



Teaching Profession for the 21st Century

Vlasta Vizek Vidović & Zoran Velkovski (ed.)



United Nations Educational,
Scientific and Cultural Organization

UNESCO Chair
in Development of Education:
Research and Institutional Building



Centar za obrazovne politike
Centre for Education Policy

TEACHING PROFESSION FOR THE 21ST CENTURY

Publisher

Centre for Education Policy
Svetozara Markovica 22/20, Belgrade
cep@cep.edu.rs
www.cep.edu.rs

For publisher

Jasminka Čekić Marković

Editors

Vlasta Vizek Vidović
Zoran Velkovski

Reviewers

Iris Marušić
Lidija Radulović

Proofreading

Terance Payne

Cover design

Milica Milojević

Number of copies

500

Pre-press

Zoran Grac

ISBN 978-86-87753-09-9

Printed by

Dosije studio, Beograd

Centre for Education Policy

TEACHING PROFESSION FOR THE 21ST CENTURY

Advancing Teacher Professionalism for Inclusive,
Quality and Relevant Education – ATEPIE

Editors

Vlasta Vizek Vidović, Zoran Velkovski

Authors

Graham Donaldson, Milica Grahovac, Suzana Kirandžiska,
Milica Jelić, Saša Milić, Gordana Miljević, Radmila
Rangelov Jusović, Zorica Trikić, Zoran Velkovski,
Vlasta Vizek Vidović, Jelena Vranješević

Belgrade, 2013

This project was financed by the Education Support Program of the Open Society Foundations (ESP/OSF). Opinions expressed in this publication do not necessarily represent those of the aforementioned organisation.

TABLE OF CONTENTS

List of Abbreviations	7
List of Tables	8
Foreword	9
Acknowledgement	11
1. The Twenty-First Century Professional.	13
1.1. How Does Teacher Learn and Develop Professionally?	14
1.2. How Are Other Countries Approaching the Development of Tools for Successful Teacher Learning Which Lead to Professional Growth and Development Throughout a Career?	15
1.3. National Frameworks of Teacher Standards	15
1.4. The Regional Context	17
1.5. Key Characteristics of the ATEPIE Framework of Teacher Competences	21
Conclusion	23
2. Framework of Teacher Competences – ATEPIE Approach.	24
2.1. Development of the Framework of Teacher Competences within the Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education (ATEPIE) Project.	24
2.2. Areas and Indicators of Teacher Competences in the ATEPIE Framework of Teacher Competences.	25
2.2.1. Learner and Learning	26
2.2.2. Learning Environment	28
2.2.3. Teaching and Assessment	30
2.2.4. Professional Development and Responsibility.	32
2.2.5. School, Family and Community Cooperation	34
2.2.6. School Development and Improvement of the Education System	36
2.3. A Glimpse at National Standards vs. ATEPIE FTC	38
3. Framework of Teacher Competences – Regional Implications	41
4. Framework of Teacher Competences – Country Perspectives.	47

4.1. Framework of Teacher Competences – A Tool for Teacher Professionalization – The Case of Bosnia and Herzegovina	47
4.1.1. Teachers in Bosnia and Herzegovina.	48
4.1.2. Qualifications Framework for the Teaching Profession. . .	49
4.2. Basis for the Development of the National Framework of Teacher Qualifications – The Case of Macedonia	51
4.2.1. Introduction – Education for Learning in the Twenty First Century	51
4.2.2. Changes and the Role of the Teacher	52
4.2.3. Teacher Professional Development and Changes.	53
4.2.4. Role of the FTC	55
4.3. Applications for Teachers Advancement – The Case of Montenegro	57
4.4. The Competent Teacher in a Competent system – The Case of Serbia	63
4.4.1. Quality of the Educational Process – the Role of the Teacher	63
4.4.2. From Competent Individuals to a Competent System . . .	64
References.	67
Appendices	
Appendix 1: The Framework of Teacher Competences	73
Appendix 2: Research Results Overview	77
Appendix 3: Questionnaire for Consultations with Teachers	83

LIST OF ABBREVIATIONS

ATEPIE	Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education
CEP	Centre for Education Policy, Belgrade
ESP	Education Support Programme
ETF	European Training Foundation
FTC	Framework of Teacher Competences
ICT	Information and Communications Technology
NFQ	National Framework of Qualifications
NTQF	National Teacher Qualifications Framework
OECD	Organisation for European Cooperation and Development
OSF	Open Society Foundations
PDLK	Professional Development on the Level of Kindergarten
PDLS	Professional Development on the Level of School

LIST OF TABLES

Table 1 – Learner and Learning Domain

Table 2 – Learning Environment Domain

Table 3 – Teaching, Evaluation and Assessment Domain

Table 4 – Professional Development and Responsibility Domain

Table 5 – School, Family and Community Cooperation Domain

Table 6 – School Development and Improvement of the Education System Domain

Table 7 – Participants by country

Table 8 – Descriptives (*M* and *SD*) for Items within the Importance of Competences for the Teaching Profession

FOREWORD

The publication “Teaching Profession for the 21st Century” has been prepared within the project “Advancing teacher professionalism for inclusive, quality and relevant education” (ATEPIE) implemented during 2011/2013 by the Centre for Education Policy (CEP) in cooperation with the Education Support Program of Open Society Foundations (ESP/OSF). The project builds on the work of national Open Society Foundations and ESP supported projects in South East Europe aiming to strengthen the role of teachers in ensuring education inclusion and quality in the Western Balkan countries. It is the result of a collaborative effort by education specialists from Bosnia and Herzegovina, Macedonia, Montenegro and Serbia with the support of international experts in the field and the CEP project team.

There is increasingly powerful evidence that teachers play a crucial role in providing child-centered, quality, inclusive education that will prepare each child to the best of his/her potential for life and work in modern society. However, there is a disconnect between the aspirations of teacher education policies and actual practice.

Recent research has shown that teachers are not adequately educated, supported and encouraged to develop the skills, knowledge, sense of vocation and mutual inspiration to pursue social justice through education (Pantić, Closs & Ivošević, 2011). There is no strong teacher voice in education policy development or school governance and teachers’ initiatives are seldom recognized (Pantić & Čekić, 2012).

There is a need to develop a common understanding of the knowledge, skills and values that the twenty-first century teacher should have. Western Balkan countries are at different stages in developing standards for the teaching profession, teacher licensing procedures, defining learning outcomes for teacher education and professional development, setting entry standards for the profession and career progression, and introducing quality assurance mechanisms for teacher education and professional development.

“Teaching Profession for the 21st Century” is a joint attempt to respond to the above challenges. It contains four chapters and appendices.

The first chapter explains the importance of teachers’ professional development and of setting expectations for the teaching profession. It presents some examples of international experience in developing standards, the regional context related to the teaching profession and a brief overview of the current developments in developing standards in the participating countries.

The main feature of the publication is the Framework of Teacher Competences (FTC) presented in the second Chapter. It has been developed

through regional cooperation, knowledge and practice sharing, taking into the account the existing and newly-acquired research-based evidence on the teaching profession and the latest international and European Union developments regarding teachers. Teachers from each of the above countries have been centrally involved in developing its content.

The third chapter focuses on the regional implications of the Framework of Teacher Competences while the Country Perspectives and the possible uses of the FTC are given in the Chapter Four.

The questionnaire for the consultations with teachers as well as the results of its analyses and focus groups are presented in the Appendices.

The publication is offered as an overarching regional document that would contribute to, strengthen and/or add the missing dimensions in the related national documents for teachers in primary and secondary education. It aims to help bridge any disconnect between teacher education policies and practice. It can be used as a guideline for setting the national qualification frameworks (NQF) which embody the knowledge, qualities, values and commitment to human rights and social justice which teachers should have if all of their pupils are to be equipped for life throughout the twenty-first century.

*Gordana Miljević
Project Manager*

ACKNOWLEDGMENTS

In a collaborative effort such as this one it is difficult to give formal acknowledgment to all those who helped make this book come to fruition. However, we are grateful to the teachers who gladly contributed to the focus group discussions, responded to the questionnaire and volunteered their precious time for this purpose.

Special thanks go to the CEP project team for their extraordinary management support, particularly Milica Grahovac for her flawless coordination, organisation of meetings and keeping the records of all the documents produced and the proceedings of meetings.

We are grateful to the Education Support Program of the Open Society Foundations for their support and sponsorship without which this work would not be possible.

People directly involved in the planning and implementation of this project

Project Management

Gordana Miljević, Project Manager

Milica Grahovac, Project Coordinator

External Consultancy

Graham Donaldson

Vlasta Vizek Vidović

Project Team

Milica Jelić

Suzana Kirandžiska

Nada Korać

Miroslava Marjanović

Saša Milić

Nataša Pantić

Radmila Rangelov Jusović

Jelena Radišić

Zorica Trikić

Zoran Velkovski

Jelena Vranješević

1. THE TWENTY-FIRST CENTURY PROFESSIONAL

*Graham Donaldson*¹

School of Education, University of Glasgow, Scotland, United Kingdom

The forces which are shaping twenty-first century economies and societies also pose significant and sustained challenges for school education. Technological advances are changing fundamentally the nature of both work and leisure and contributing to societal shifts already affected by migration and demographic change. The skills required of the twenty-first century workforce are changing and increasingly associated with the creative use of technology. Far from being immune to such forces, education lies at the heart of any response to this challenging context. Twenty-first century teachers must help to equip future generations to thrive in an environment of fast, continuous and fundamental change and must themselves capitalise on the potentially far-reaching implications for teaching and learning.

At the same time, across the world, there has been a growing acceptance of the importance of school education for individual and collective wellbeing, social cohesion and economic success. The politics of education have moved to centre stage and many governments now promote the kind of innovations in education which they believe will give their countries a competitive advantage and meet the twenty-first century needs and challenges of their citizens.

“Teachers Matter”, a 2005 report from the OECD (OECD, 2005), drew together a wide body of research evidence which suggested that teacher quality was one of the most significant factors affecting successful student learning. This conclusion perhaps represents the policy direction most likely to lead to substantial gains in school performance. Similarly, in 2007, the McKinsey Corporation published a highly influential report (McKinsey, 2007) which reinforced the centrality of teacher quality in the world’s best performing school systems. It claimed that, over three years, learning with a high-performing teacher instead of a low-performing teacher can make a 53 percentile difference in student achievement. That report memorably concluded that the quality of an education system cannot exceed the quality of its teachers.

