati obuku za lični profesionalni razvoj.

• Preispitati sistem vrednovanja sertifikata i povezati ga sa sertifikacijom za učešće u obuci i sertifikacijom za primenu stećenih znanja o obuci.

• U svakoj školi treba formirati timove za profesionalni razvoj, koji će, pored sertifikacije u srednjoj EDB, voditi računa o organizovanju oblika koltaborativnog profesionalnog razvoja koji će sadržavati na opštinskom, regionalnom i državnom nivou, kao i kao aktivnosti na umrežavanju nastavnika kroz koje će se pokrenuti razmjena pozitivnih primjera iz prakse.

• Ne bi trebalo da postoji jaz između osnovnog obrazovanja nastavnika i njihovog daljeg poboljšanja.

• EDB treba redovno informisati škole i nastavnike o svim mogućnostima za profesionalni razvoj koji će biti podijeljeni na svojoj internet stranici, zajedno sa informacijama o akreditiranim treninzima.

• Za nastavnike koji ne pokazuju bolje rezultate u nastavi, EDB će pružiti dodatnu obuku.

• Cjeloživotno učenje treba da pruži druge modele i puteve za učenje, kao što je samostalno učenje,

• Školsko iskustvo i uključenost u projekte za unapređenje škole treba cijeniti i formalno priznati.

• Trenutni model zasnovan na konceptu prenošenja znanja od strane nastavnika, treba zamijeniti novim modelom zasnovanim na konceptu konstrukcije znanja, gdje će se razviti veća interakcija i učenik će igrati aktivnu ulogu u klasi.

• Za napredovanje u zvanje nastavnika treba pratiti slovenački model prema kojem se, između ostalog, ocjenjuju bodovi za sticanje viših akademskih nivoa (magisterij, doktorat).

• Nastavnik treba da bude pokretač promjena u školama i lokalnoj zajednici.

• Stvaranje stimulativnih socijalnih i profesionalnih uslova za razvoj karijere u nastavničkoj profesiji značajno će promijeniti stav nastavnika prema vlastitom profesionalnom razvoju.

• Definisati neophodne kompetencije koje nastavnici treba da posjeduju i definirati smjernice o tome kako najbolje rasporediti radno vrijeme, s posebnim naglaskom na radno vrijeme koje je namijenjeno za profesionalnu obuku nastavnika, što, uključujući i nastavni fond u redovnoj nastavi, pada - Tjedni nastavnički fond.

• Razviti mentorski program i uvesti obaveznu obuku za mentore.

• Obezbediti održive finansijske resurse kroz koje će nastavnici koji napreduju u karijeri dobiti veće plate, što će doprineti podizanju kredibiliteta profesije i privlačenju kvalitetnijeg osoblja.

• Ministarstvo prosvjete i nauke da razvije standarde za nastavnike različitih zvanja koji će biti osnova za procjenu ispunjenosti uslova za sticanje odgovarajućeg
naslova koji će se zasnivati na kvalitetnom radu nastavnika, dok opštine treba da uspostave politiku za kvalifikovano nastavničko osoblje u svim školama.

- Razviti procedure za interni monitoring rada nastavnika i kriterijume evaluacije kako bi bili u skladu sa standardima evaluacije na nacionalnom nivou, uključujući indikatore, procedure i instrumente.
- Interna evaluacija nastavnika postaje redovna i obavezna i dobija veću važnost u donošenju odluka o profesionalnom razvoju i razvoju karijere.
- Uspostaviti sistem ocjenjivanja i razvoja karijere rada ravnatelja u kojem će ključna biti dostignuća učenika i nastavnika.
- Za direktore škola, u saradnji sa DIK-om, treba uspostaviti obavezan stalni sistem obuke, kao i obavezno mentorstvo tokom obuke i šestomjesečnog usmjerenja.
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