In a Green Paper on teacher education in Europe, the European Union Thematic Network suggests that “...teaching as knowledge transmission or

1 Authors of the part 1.4. The Regional Context are Radmila Rangelov Jusović, Centre for Education Initiatives “STEP BY STEP”, Sarajevo and Zoran Velkovski, Faculty of Philosophy, University St. Cyril and Methodius, Skopje.

teaching as a craft may well have become obsolete. There are many cogent arguments that these new conceptions will have to be replaced by more dynamic conceptions oriented on a new professionalism in general and pedagogical professionalism in particular” (Green Paper on Teacher Education in Europe, 2000). The same publication talks about the need for “state of the art” knowledge as part of more dynamic career-long teacher education. A European Commission Staff Working Document (Supporting the Teaching Profession for Better Learning Outcomes, 2012) included amongst its conclusions the following two statements:

“The teaching professions now face rapidly changing demands, which require a new set of competences.”

“Europe’s teaching professions have an exceptional impact on education”.

The evidence and argument above establishes the centrality of high quality teaching to successful learning and this in turn requires skilled and well-educated teachers who continue to grow and develop professionally throughout their careers. The challenge is to be clear about what we mean by good teaching and good teachers and to create suitable tools to support consistent high quality across the teaching force.

Teaching should be recognised as both complex and challenging, requiring high standards of professional competence and commitment. The need for a stronger focus on teacher knowledge, skills, values and dispositions is a feature of the developing thinking across the world. The European Commission, for example, in a 2004 statement (Common European Principles for Teacher Competences and Qualifications, 2004) identifies the need for teachers to have extensive subject knowledge, a good knowledge of pedagogy, the skills and competences required to guide and support learners, and an understanding of the social and cultural dimension of education.

1.1. How Does Teacher Learn and Develop Professionally?

Evidence suggests that externally-imposed educational change has only limited impact. John Hattie’s meta-analysis of research evidence (Hattie, 2009) suggests that up to eighty-five per cent of teachers are resistant to changing their existing practice. An individual teacher’s past and current experience is very powerful in determining their day-to-day practice in the classroom. Hattie concludes that the moves to use accountability, government pressure and other forms of compulsion are rarely effective. Yet Wikman’s research (Wikman, 2010) suggests that much of teacher knowledge is tacit, intuitive, situation bound and the result of chance. Strategies for teacher learning may be integral to sustained improvement in education but much of what a teacher does is rooted in tradition, experience and context and is not commonly articulated by teachers themselves in ways which promote informed debate.

1.2. How Are Other Countries Approaching the Development of Tools for Successful Teacher Learning Which Lead to Professional Growth and Development Throughout a Career?

A focus on teacher professional formation and growth has been an increasing policy imperative for countries across the world as well as international bodies such as the European Union (Key data on education in Europe, Eurydice 2012, Common European Principles for Teacher Competences and Qualifications, EU 2005) and OECD (2005). A National Board for Professional Teaching Standards was formed in the United States in 1987 and a voluntary certification process based on rigorous standards now has more than 102,000 teachers who have achieved certification (Thorpe, *Sustaining Teachers' Professional Growth Seminar*, Cambridge, 2013). In Scotland, a major review of teacher education (Donaldson, 2010) concluded that there was a need for a concerted and aligned approach to career-long professional learning supported by a clear framework of standards for novice and experienced teachers. The General Teaching Council for Scotland has had in place a set of standards for qualification as a teacher since 2002 and these have recently been revised to create a stronger focus on career-long learning. Similar approaches have been adopted in an increasing range of countries such as Australia, the Netherlands, and Northern Ireland. The EU Tuning Project (Reference Points for the Design and Delivery of Degree Programmes in Education, 2009) relates generic and subject-specific competences to degree cycles covering initial, Masters and Doctoral expectations. Other frameworks have different approaches to differentiating the application of standards but they all serve the same broad purposes of signalling what twenty-first century teachers should look like and providing criteria for assessing professional and personal growth.

Taken together, these developments point a clear way forward for the teaching profession and have direct implications for the selection, initial education and career-long learning of a potential and serving teacher. Well-judged and clear standards can help to align policy and practice and provide the basis for the formation and career-long growth of such teachers.

1.3. National Frameworks of Teacher Standards

A key component in establishing a sustained and strategic approach to teacher quality can be seen in the development of national frameworks which set standards for entry to teaching as well as providing a strong basis for the nature of initial teacher education, induction and career-long learning. Ingvarson and Rowe (2007) say that, taking account of recent research, "...standards are emerging as a sound basis for defining levels of expertise in teaching and assessing teacher performance". The report (2011) of an OECD International Summit on the Teaching Profession makes clear that initial teacher preparation in high

performing countries starts with “...clear standards that define what teachers are expected to know and to be able to do upon graduation...teachers are seen as part of knowledge-generation process, rather than as simply recipients of research. A strong ethical foundation and a commitment to equality through education also undergird the teacher-preparation programs in high-performing countries” (OECD, 2005). At the same time, work is increasingly international and mobility of labour is one of the cornerstones of European policy. A generic framework may, therefore, help enhance flexibility in the teaching workforce and establish a wider platform for cooperation across Europe and beyond.

The growing recognition of the potential contribution of competence frameworks begs the question as to what is meant by the concept of ‘competence’. The definition quoted in Pantic and Wubbels (2011) provides a helpful way forward. They draw on examples of existing practice and suggest that the concept of competence should be defined as *‘an integrated set of personal characteristics, knowledge, skills and attitudes that are needed for effective performance in various teaching contexts’* (Stoof, Martens, Van Merriënboer, & Bastiens 2002; Koestewer et al., 2005). This integrated approach to competence fits well with a broad concept of ‘standards’ which are more generic and can encompass a range of attributes. It is important, therefore, that frameworks should focus on broad standards which are framed in ways which promote reflection and growth rather than seek to create a tight specification of behaviours which carry the risk of restricting creativity, encouraging basic compliance and becoming obsolete over time.

Frameworks typically embody the characteristics of high-quality teaching for the twenty-first century, including subject knowledge, pedagogical expertise, ethical values and wider understanding of the systemic issues in education and teacher professionalism. While the specific content may vary with the traditions, characteristics and policies of a country, it is important that standards are clear and are ‘owned’ by teachers and the wider academic world as well as their employers, national policy-makers and the communities within which they work. Such frameworks, by making explicit the values and complexities which underpin quality teaching, can also enhance the perception of teaching as a learned profession in the eyes of the wider public.

Standards can be applied at different career stages.

- In initial teacher education, standards can act as a guide both to the content to be covered and to criteria for assessment. This does not require a uniform approach across teacher education providers but does establish a clear expectation that the pre-service degree course will equip students with the knowledge, skills and dispositions which the standards describe. The standards can signal expectations about the complex and reflexive relationship between theory and practice and encourage intelligent engagement with theory in classroom settings.
- In induction, the standards can define the further reinforcement and extension of learning which will be required for the achievement of

full teacher status. In addition to their key role in providing consistent criteria for assessment, they provide common points of reference for everyone involved in the novice teacher's development. They can thus help to prompt and support necessary breadth in the learning of prospective teachers while establishing greater rigour in assessment. They should act as a bridge between the initial phase of learning and subsequent career-long learning.

- Thereafter, as part of career-long learning, standards provide an ongoing frame of reference for professional growth. They provide clear signposts for the individual teacher as to how they should develop and grow throughout their careers, guarding against the kind of complacency which can follow from having met the basic requirements for the job. They can also act as a reference point for more formal professional review arrangements, allowing self-reflection, school-based coaching and local or wider external review to be combined to shape the next stages in a teacher's personal development, including leadership.

1.4. The Regional Context

During the last decade the countries in the Region have undertaken a number of initiatives for amending legislation governing education, aimed at, among other issues, increasing the duration of compulsory education, introducing decentralisation in education, strengthening the administrative and professional capacities of state institutions, establishing professional bodies, agencies and centres, changing the structure and organisational set-up of the education system in general and of educational institutions, etc.

Strengthening the quality of teachers has been a constant focus of education policies. A number of initiatives have been launched and implemented for the development of standards of teacher competences (most notably in initial teacher education), systems for career advancement and systems for teacher support and assessment. Within many national and international programmes aimed to strengthen the competences of teachers in pre-primary, primary, secondary and higher education, a number of professional development events have been organised to increase the capacities of teachers in the application of contemporary models of teaching and learning. As a result of these initiatives, the use of contemporary forms of teaching and learning by teachers has been gaining momentum, but the impression remains that it is still insufficient. The creation of a new teacher culture appears to be in progress, but the dynamics of its coming to life have been rather slow.

Commitments for the introduction of learning-outcome based curricula have still not found their rightful place in the scope of the teachers' work. A number of teachers still have a prime commitment to their work in the

classroom, strongly influenced by didactic traditions; focusing on subject knowledge and expertise and using traditional models of assessment.

Current professional development systems require further improvement in order to meet the needs of teachers and help them cope with the challenges of contemporary education. Investment in professional development, and building an effective support system based on standards, research, adult learning theories and best practice, remains one of the key priorities for educational systems in the Region.

The original ETF Regional Report (Pantić, Closs & Ivošević, 2011), together with a companion paper for the project from Pantic (2011), drew on a wide body of research evidence to identify a number of features of current policy and practice in the Balkans. Pantic draws out existing evidence about the development of teacher competences in the region. Her paper suggests that teachers, teacher educators and student teachers from the participating countries perceive teacher competence to involve four components in the following order of importance:

1. Knowledge of subject matter, pedagogy and curricular areas
2. Dealing with values and child development
3. Self-evaluation and professional development
4. Understanding the education system and contributing to its development

In many ways, the description of practice set out above is also characteristic, to varying degrees, of the situation in many countries across the world, now or in the recent past. There is now a valuable opportunity for the countries in the Region to draw on this experience and create their own educational reform programmes, a significant part of which should be the establishment of national teacher standards frameworks which embody the knowledge, qualities and values which a teacher should have if all of her/his pupils are to be equipped for life throughout the twenty-first century.

Milica Grahovac
Centre for Education Policy, Belgrade, Serbia

A Brief Overview of National Standards for Teaching Profession

Serbia

In September 2011, a year after the National Education Council adopted National Qualification Framework for Serbia (NOKS), **Standards of Competences for Teaching Profession and Their Professional Development** (Institute of Improvement of Education, 2011) were introduced. Competence

in this document is defined as the *capacity of an individual demonstrated in the performance of complex activities in educational work* (Institute of Improvement of Education, 2011) while the teacher is recognised as a key figure in the overall development of a child. These standards have been developed to encourage teachers to reflect on their practice and to monitor and plan their own development. Standards of Competences for the Teaching Profession cover the following areas:

1. Teaching Area, Subject Matter and Methods of Teaching;
2. Learning and Teaching,
3. Support for the Development of Students' Personalities and
4. Communication and Collaboration with Students, Parents and Colleagues.

Each of these thematic areas contains the competences for a) Knowledge, b) Planning, c) Implementation, d) Evaluation, and e) Training.

Bosnia and Herzegovina

In 2011, Bosnia and Herzegovina adopted the Basis of a Qualifications Framework (Ministry of Civil Affairs of Bosnia and Herzegovina, 2011), as a prerequisite for the development of a *Qualifications Framework in Bosnia and Herzegovina*, which should be completed by the end of 2015. A *Qualifications Framework for the Teaching Profession*, whose preparation is led by the Agency for Pre-school, Primary and Secondary Education (APOS), is an important basis for achieving the set strategic goals of education reform in Bosnia and Herzegovina, as it links learning outcomes to the standards of the teaching profession and provides a basis for the development of quality assurance, initial teacher education, professional development and teachers' advancement. In Bosnia and Herzegovina, the drawing up of a basic qualifications framework for the teaching profession will be done in partnership with APOS and in consultation with representatives of ministries, pedagogical institutes and teachers. The first version should be ready by the end of 2012.

In the Qualifications Framework, competence is defined as *the ability to apply knowledge, skills and personal, social and methodological skills in the workplace or in the course of learning, as well as for personal and professional development. In the context of the European Qualifications Framework, skills are described as responsibility and independence* (Ministry of Civil Affairs of Bosnia and Herzegovina, 2011).

Prior to these documents, a list of the documents necessary for the further implementation of the Bologna process in Bosnia and Herzegovina was adopted. This list, among others, contains: *Qualifications Framework for Higher Education in Bosnia and Herzegovina*, *National Action Plan for the*

Qualifications Recognition of Bosnia and Herzegovina (for higher education) and Implementation of the Qualifications Framework for Higher Education in Bosnia and Herzegovina. In 2008, strategic directions for the development of education in Bosnia and Herzegovina and its implementation plan for the period 2008–2015 were adopted.

Montenegro

Education reform in Montenegro was carried out in two stages: the formulation of a new educational system, and its implementation. By 2012, all its goals had been achieved.

The Bureau for Education of Montenegro passed in 2008 the **Standards for Teaching** (Bureau for Education Services, 2008). In this document, the standards are defined *as instruments for stimulating the professional development of teachers, which describe the necessary knowledge, skills and attitudes that every teacher should possess in order to perform well her/his tasks* (Bureau for Education Services, 2008). They include three primary areas of professional development: **teachers' professional attributes and values, professional knowledge and understanding, and professional skills.** The standards prescribed for teaching titles include the following levels of a teacher's career:

- a teacher with experience (T),
- a teacher/mentor (M),
- a teacher/counselor (C),
- a teacher /senior advisor (SA) and
- a teacher/researcher (R).

They clearly outline what is expected of teachers at each of these levels.

After that, in 2011, a team from Montenegro's Ministry of Education and Sports was set up to draft a document containing standards in the following areas:

1. The students and the learning process;
2. Environment and learning conditions,
3. Knowledge of the profession and of curriculum;
4. Knowledge of subject methodology;
5. Planning;
6. Assessment and evaluation;
7. Professional development and
8. Leadership/ initiative and cooperation.

The final version of this document has not yet been adopted.

Macedonia

Since 2011 Macedonia has had the National Qualifications Framework for Higher Education in place, while the development of the National Qualifications Framework for Teachers is in progress. The Ministry of Education and Science is in charge of its development and adoption. This document is expected to overcome the existing weaknesses in the system of education and professional development training in the Republic of Macedonia and to bring a new quality to this area with a clear national and international compatibility. The National Qualifications Framework for Teachers will represent the operationalization of a National qualification framework for higher education in the field of teachers' profiles.

In 2010, the universities developed a Framework of Higher Education Qualifications which was subsequently adopted by the Ministry of Education and Science (MoES, 2010). It defines the profile, the goals and basis for the design of study programmes in the first, second and third cycle of study, as well as study programmes for vocational higher education with a duration of less than three years. The National Framework is a mandatory national standard regulating the manner of acquisition and use of higher education qualifications in the Republic of Macedonia.

The National Framework has general descriptors of the qualifications for each cycle of studies that reflect the typical skills and achievements of the student, and pertain to the qualifications that mark the completion of a respective cycle of studies.

The description of the learning outcomes for a specific level of qualification is expressed with the following descriptors of qualifications:

- knowledge and understanding,
- application of knowledge and understanding,
- ability to evaluate/assess/judge,
- communication skills
- learning skills.

1.5. Key Characteristics of the ATEPIE Framework of Teacher Competences

Education by its nature is rooted in values, and the nature of the curriculum and of approaches to education more widely will inevitably and properly reflect the traditions and hence the implicit or explicit value base of the country concerned. This is a complex and sensitive area but is one which teachers should understand and be able to respond to. While much of the work

of a teacher will be governed by the overarching values embedded in national policy, the diversity of the societies served by schools will give rise to value issues which teachers should understand and be equipped to respond to.

The Framework makes clear the responsibility of each and every teacher to promote the learning of **all pupils**. The focus is not simply on those who have defined special educational needs but on the broad mass of young people whose social and economic inheritance can dictate success at school. If a teacher is, in effect, a partner in the young person's learning then the teacher is obliged to understand the background and needs of that young person and to direct their teaching to overcoming barriers to learning which are subject to influence by the school or the other agencies that support young people and their families. That in turn will require a more outward focus, relating to parents and working with specialists who can offer additional support. The principle here is the continuing responsibility of the teacher for all young people in their charge rather than seeing some individuals as being the responsibility of someone else.

The Framework also points to responsibilities for a teacher which go beyond specific teaching duties. In particular, a teacher should see herself/himself as contributing to the **development of the curriculum**, going well beyond implementing predefined curriculum content. As the focus shifts from an input-specification of the curriculum to one based more on expected outcomes, there will be an increased need for teachers to have the capacity to develop relevant curriculum content themselves.

The Framework stresses the need to be confident that **teaching does in fact lead to learning**. Thus the focus has to go beyond well-thought-through inputs by a teacher and encompass the kind of activities which will actively engage each young person in learning. The aim is to create successful outcomes which also establish a desire in the young person to continue learning and a belief that they can succeed. Current practice in the Balkans has the strength that teachers are steeped in their subject and, in Bruner's terms (Bruner, 1963), have that fundamental understanding of the structure of a discipline which allows them to present it in an intellectually honest form to all pupils at any stage in their development. The challenge for the teacher is to know how to use that knowledge in ways which achieve the desired outcome and to see that task as central to the teacher's role. That implies an ability to use theory to inform practice, to work beyond the teacher's subject, and to have a greater focus on some of the craft skills of the teacher relating to methods, behaviour management, interpersonal communication and assessment.

A corollary to this focus on impact is the predisposition and ability to **reflect and self-evaluate**. Professional growth and educational improvement need to be based on the capacity to identify the strengths and weaknesses of current practice and to build new ways of working where they may be necessary.

The standards signal the importance of **career-long learning**. They are designed to be dynamic, not static. That means that they should provide an ongoing frame of reference for professional growth and development throughout a career. In that way they can be used for personal reflection and self-evaluation as well as the basis for any formal system of professional review and development which may be established.

They make clear the increasingly **collaborative nature of teaching and learning**. Classrooms should not be closed boxes within which the teacher reigns supreme but alone. Rather the educational process in a school should be conceptualised as a team endeavour within which teachers learn from each other and from other professionals that support young people and their families. All involved should work jointly to ensure high quality education for all children.

Similarly, the standards signal the need to keep abreast of research evidence regarding effective teaching and learning. The twenty-first century teacher is not simply the implementer of someone else's good practice but the creator of the conditions for learning in their own individual and unique context. The task is to look outwards for inspiration and ideas but to retain the responsibility for creating the unique learning conditions for the young people in their charge. Thus the school culture is characterised by **initiative and team working** and teacher standards should seek to make this an expectation for all teachers.

Conclusion

Continuous improvement in education is not an option but a necessity. Teachers are central to that process; not simply as implementers of externally-devised approaches but as the key players in ensuring relevant and high-quality education for all young people. We need to be clear about what that means in terms of the capacities and values which a teacher should acquire and develop continuously throughout a career. A framework of teacher competences can guide that initial formation and subsequent professional growth and help to establish what it means to be a twenty-first century professional teacher.

2. FRAMEWORK OF TEACHER COMPETENCES – ATEPIE APPROACH

Radmila Rangelov Jusović

Centre for Education Initiatives “STEP BY STEP”,
Sarajevo, Bosnia and Herzegovina

Vlasta Vizek Vidović

Centre for Educational Research and Development,
Institute for Social Research, Zagreb, Croatia

Milica Grahovac

Centre for Education Policy, Belgrade, Serbia

2.1. Development of the Framework of Teacher Competences within the Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education (ATEPIE) Project

The Framework of Teacher Competences developed within the ATEPIE project is based on a constructivist approach to learning. In this learner-centred approach, teaching is seen as a way of creating and providing stimulating opportunities in which each learner constructs her/his own understanding of the world by active involvement in the learning process. Hence, the traditional roles of the teacher and the learner have changed. The teacher is no longer a transmitter of information, nor is the learner a passive recipient who stores the isolated information in long-term memory without understanding the meaning or recognising its application outside of school.

In the developmentally-appropriate, learner-centred approach, while retaining ultimate responsibility for each student’s learning, the teacher’s main task is to create opportunities and conditions for optimal learning and development for each learner. In this way, the learner becomes an active participant in the teaching/learning process and in the interaction with the teacher and other learners in the classroom.

Taking the constructivist approach as the starting theoretical point and using relevant sources and examples of the best international practice, the ATEPIE team of education experts developed the Framework of Teacher Competences. This was accomplished in a number of steps, with broad in and out of team consultations. During the first step, the concept of the framework was discussed and clarified. The accepted working definition of *professional competence* was derived from the Tuning project’s integrative

concept of competence (Gonzalez & Wagenaar, 2008). Accordingly, professional competence could be described as a dynamic combination of knowledge, cognitive and practical skills, attitudes and values which a person is capable of utilising in a professional context. The next step was to determine the key areas and components of teacher competence. A teacher who demonstrates these competences will have the capacity to effectively prepare learners for work and life in the 21st century. The following six key areas have been determined:

1. Learner and learning
2. Teaching and assessment
3. Learning environment
4. Professional development and responsibility
5. School, family and community cooperation
6. School development and improvement of the education system.

Within each area, the main competence components have been defined as knowledge, skills, attitudes and values. For each of those components, specific indicators have been developed.

The process of developing the competence indicators has been highly participatory, involving both educational experts and practitioners. It included small-group work, consultations, and focus groups with teachers in each of the participating countries. Through that process, the initial list of 109 items has been reduced to 76 statements. The next step was obtaining teachers' opinions on the preliminary list. Three focus groups with a total of 30 class and subject teachers from all participating countries were organised in order to check the understanding of the statements as well as to rate their relevance for the successful performance of teaching tasks. The teachers did not have any difficulty with understanding any of the items. Furthermore, they estimated the items as being highly relevant to their work. The consultations were expanded via the questionnaire (see Appendix 3) in which the teachers were asked to rate the importance of each item for effective teaching performance. The questionnaire was applied to a convenient sample of teachers in each of the participating countries. The data analysis showed that teachers perceive this framework as comprehensive and applicable to their practice and that the offered indicators adequately reflect the particular aspects of a teacher's competence. Therefore, all 76 items have been kept in the final version of the document.

2.2. Areas and Indicators of Teacher Competences in the ATEPIE Framework of Teacher Competences

In the following part of this chapter the six areas of teachers' competences will be presented with the full list of the indicators for each main component: knowledge, skills and values.

2.2.1. Learner and Learning

Quality and effective educational practice is based on the firm belief that every child is capable of learning and developing. A teacher needs to understand how children learn and the developmental stages through which children progress as well as individual differences among children to ensure that each child develops to her/his full potential and develops the capacity for lifelong learning. A teacher should be able to create a learning environment and engage children in a learning process that recognises and builds on the capabilities, interests, needs and other characteristics of each young person. S/he should also understand how individual differences affect the learning process. Most importantly, a quality teacher believes that learning occurs in an environment where children feel safe, accepted and respected and that effective learning depends on a climate of mutual respect and on the teacher modelling a positive attitude toward learning. A quality teacher treats each child with respect and reflects on her/his own beliefs, attitudes and actions in the classroom. A teacher must help children to respect each other and to perceive individual differences as assets and opportunities for learning.

Table 1. Learner and Learning Domain

Area/Field/ Domain	1. PROFESSIONAL KNOWLEDGE indicators <i>A teacher should have knowledge and understanding of:</i>	2. PROFESSIONAL SKILLS indicators A teacher should be able to:	3. PROFESSIONAL VALUES indicators <i>A teachers should:</i>
LEARNER AND LEARNING	<ol style="list-style-type: none"> 1. Relevant theories of learning, developmental theories and current scientific research 2. Individual differences among students in their learning abilities, interests, styles and previous learning experience. 3. The basis and principles of interculturality in education, including mechanisms of developing stereotypes, prejudices and discrimination. 4. The learning needs of gifted and talented students, disadvantaged students and those with disabilities. 	<ol style="list-style-type: none"> 5. Apply knowledge on human development and socio-cultural diversity and individual differences to maximise learning outcomes. 6. Support all aspects of a child's personality, her/his self-confidence and self-esteem and the development of life skills and other competences. 7. Use methods for enhancement of students' cognitive and metacognitive learning skills. 8. Support students in building their individuality and capacities for self-regulated learning. 	<ol style="list-style-type: none"> 9. Believe that every/each child can learn and develop. 10. Foster a holistic approach. 11. Set an example for students in the belief about the value of learning and need for personal growth. 12. Transfer enthusiasm for learning to students. 13. Value diversity and nurture a spirit of tolerance with students.

2.2.2. Learning Environment

The school and classroom climate and culture as well as the learners' physical environment significantly influence the quality and efficiency of the learning/teaching process. A teacher should develop competences necessary to create a safe and stimulating learning environment as a precondition for the cognitive, physical, social and emotional development of each child. Effective use and good organisation of the space and materials should stimulate the development of a child's independence and her/his sense of responsibility. Additionally, it should create a climate of mutual support and care, a feeling of group belonging, and physical and emotional security. An education process that prepares children for life in contemporary society should ensure the efficient and responsible usage of ICT and other sources of knowledge, and make provision for a variety of learning opportunities for pupils, both in and out of school.

Table 2. Learning Environment Domain

Area/Field/ Domain	1. PROFESSIONAL KNOWLEDGE indicators <i>A teacher should have knowledge and understanding of:</i>	2. PROFESSIONAL SKILLS indicators A teacher should be able to:	3. PROFESSIONAL VALUES indicators <i>A teacher should:</i>
LEARNING ENVIRONMENT	<p>14. Learning opportunities in diverse learning settings (classroom, laboratory, community, family, cultural and other institutions).</p> <p>15. The impact of different learning environments on students of different age, gender, cultural background and educational needs.</p> <p>16. The possibilities and limitations of various learning resources, including ICT.</p> <p>17. The factors which contribute to creating a safe and supportive environment for every child.</p> <p>18. The regulations, laws and conventions concerning the protection of the child's rights.</p>	<p>19. Create a stimulating learning environment regarding the needs of diverse students.</p> <p>20. Use behaviour control methods and other methods and techniques that contribute to creating a safe learning environment and support the social and emotional development of every child.</p> <p>21. Establish an environment in which each student feels safe, competent, accepted and supported.</p> <p>22. Recognise and adequately react to crisis situations in the best interests of children (violence, suffering etc.).</p>	<p>23. Treat each child with dignity, respect, empathy and promote the same values in students.</p> <p>24. Be open to ideas, changes and innovations contributing to the creation of stimulating learning environments.</p> <p>25. Promote values regarding personal wellbeing combined with respect for others.</p>

2.2.3. Teaching and Assessment

Teaching and assessment are inter-dependent and cyclical processes. A teacher bases her/his planning of the learning/teaching process on the formative assessment of each child and sets high expectations for the children which allows them to develop the ability to self-assess and set learning goals for themselves.

A teacher should have a thorough knowledge of the structure and content of the official curriculum and the learning outcomes set for a given age and must be able to adjust the learning/teaching process to the needs and capabilities of each child, thus ensuring their growth and development. A teacher should know and use various teaching methods and strategies that enable children to be involved actively in the learning process, to explore, experiment and reach their own understanding of the learned material through social interaction and the use of different knowledge sources. Through planning an integrated curriculum using a multidisciplinary perspective, a teacher should ensure meaningful learning and application of the learned material. In addition, s/he should encourage the children's independence in learning.

Table 3. Teaching and Assessment Domain

Area/Field/ Domain	1. PROFESSIONAL KNOWLEDGE indicators <i>A teacher should have knowledge and understanding of:</i>	2. PROFESSIONAL SKILLS indicators <i>A teacher should be able to:</i>	3. PROFESSIONAL VALUES indicators <i>A teacher should:</i>
TEACHING AND ASSESSMENT	<p>26. Subject matter including key concepts, theories and research in the curriculum area they teach.</p> <p>27. Curriculum logic and relationships between its components (teaching goals, content, learning and teaching, assessment of learning outcomes).</p> <p>28. Current research on effective teaching of specific content and areas, including potential difficulties students may encounter.</p> <p>29. Various lesson designs and organisation of learning sequences that advance the student's learning.</p> <p>30. Various monitoring and assessment strategies and valid methods for assessing and analysing student learning.</p> <p>31. The significance of multidisciplinary approaches and integrated teaching</p>	<p>32. Plan learning goals and design learning sequences appropriate to the pupils' development stages, their capabilities and needs using research evidence on effective teaching and learning.</p> <p>33. Select and use teaching methods which sustain motivation for learning and support students to actively participate in the process of learning and cooperate with other students.</p> <p>34. Provide students and their parents with constructive and timely verbal and written feedback about the learning progress and achievement of learning goals.</p> <p>35. Select and apply valid assessment strategies using a variety of formative and summative approaches to assess student learning.</p> <p>36. Link the subject content with other subjects and content to assure the practical application of knowledge.</p> <p>37. Analyse and interpret student assessment data and use them to plan future student learning as well as the improvement of her/his own teaching practice.</p>	<p>38. Base the teaching/ learning process on a student-centred approach.</p> <p>39. Show high expectations regarding learning possibilities and the development of each pupil.</p> <p>40. Identify a student's potential and strengths and build on them.</p>

2.2.4. Professional Development and Responsibility

In all aspects of her/his work, a teacher should be governed by the standards and ethical principles of the teaching profession and understand its social relevance and responsibility. As a part of her/his career-long professional growth, a teacher should keep abreast of recent developments in education theory and practice and engage in various professional development opportunities. S/he should base this on self-evaluation, personal development of goals and the documentation and monitoring of her/his work in the classroom and school. A teacher should contribute to the standing of the teaching profession by engaging in a range of school and community-based activities, working with various teams and helping colleagues develop.

Table 4. Professional Development and Responsibility Domain

Area/Field/ Domain	1. PROFESSIONAL KNOWLEDGE indicators <i>A teacher should have knowledge and understanding of:</i>	2. PROFESSIONAL SKILLS indicators <i>A teacher should be able to:</i>	3. PROFESSIONAL VALUES indicators <i>A teacher should:</i>
PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY	<p>41. The complexity of the teacher's role and responsibilities and of the social significance of the teaching profession.</p> <p>42. Standards and code of ethics of the teaching profession.</p> <p>43. Effective models of professional development and learning and their importance.</p>	<p>44. Use professional standards to regularly evaluate her/his own professional knowledge and practice as well as to plan future professional learning.</p> <p>45. Have a constructive dialogue with colleagues and mentors about their professional knowledge and skills and use feedback for improving her/his own teaching/ learning practice</p> <p>46. Use formal and non-formal opportunities for learning and professional development</p> <p>47. Discuss with colleagues relevant educational issues and engage in joint learning and research to contribute to the improvement of teaching practices.</p> <p>48. Use and develop reflective skills for analysing and enhancing her/his teaching.</p>	<p>49. Be committed to professional development throughout her/his whole career, as well as to reaching high professional standards.</p> <p>50. Show readiness to support and contribute to the professional development of colleagues.</p> <p>51. Promote the standing of the teaching profession and positive beliefs about it.</p> <p>52. Value the contribution of educational sciences and research evidence and act upon them.</p>

2.2.5. School, Family and Community Cooperation

The development of a partnership between home and school stems from the understanding and recognition of the parents' role as the first and most important teachers in a child's life. Such cooperation assumes the participation of the family in school life. A teacher should have the competence to develop a partnership with families based on mutual respect and trust, to establish quality and effective two-way communication and to provide various kinds of support to families in order to ensure every child's development and the fulfilment of her/his rights. A teacher should cooperate with colleagues and other professionals and engage actively in the work of various teams, acting as part of a professional community. S/he should be familiar with and use different resources in the community in order to provide the necessary support to parents and children and build a strong connection between the school and other community institutions and organisations.

Table 5. School, Family and Community Cooperation

Area/Field/ Domain	1. PROFESSIONAL KNOWLEDGE indicators <i>A teacher should have knowledge and understanding of:</i>	2. PROFESSIONAL SKILLS indicators A teacher should be able to:	3. PROFESSIONAL VALUES indicators <i>A teacher should:</i>
SCHOOL, FAMILY AND COMMUNITY COOPERATION	<p>53. The contribution of expert associates and other professionals in and out of school towards ensuring the well-being of each child.</p> <p>54. The importance and impact of family involvement in school life.</p> <p>55. Approaches to encourage and sustain the partnership between parents (family/carers) and schools.</p> <p>56. The possibilities and resources of the local community to support families and children.</p>	<p>57. Establish cooperation and participate in team work in diverse cultural contexts.</p> <p>58. Communicate effectively and respectfully with teachers colleagues, parents, educational experts and the representatives of authorities.</p> <p>59. Apply different strategies in order to develop an effective partnership between family, school and community.</p>	<p>60. Be open and ready to cooperate with other experts, parents and the wider community.</p> <p>61. Nurture relations with other actors based on empathy, mutual respect and tolerance of diverse opinions.</p> <p>62. Promote mutual trust and confidentiality in relations with students, colleagues and parents.</p> <p>63. Be ready to take action and promote the rights and interests of each child in the school and community.</p>

2.2.6. School, Development and Improvement of the Education System

Comprehensive development of the education system calls for the active involvement of each teacher in the decision-making process. A teacher must be an advocate for changes that contribute to the wellbeing of each child and family, and thereby of society itself. A teacher should have a knowledge and understanding of contemporary developments not only in the area of educational theories and policies, but also in the area of other social developments that influence the education system. Creating the school as a learning community and the continuous improvement of the quality and effectiveness of the school requires that a teacher has a leading role in the school development process. S/he must be actively involved in the evaluation and strategic planning process and in the implementation of the different projects and research that contribute to the progress of each child. This work must also ensure that the school and education system are recognised as an important part of the community and of society as a whole.

Table 6. School Development and Improvement of the Education System Domain

Area/Field/ Domain	1. PROFESSIONAL KNOWLEDGE indicators <i>A teacher should have knowledge and understanding of:</i>	2. PROFESSIONAL SKILLS indicators A teacher should be able to:	3. PROFESSIONAL VALUES indicators <i>A teachers should:</i>
SCHOOL DEVELOPMENT AND IMPROVEMENT OF THE EDUCATION SYSTEM	<p>64. The structure and purpose of the educational system and its influence on changes in society.</p> <p>65. Global and local trends in education and the impact of social and economic developments on the educational system.</p> <p>66. Educational sector legislation and governance, including the school management process.</p> <p>67. The school development strategy, its institutional mission, vision and development goals</p> <p>68. Mechanisms for quality monitoring and continuous improvement of the quality and impact of the work of school.</p>	<p>69. Design and manage projects and small-scale action research for school improvements.</p> <p>70. Participate in the strategic planning and monitoring of school achievements.</p> <p>71. Initiate changes that lead to improvement and motivate others to participate in it.</p> <p>72. Analyse problems and identify solutions collaboratively.</p>	<p>73. Promote the value of the school as a learning community.</p> <p>74. Show openness to collaboration for improvement, the development of new ideas, professional exchange and sharing of good practice.</p> <p>75. Promote the importance of quality education and the right of each child to experience it.</p> <p>76. Evaluate and foresee new educational needs and demands in a given context.</p>

2.3. A Glimpse at National Standards vs. ATEPIE FTC

All standards models are intended to assist teachers, education practitioners and managers, professional bodies and ministries in achieving and maintain quality in the field of education. More specifically, the model of competences in Serbia is made for employees and institutions. It should support teachers in self-evaluation and personal orientation. It should help educational institutions to produce plans for professional development and the improvement of teaching practice covering initial education, induction, professional training, career advancement, as well as monitoring and evaluating the teachers' work. It can also contribute to the development of national priorities.

Similarly, in Montenegro, the standards are intended to serve as a framework for the analysis, assessment and evaluation of teaching practice and to define goals that improve that practice; for identifying targets for the professional training of teachers and for professional development at the school level; for helping to define the development plans of the school; and for monitoring the attainment of professional development goals. They can also be used in the context of initial teacher education.

The models of competences are broadly comparable, with slight differences in the understanding of competence components and in the domains of competences. For example, the Serbian model specifies competences through five domains: Knowledge, Planning, Implementation and Professional Development. The new model offered within the ATEPIE project is based on three competence dimensions which include *professional values*. For each of the six domains (1. Learner and Learning, 2. Learning Environment, 3. School, Family, Community, 4. Teaching, Assessment and Evaluation, 5. Professional development and Responsibility and 6. Development of the School and Education System) it prescribes the underlying beliefs each teacher should possess and apply in her/his work.

Standards of the National Council in Serbia also contain values, but placed in the general recommendations in the Introduction: i.e. *(The teacher)... respects universal human and national values and encourages students to adopt them, supports mutual understanding and respect, tolerance, respect for diversity, cooperation and friendship and, through personal examples affects the formation of a system of values and the development of the positive qualities of students* (Institute of Improvement of Education, 2011). Despite the fact that the two models have different structures, they comprise the same themes, in some cases with different levels of importance. For example, Competences for Communication and Collaboration in standards for Serbia correspond to a certain extent to the domain School, Family, Community in ATEPIE FTC, while Development is split up in a separate area entitled Professional Development and Responsibility.

Bosnia and Herzegovina has not embraced the teachers' qualification framework yet. Having in mind the initial definition of competence used, as the *ability to apply knowledge, skills and personal, social and methodological skills in the workplace or in the course of learning, as well as in the private and the professional development* (Ministry of Civil Affairs of Bosnia and Herzegovina, 2011) it is likely to adopt a structure similar to ATEPIE FTC, but without the elaborated aspect of values found in the Serbian approach.

In Macedonia, a national qualification framework for the teaching profession has not yet been adopted. There is, however, since 2005, the National Programme for the Development of Education, which indicates the key competences a teacher should have, providing guidelines for initial teacher education. This document prescribes the following group of competences: Professionalism, Pedagogical Competence, Competence in using Education Technology, Organisational Competences and Team Work, Flexibility and Openness. Should the standards for teachers be derived from this document, it is likely to have a different structure from that of ATEPIE FTC. Their focus could be first on abilities, then values, then knowledge. On the other hand, the above-mentioned Framework of Higher Education Qualifications contains descriptors of qualifications: knowledge and understanding, application of knowledge and understanding, ability to evaluate/assess/judge communication skills and learning skills. Here the focus is more on knowledge and skills, while the aspect of values is in the background.

Standards for Teaching Titles in Montenegro recognise nearly the same elements of competence as ATEPIE FTC: attributes and values, knowledge, understanding and skills, which are further thematically elaborated. Thus, for instance, part 2, 'Professional Knowledge and Understanding' includes: 2.1. Curriculum and Planning, 2.2. Learning and Teaching, 2.3. Achievements and Diversity of Students, 2.4. Evaluation and Monitoring, 2.5. Information and Communications Literacy and Knowledge of Foreign Languages, and 2.6. Health and Well-Being of Students (Bureau for Education Services, 2008). The areas on which the three aspects have been developed are not identical; they are defined separately for each aspect. In addition, the Montenegro standards envisage the refinement of the following levels of a teacher's career: a teacher with experience, a teacher mentor, a teacher advisor, a teacher researcher. These levels have not been elaborated within the ATEPIE model.

One more distinction in the models of competences could be perceived in the level of the generality of items, e.g. Montenegro offers quite precise definitions, while the ATEPIE document poses a wider perspective. All three models (from Serbia, Montenegro, ATEPIE) for the most part encompass items of matching content, somewhat differently described and grouped.

Extensive involvement of the teachers and other stakeholders in the preparation of the Framework has contributed to its being comprehensive, conceptually clear and relevant to teachers as well as other stakeholders in

education across the region, regardless of the educational context in which they work, or the school or subject area they teach.

In elaboration of the ATEPIE FCT model its authors were able to make use of other existing examples of teacher standards worldwide and put them into the perspective of the specific national context. In this sense, the ATEPIE model might be generally applicable as a reference point to all countries participating in the project and as common ground for the comparison of teacher education quality. In these ways, it could support the further improvement of existing national teacher professional development systems.

3. FRAMEWORK OF TEACHER COMPETENCES – REGIONAL OPPORTUNITIES

Zoran Velkovski

Faculty of Philosophy, University St. Cyril and Methodius,
Skopje, Macedonia

The dynamics of globalisation that have engulfed the world have visibly changed the approach to reforming education systems. The convergence of the national and the international, the need for a quality and creative workforce, the development of the economy and of the culture of living, and the improvement in the quality of the education offered have highlighted the importance and the new role of the teacher in the integrative processes throughout the world. Therefore, programmes for the improvement and modernisation of teachers' qualifications positioned on new standards of work have emerged as significant imperatives.

Despite the number of interventions undertaken in the countries in the region in the area of education in recent years, the processes of teaching and learning still display weaknesses, such as the "lecture" type of teaching that still prevails in the work with students. Memorising is still nurtured and encouraged instead of learning with understanding and/or learning by way of problem solving; obedience is still preferred to critical reflection and passivity to creativeness and activity; frontal work dominates over interaction; the use of modern teaching aids is still scarce and IT systems are still insufficiently used, etc.

The need to satisfy the standards of compatibility, contemporariness and efficiency of educational practice reaffirms the question of a scientifically elaborated global approach to the issue. Improving quality, especially the quality of the teaching process, necessitates new directions, which the creation of education policies in the countries in the region must undoubtedly follow. In this sense, all pedagogical workers, especially teachers, find themselves at the centre of contemporary endeavours for improvement in the quality and efficiency of pedagogical work. The requirements that emanate from the role of the teacher bring to the forefront her/his qualifications, i.e., the abilities to respect, recognise and implement the latest developments in educational theory and practice.

The evolving nature of education requires a creative educator, with fundamental knowledge in her/his scientific field and sound and appropriate pedagogical and didactical-subject knowledge, skills and abilities.

In light of the fact that formal certificate-awarding education can hardly keep up with the dynamics of the new needs and of change, and of the speed with which knowledge becomes outdated (acquired during formal professional development), the need for a new architecture of the system for initial professional development training and a system for professional development of the teacher is more than evident.

The ATEPIE model of teacher competences is universally applicable in all countries participating in the project. It is written in a clear and straightforward manner, which makes it readily understandable for all teachers, regardless of the education tier and of the type of educational institutions in which they work, or which subject or module they teach.

This framework of competences is aimed at all teachers, education practitioners, education and learning experts, directors/principals and managers of educational institutions, education advisers, and education state and professional bodies.

This document complements initiatives which have been already undertaken or which are on-going in the countries in the region for developing and supplementing the National Qualifications Frameworks.

The Regional Framework of Teacher Competences (FTC) is expected to assist in overcoming existing shortcoming in the systems of education and the professional development of teachers in the countries in the region, instilling new quality in this field with clear national and international compatibility.

Education is a dialectic process, conditioned by numerous and diverse factors, among which education professionals (pre-school teachers, school teachers, pedagogical support staff) stand out on account of their importance. In essence, provided that all basic preconditions have been met, it depends mostly on them to what extent and how reform ideas are to be carried out, i.e., the improvement of the quality and effectiveness of the education process aimed at development of the individual and of society.

Issues and problems related to the professional development (training, development and advancement along the career path) of teachers are of significance not only for the quality of the education process, but for the overall development of education. Three basic components are important for successful professional development: (1) **initial education**, (2) **continuing education** and (3) **career development**.

1. The Initial education of teachers for pre-school, primary, secondary and higher education, and adult education, is carried out at universities.

A poorly designed professional pre-service education of teachers has the most direct repercussions on educational practice, as well as on the development and socialisation of students / learners.

Bologna introduced the concept of a three-cycle structure of higher education in Europe, a challenge debated across the whole continent. Within the EU member states a general "Framework for Qualifications in the European

Higher Education Area” was agreed by the Ministers in Bergen. Academic curricula developers are required to create outcome-based curricula that contain levels, descriptors of levels, descriptors of qualifications, and learning outcomes, able to correctly take into account the overall student workload translated into credits. As curricula are defined taking into account specific outcomes formulated from the perspective of competences, they need to be designed in such a way as to enable the achievement of those outcomes. Also, assessment practices must be appropriate so as to provide information as to whether the desired outcomes have been achieved or not.

The FTC can facilitate the elimination of shortcomings in the current and past set-up and functioning of teacher education and professional development. It can contribute in:

- Achieving a high compatibility of study curricula for the initial education of teachers on a regional and a broader European level.
 - FTC facilitates harmonisation of the views of the role of teachers in the region, of their functions in teaching, learning, collaboration with the institutional, local and broader environment, as well as necessary competences for the effective fulfilment of these functions.
 - FTC can help teachers, employers, students and society in general to fully understand teacher qualifications.
 - FTC was created through a process which respected the differences and similarities of initiatives in this field in the countries participating in the project. This enabled the creation of a framework of teacher competences which is universally applicable and which reflects commonalities on a more generic level, creating also possibilities and freedom for the application of specificities in each individual country.
 - FTC can contribute to improvements in the quality and functionality of study and subject curricula in initial teacher education.
 - FTC can contribute to strengthening and modernising the process of teacher education and professional development.
 - FTC facilitates the designing of competence-based curricula in initial teacher education through clearly defined learning outcomes which are necessary not only for effective organisation of the education process but also reflect the needs of students, employers and society.
 - FTC helps define and describe clear points of entry and overlap in the education process.
- Making teacher qualifications more explicit with clearly defined purposes and aims;
 - FTC facilitates the development of teacher qualifications based on competences.

- FTC enables high compatibility between national qualifications and the same teacher qualifications in the region and the broader European area.
- FTC can contribute to the detection and clear setting up of locations (various teacher job positions) for their application within national qualifications systems.
- FTC can contribute to the establishment of clear relationships between various teacher qualifications.
- Facilitating the recognition of teacher qualifications and regional and international mobility
 - Due to the high regional and international compatibility of initial teacher education that it enables, FTC facilitates the process of recognition of teacher qualifications on a regional level.
 - The high regional and international compatibility of curricula in initial teacher education enables students and graduates (future teachers) to continue their schooling or to seek employment in other countries in the region and abroad.
 - The framework of competences facilitates the establishment and recognition of teacher competences acquired through non-formal or informal learning.
- Standardising the quality of education service providers
 - Study curricula for teacher education and professional development have to a large extent been developed with the available staff in mind, and not along the lines of requirements resulting from teacher qualifications (competences).
 - FTC facilitates the design and creation of a curriculum which, as a starting point, has learning outcomes, i.e., it follows a bottom-up approach, ensuring that all initial teacher education curricula result in the desired quality. This is of special significance in the process of the (re)accreditation of existing and new curricula, thus eliminating the situation where identical teacher qualifications are obtained through study curricula which differ in the end results.
 - FTC enables the harmonisation and standardisation of competences/standards for the same teacher qualification as a requirement for all providers of education services which deliver education and training for the respective qualification.
 - FTC helps evolve the process of teaching and learning. It can facilitate the transition towards goal-oriented / learning-objective-based teaching and learning. This will be of great help to teachers in a learning-outcome-based process of teaching and learning. Thus, their role becomes clearer and more suitable to the needs and developmental characteristics of students.

2. Within the framework of the **professional development** of teachers for pre-school, primary, secondary as well as higher and adult education, FTC can facilitate and be applied for:

- Improving the quality and functionality of the curricula for the professional development of teachers.
- Analysing the educational needs of teachers. The list of competences provided in the FTC can be verified in the processes of establishing the educational needs of teachers as an element of the processes of self-evaluation and of the development policies of educational facilities.
- Using the results from the analysis of educational needs, i.e., the established lack of competences can serve the organisation and realisation of the professional development of teachers.
- Assisting in the processes of external evaluation of the work of teachers.
- Strengthening the role of social partners in education and the professional development of teachers.
- Helping teachers better design their work and monitor and plan their own development, especially through additional education mobility.

3. The Career development of teachers is a clear application of FTC. The operationalisation of FTC through standards of competences, i.e., their specification, enables the defining of levels of complexity as part of a career promotion system. Countries participating in the project display both similarities and differences in their systems for career advancement, which in no way diminishes the universality of the FTC. Selected competences, at a higher level of complexity, as part of sets of requirements which are regulated by law, can contribute to high compatibility between the systems for career advancement/promotion in the countries of the region.

* * *

We can conclude that the ATEPIE model of teacher competences has a broad spectrum of application in the education systems of the countries in the region. It gives, in the process, sufficient freedom in respecting the specificities of each system, providing opportunities for additional interventions towards greater specificity.

The ATEPIE model of teacher competences facilitates enhanced collaboration between the countries in the region. The prospects lie in creating and strengthening the basis for new initiatives, both in initial teacher education (teacher and student exchange), provision of education services within professional development, research and further development of the framework, and recognition of teacher qualifications, as well as in networking

between education institutions and education workers through the exchange of ideas, best practices, initiatives, joint organisations and endeavours.

The ATEPIE model of teacher competences offers a language for understanding among education experts, including teachers themselves, and the general public. Thus, the role, function and status of teachers and their qualifications becomes more transparent and focused on quality as the primary goal of each education system and/or process.

4. FRAMEWORK OF TEACHER COMPETENCES – COUNTRY PERSPECTIVES

4.1. Framework of Teacher Competences – a Tool for Teacher Professionalisation – The Case of Bosnia and Herzegovina

Radmila Rangelov Jusović

Centre for Education Initiatives “STEP BY STEP”,
Sarajevo, Bosnia and Herzegovina

“High quality teaching force – always learning – is the sine qua non of coping with dynamic complexities, i.e. of helping to produce citizens who can manage their lives and relate to those around them in a continually changing world. There are no substitutes to having better teachers.”

(Fullan, 1993).

“Strategic Directions for the Development of Education in Bosnia and Herzegovina, with the Implementation Plan 2008–2015”, adopted by the Council of Ministers in 2008, clearly states that “quality and motivated teaching staff” present a key factor in the implementation of education reform. The need to improve the initial teacher education and provide effective professional development, as well as a system for teacher’s assessment and evaluation, are just a few examples of the strategic goals defined in the document.

With the aim of improving the level of education standards, the focus in this Strategy is placed on “modernisation of the content and methods of working, evaluation of achievements and continuous professional development of teachers at all levels of the education system”. Within those general strategic aims, some of the key objectives are:

- Improvement of the quality of learning and teaching as a foundation for lifelong learning.
- Establishment of systems of internal evaluation (including self-evaluation), integral and external evaluation.

The existing framework laws in the field of education also specify the principles for the establishment of “structures for defining and implementing standards of education and quality assurance”.

During 2011, the Council of Ministers adopted the Basis for the Qualifications Framework in Bosnia and Herzegovina, as a precondition for the

creation of the “Qualifications Framework in Bosnia and Herzegovina”, which should be finalised by the end of 2015. In addition, several other documents necessary for further implementation of the Bologna process have been developed, such as the Framework for Higher Education Qualifications in Bosnia and Herzegovina, the National Action Plan for Qualification Recognition in Bosnia and Herzegovina” (for higher education) and the Implementation of the Framework for Qualifications in Higher Education in Bosnia and Herzegovina.

As stated, the Qualification Framework in Bosnia and Herzegovina represents an “indispensable instrument for ensuring the equal use and application of standards connected to education, knowledge, skills, expertise and certification of educational service providers ... and a reference point for coordinating the development of curricula, teaching methods and assessment, as well as ways of monitoring the educational process”. It sets the standards of achievement expected of students and adults who have attained a degree level qualification. At the same time the Qualification Framework guarantees equality and credibility for employers and for those who learn.

Step forward was also the development of Quality Standards for Teachers, Pedagogues and Principals in Pre-school Education, with identified key professional competences and indicators of quality practice. However, this document and its implementation depend solely on cantonal and entity ministries of education, and are not legally binding.

However, changes in legislation and the development of strategic documents in education were not accompanied by significant changes in practice, nor followed by action plans, policies and by-laws. This is especially the case in the field of teacher professional development and quality assessment. A strategy for teacher training and professional development has not been developed yet, and there is no common understanding of quality, both in pre-service and in-service teacher training.

4.1.1. Teachers in Bosnia and Herzegovina

“It is almost self-evident that a high quality of education largely depends on the high quality of teachers. In a rapidly changing society with the increased demands on the teaching profession, even maintaining the existing quality of the school system requires improvement of existing and acquiring new competencies ... ”.

Green Paper on Teacher Education in Europe (2000, p. 56)

For more than decade, the teaching profession in Bosnia and Herzegovina has faced many challenges. The status of teachers and the teaching profession within the educational system and the society as a whole is affected by a range of economic, political and social factors.

The more than 37,000 teachers currently working in pre-school, primary and secondary education in Bosnia and Herzegovina represent an extremely heterogeneous group. Many of them gained their education 20 years ago and, according to research done by UNICEF (2007), nearly half of the teachers were not included in further training and professional development to help them cope with the new requirements set through the educational reform. Although, declaratively, teachers in Bosnia and Herzegovina are obliged to improve professionally throughout his career, a system of professional development for teachers has not been changed significantly. One of the main obstacles is the lack of national teacher standards, and clear requirements of teachers at all stages of career development.

Teacher pre-service education, provided by eight universities in the 26 educational institutions, is still theoretically oriented, and not based on outcomes and competences. In addition, programmes of study within Bosnia and Herzegovina are not uniform, which makes the mobility of students and teachers very difficult.

Financial investment in quality assurance and the professional development of teachers is almost negligible and does not follow actual needs, which significantly affects the quality and results of the educational process at all levels, and slows down the reform process.

4.1.2. Qualifications Framework for the Teaching Profession

The Regional Project “Advancing teacher professionalism for inclusive, quality and relevant education”, implemented by the Centre for Educational Policy and in cooperation with the Open Society Foundation, aims to provide basic principles and guidelines for the development of national qualifications frameworks through the Tuning process that involves partner organizations and representatives of ministries and other institutions from Bosnia and Herzegovina, Montenegro, Croatia, Macedonia and Serbia. Organizations involved in the process were The Centre for Educational Initiatives Step by Step (Bosnia and Herzegovina), The Institute for Social Research in Zagreb (Croatia), The Foundation for Education and Cultural Initiatives Step by Step (Macedonia), The Pedagogical Centre of Montenegro (Montenegro) and the Centre for Educational Policy (Serbia).

In Bosnia and Herzegovina, the process was coordinated and future activities will be implemented in partnership with the Agency for Pre-school, Primary and Secondary Education (APOS0) and in consultation with the representatives of ministries, pedagogical institutes and teachers.

A Qualifications Framework for the teaching profession is an important precondition for achieving the strategic objectives for educational reform in Bosnia and Herzegovina. This Framework should “bring together learning

outcomes, profession-specific standards, entry standards to the profession and elements of profession-related progression, as well as imply a clear development of quality assurance procedures for teacher education and training providers” (ATEPIE, 2012).

The Development of Qualifications Framework for the teaching profession should:

- Ensure a common understanding of the quality and competences teachers need to implement high-quality practice, and support the development and progression of each child in accordance with the goals of the educational system in BiH;
- Define the competences for each stage in the teacher’s career (bachelor, induction, professional development), and facilitate the mobility of teachers within Bosnia and Herzegovina and other countries;
- Improve the quality of initial teacher education and strengthen ties with the needs and demands of the new practices;
- Improve legislation, policies and regulations of the teaching profession related to the career development of teachers;
- Ensure effective monitoring, self-evaluation and external evaluation of the teacher and establish effective professional development; and
- Contribute to a better positioning of teachers and the teaching profession within society.

The framework for the teaching profession for the 21 century, developed by a regional expert team, and in consultation with teachers and other professionals, can be used as a basic document and guidelines for the development of several key strategies and documents in Bosnia and Herzegovina necessary for improving education and the professional development system of teachers, such as:

- A strategy for teacher professional development followed by an action plan
- By-laws connected to professional development, quality assessment and the upgrading of teachers
- The development of a competence-based pre-service curriculum
- Standards for the different stages of teacher development
- A professional development plan based on competences
- Research and other assessments of the current situation as regards teacher quality and competences.

Qualification framework development requires collaboration and the involvement of all stakeholders, including policy makers, teacher training institutions and teachers. It should be based on the current situation and needs of the educational system in Bosnia and Herzegovina, and reflect strategic

goals. Bearing in mind the complexity and level of decentralisation of the education system in Bosnia and Herzegovina, the development of qualification frameworks should involve representatives of the Agency for Pre-school, Primary and Secondary Education (APOSO), the Ministry of Civil Affairs, all cantonal and entity Ministries of Education and the Department of Education for the District of Brcko.

4.2. Basis for the Development of the National Framework of Teacher Qualifications – The Case of Macedonia

Zoran Velkovski

Faculty of Philosophy, University of St. Cyril and Methodius,
Skopje, Macedonia

Suzana Kirandžiska

Foundation for Educational and Cultural Initiatives “Step by Step”,
Skopje, Macedonia

4.2.1. Introduction – Education for Learning for the Twenty First Century

The second half of the 20th century promoted, and the beginning of the 21st century brought to the forefront, a large number of global challenges for mankind, and present each country with serious tests. In line with its commitments, the Republic of Macedonia needs to transform into a society in which education and training, culture and science represent a key factor for the well-being of its citizens and the strengthening of its economy. Hence, reforms in education need to ensure greater compatibility between national, EU and global standards, the advancement of democracy and civil society, and the development of a contemporary integrated market economy.

In the second decade of the country's independence, reforms in education have to a large extent followed the foundations laid in the Phare VET Reform, the National Programme for the Development of Education in the Republic of Macedonia 2005–2015, various law and bylaws, the Bologna Process in Higher Education, the Nine-year Primary Education Concept, the Compulsory Secondary Education Concept, the Integral Vocational Education and Training Policy, and the national goal-oriented strategic documents for national and local economic development, poverty and unemployment reduction, and strengthening of the culture of living.

The primary goal of education policy in the Republic of Macedonia, enshrined in the National Programme for the Development of Education 2005–2015 (MOeS:2005), is to enable opportunities for all age groups to acquire

a suitable educational level, and to ensure that all possess competences commensurate to the demands of society and the labour market.

The state has persisted in its efforts to make Macedonia a society in which education and training, culture and science, are key factors for the wellbeing of its citizens and for the strengthening of its economy. Thus, reforms in education aim at ensuring greater compatibility of the national standards with the standards of the European Union, the development of democracy and the promotion of civic society and values.

4.2.2. Changes and the Role of the Teacher

The role of the teacher and trainers is important in many thematic areas that need to be highlighted in the process of defining the goals of the education system. On an EU level, the issues pertaining to the education of teachers and trainers are addressed in other initiatives (Resolution on Lifelong Learning, Action Plan on Skills and Mobility, Bologna Process and Resolution of the Council Copenhagen Declaration for Enhanced European Cooperation in the Area of vocational Education and Training, Action Plan for e-learning.) as well as the work of Eurydice and international organisations such as UNESCO and OECD.

Teachers undertake not only the education of the future citizens of their country, but also support them in becoming future generations of European citizens. They operate within a national framework, which stresses the need for national identity as a foundation for transnational awareness within the European society.

The new teacher needs to demonstrate solidarity for all citizens and share values such as human rights, democracy and freedom. Her/his critical competences need to encourage independent, responsible and active citizens of tomorrow.

The Bologna process is an important step forwards to academic comparability and to attaining a comprehensive framework of qualifications for the whole of Europe. Enhancing compatibility between European qualifications and the transparency of graduates' achievements is of central significance for the Bologna/Copenhagen Process, and would eliminate obstacles to teacher mobility.

As the knowledge and skills of a teacher depend on her/his continued learning and development, s/he should engage in research and be aware of general social changes. The following are regarded as crucial to the evolving role of the new teacher:

- Impact of social changes
- Diversity of new students and changes in the teaching environment
- Increasing the levels of teacher professionalism.

4.2.3. Teacher Training and Changes

Enhancement of the quality of work, especially the quality of the teaching process and the effectiveness of education institutions, can only be achieved if new guidelines are established for the education policy in our country. Naturally, the whole school staff is directly involved in the efforts of society towards enhancement of the quality of the education process and the improvement of the effectiveness of education institutions. The place and the role of staff strongly emphasise the need for their qualifications, i.e., their ability to recognise, respect and implement modern developments in the sphere of educational theory and practice.

Analysis of teaching and learning reveals a series of shortcomings that hamper efforts for modernisation or slow down innovation initiatives, and are characteristic of all education tiers. The current set-up of syllabi and curricula to a large degree favours encyclopaedism and factography – knowledge as opposed to abilities.

The National Programme for the Development of Education also establishes an overview of key competences that each teacher should possess, as a direction for the design and delivery of study programmes for initial teacher training, which should be dynamic, flexible and in constant development. They should train future teachers for progressively and proactively undertaking the professional commitments expected of them, and for constantly reflecting on the nature of the education system, not only in order to respond to changes in the professional context, but also so that they themselves contribute to the process of change. Thus, the study programmes for initial teacher training must take into account:

- Professionalism
- Pedagogical competence
- Competence in using educational technology, primarily ICT
- Organisational competences and team work abilities
- Flexibility
- Openness

On the basis of such a definition of the general categories/competences, a spectrum of key professional teacher competences can be developed, which every teacher training institution should satisfy:

- state-of-the-art expertise in one or several specific subjects (academic education);
- stable knowledge and understanding in the subject area/s s/he is responsible for;
- proficiency in at least one foreign language;

- ability to complement her/his subject expertise with pedagogical abilities, including motivation for learning, creativity, collaboration, understanding of the social context of education (especially valid for subject/upper primary education teachers);
- understanding of the pedagogical potential of technology (especially ICT), in order to integrate the development of skills into the teaching and learning process;
- ability to integrate lifelong learning principles into the teaching and learning process;
- ability to achieve international (European) standards in teaching;
- having a broad and balanced knowledge and understanding of the basic characteristics of education in a different, especially European and intercultural, context;
- ability to establish and maintain sensible argumentation on basic education issues in a clear, lucid and coherent way;
- being accountable for her/his contribution to a child/young person's education, and assuming professional responsibility for the development of the personality, talents and the mental, spiritual and physical attributes of each child and young person;
- having a knowledge, understanding and readiness for partaking in current education issues and contributing to the curriculum development processes (especially at local level) and the professional development of staff as well as whole-school development;
- the ability to apply a broad range of different teaching strategies in order to enable the learning of children, including the appropriate application of ICT;
- ability and commitment to the promotion of equality of opportunities for all people in an inclusive society and taking active steps towards the elimination of discrimination;
- intellectual independence and proven critical action;
- knowledge and abilities for the promotion of learning among those students with learning problems/barriers, including those who need additional support in specific curricular areas and those with emotional difficulties and behavioural problems;
- skills for informing parents and other interested parties on student success and progress;
- ability to apply research and other types of valid recording in order to ensure information to guide the selection, changes and priorities in the promotion of educational practices and progress;
- appropriate behaviour as a professional towards other teachers and peers from other professions, para-professionals and agencies participating in providing support to students; gaining experience from collaboration with them;

- performing administrative tasks according to school requirements; and
- undertaking responsibilities and commitments for one's own personal and professional development which stem from professional self-reflection and the self-evaluation of one's own practice and the practice of the others.

It must be stressed that these key competences can be applied in different social, cultural, linguistic and educational environments.

In 2010, the universities developed a Framework of Higher Education Qualifications (MoES, 2010) which was subsequently adopted by the Ministry of Education and Science. It defines the profile, the goals and basis for the design of study programmes in the first, second and third cycle of study, as well as study programmes for vocational higher education with a duration of less than three years. The National Framework is a mandatory national standard regulating the manner of acquisition and use of higher education qualifications in the Republic of Macedonia.

The National Framework has general descriptors of the qualifications for each cycle of studies that reflect the typical skills and achievements of the student, and pertain to the qualifications that mark the completion of a respective cycle of studies.

The description of the learning outcomes for a specific level of qualification is expressed with the following descriptors of qualifications:

- knowledge and understanding,
- application of knowledge and understanding,
- ability to evaluate/assess/judge,
- communication skills
- learning skills.

A National Teacher Qualifications Framework is a logical operationalisation of the National Framework of Higher Education Qualifications. In regard to university study programmes for initial training and to professional in-service training within the concept of lifelong learning, we can expect a revision and installing of a higher quality in the offer for professional development which will also raise the level of national and international compatibility.

4.2.4. *The Role of the NTQF*

The system of education and training of teachers in the Republic of Macedonia displays a number of shortcomings that to a large extent compromise the teaching profession and bring with them problems in the realisation of the education process. The development of a National Teacher Qualifications Framework is a need that our country must immediately address. A defined

NTQF facilitates implementation of interventions in initial education and professional in-service training of teachers, leading to a highly achievable and desirable quality of the teaching profession. The ultimate benefit of the NTQF will serve not only students, but society in general.

The quality of the services performed by teachers is constantly in the state's focus of interest. The National Programme provides analyses and directions for the professional development of teachers. It also offers an overview and comparison of the present and the desired situation in the area of the professional development of teachers in the country.

Most experts emphasise that the professionalisation of teachers is a prerequisite for enhancement of the quality of education and that all who are involved in the formulation of education policies need to pay it serious consideration. For this reason it is necessary to frame a concept for the professional development of teachers.

Continuous education, i.e., teacher in-service training, has a specific role. The imperative of our times is the need for permanent learning, i.e., learning throughout the course of one's life. This is especially important for the teaching profession.

The establishment of stimulative social and professional conditions for career development in the teaching profession will greatly change the attitude of the teacher towards her/his professional development.

It is evident and well-known that the insufficiently well designed professional preparation of teachers has direct repercussions in educational practice as well as in the processes of the development and socialisation of students / learners. Experience so far indicates that the professional development of teachers is plagued by a number of shortcomings:

- Absence of an established policy for teacher professional development;
- Domination of individual initiative;
- Insufficient financial support for the school and teacher for her/his professional development;
- Formalisation of the mentoring system of apprentices;
- Absence of standards and criteria for professional development and career advancement;
- Lack of opportunities for the professional in-service training of teachers;
- Lack of definition of the training system;
- Absence of national standards for teacher qualifications.

Hence, the design of new professional standards in education and training of teachers emerges as a need but also a possible solution for existing problems. NTQF should instigate a number of changes and overcome the weaknesses in the prevailing operation of teacher education and training in the country. It is expected to:

- Make teacher qualifications more explicit by clearly defining their purpose
- Facilitate recognition and mobility on a national and international level
- Harmonise the quality of education service providers

The ATEPIE model of Framework of Teacher Competences provides an opportunity for the design and development of National Framework of Teacher Competences in the Republic of Macedonia.

This discussion document is aimed at all teachers, education practitioners, education and learning experts, directors and managers of educational institutions, education advisers and state and professional bodies governing or participating in education.

It presents the need for preparing a National Teacher Qualifications Framework and a supplement to state initiatives for developing a National Qualifications Framework in higher education. Thus, the document is part of the already existing framework.

The National Teacher Qualifications Framework (NTQF) is expected to overcome existing weaknesses in the system for the education and training of teachers in the Republic of Macedonia and to introduce a new quality in this area with clear national and international compatibility.

4.3. Framework of Teacher Competences as a Tool for the Improvement of Teacher Continuous Development – The Case of Montenegro

Saša Milić

Faculty of Philosophy in Nikšić, University of Montenegro, Montenegro

Milica Jelić

Faculty of Philosophy in Nikšić, University of Montenegro, Montenegro

The complexity and responsibility of the teaching profession, its importance for the development of society and each individual and the high expectations we all have from education, are recognised in every society where development is based on quality education.

The principles which should be a basis for standards for teachers can be derived from the basic education reform principles defined in the Book of Changes (2001):

- Quality education for all students
- Equal opportunities for all in education
- Choice according to individual capabilities and flexibility of curriculum

- Supporting the overall development of children and realising their full potential
- The teacher as a model for acquiring knowledge, values and skills
- Teachers' responsibility to students, parents and community
- Teachers' competences – their professional development and lifelong learning are directly related to student achievement
- Quality assurance of education
- Implementation of effective teaching and learning methods
- Knowledge about education systems and policies
- Cooperation of school, parents and the local community

The Institute for Education of Montenegro passed in 2008 the **Standards for Teaching Titles**. In this document, the standards are defined *as instruments for stimulating the professional development of teachers, which describe the necessary knowledge, skills and attitudes that every teacher should possess in order to perform well her/his tasks* (Bureau for Education Services, 2008). They include three primary areas of professional development: **teachers' professional attributes and values, professional knowledge and understanding and professional skills**. They clearly outline what is expected of teachers at the five levels of the teacher career.

What Criteria Currently Exist Governing Teacher Standards?

Montenegrin education authorities (Ministry of Education and Sport and National Bureau for Education) are in the process of creating Teacher Standards and a Task Force defined following draft standards:

- Learner Development and Process of Learning;
- Learning Environment;
- Teacher's Competences in Specific Subjects;
- Teacher's Competences in the Methodology of Specific Subjects;
- Planning of the Teaching Process;
- Continuous Evaluation and Assessment;
- Teacher's Professional Development;
- Teacher's Leadership and Teamwork Skills;

There are no specific criteria which were basic for the creation of teacher standards and the Task Force created this draft more on international experiences and comparison with US and British models. The final version of this document has not been adopted yet.

All relevant studies on the effects of professional development suggest that "only a persistent, consistent and long-term application of innovative efforts in the education system can lead to its permanent foundation and acceptance by the teaching staff and systems in general" (Milic, 2002).

Who is responsible for teacher quality?

Initial Training – University of Montenegro;

Professional Development – National Bureau for Education – Sector for the Continuous Professional Development of Teachers;

Continuing Professional Development of Teachers

The system of the professional development of teachers in Montenegro was first established in 2005–2009 through the implementation of the project, *The Development of a System of Professional Development in Montenegro*². Teachers, counselors, directors and deputy directors from schools; counsellors and supervisors of the Bureau for Education, as well as foreign experts were involved in establishing this system. Working group members had, through cooperation with foreign experts and visits to other educational systems (Greece, France, Scotland, Czech Republic, Netherlands, USA), the opportunity to analyse, reconcile and build successful solutions from the educational systems of developed countries in Europe and the USA. Parallel developments in both education and society were also followed and validated, in order to establish a system that could help teachers to achieve the competences necessary for quality performance in the teaching profession. The project consisted of five key components: (1) development of a strategy for the professional development of teachers, monitoring and evaluation of implementation, (2) professional development at school level, (3) a system of higher ranks (4) interactive training facilitators/trainers, (5) involving computers in teaching. These components include the process of mentoring and assessing the performance of teachers.

Forms and types of professional development programmes were defined (ordered and offered), accreditation procedures and disclosures were determined in the publication *A Catalogue of Programmes for Teachers' Professional Development*³, as well as procedures when it comes to the implementation itself⁴. At this point, from the state level, training programmes are planned and

2 This project was implemented by *Bureau for Education*.

3 So far three catalogues were published: for the 2007/08, 2008/09 and 2009/10 school years. The last catalogue contains twice the number of programs comparing to the previous one. We emphasise the inclusion of professors from the Faculty of Philosophy in Niksic and individual teachers to create and offer programmes.

4 The training that the *Bureau for Education* implements at seminars is interactive. *Contractors* of interactive training are trained managers/trainers who meet the standards for this position: professors at the University of Montenegro, advisors and supervisors from the *Bureau for Education*, teachers and principals from schools and members of NGOs whose main activity is the training of teachers. As a rule, managers implement the modules in pairs. Evaluation of each module is performed by participants through a standardised questionnaire. The results of the evaluation are analyzed by training providers and consultants from the *Department of Continuing*

implemented that support the current educational reform. The programmes are intended for representatives of schools who have an obligation to transfer their experiences to colleagues. We believe, however, that the amount of funds allocated for this purpose is too small compared to the changes that need to be introduced. Lack of funds limits the choice of topics and coverage of teacher training programmes. The parallel training of teachers is implemented by international organisations in accordance with their programmes, which are, mostly, compatible with the needs of the current educational reform, but not high priority at the moment.

The system of professional development at the level of kindergarten/school (PDLK/PDLS), as an immediate opportunity for continuous professional development, has been successively introduced into all kindergartens, primary and general secondary schools in Montenegro. The system is based on the realisation of professional development activities in an educational institution. When planning activities, it should start from the needs assessment of kindergarten/school as an institution and every individual in it. In this sense, a plan for professional development at the level of kindergarten/school is made as a personal plan for professional development. A personal professional development plan includes the needs of the individual, based on the needs of the school as an institution where the individual belongs. Activities related to PDLS are guided by a team for professional development, led by the coordinator (usually a pedagogue, psychologist or a teacher in a kindergarten/school, depending on the size of kindergarten/school). The team members are teachers and the director or deputy director of the kindergarten/school. The team is elected for two years, which corresponds to one cycle of a PDLS. After the expiration of two years, the Commission for self-assessment analyses the process and assesses its success⁵.

Professional development at the level of the kindergarten/school is intensively used in schools, where the implementation began from September 2008, while other educational institutions are in the planning and preparation phase. In accordance with the results of the research, *The implementation impact on system of professional development at school level on teachers' involvement in lifelong learning*, implementation of the PDLS system influences the development needs of teachers for lifelong learning and contributes to her/his reflection on their own practice as a basis for further planning of

Professional Development to review the content, forms and work methods. Participants receive a *certificate/diploma* on the completion of training in accordance with the *Rules of the programme and organised forms of the professional development of teachers (Official Gazette of Montenegro, 20/04)*.

- 5 In order to assist schools in implementing this system, the *Bureau for Education* issued a publication, *Professional development at school level– a manual for schools*. Besides the description of the process, the manual contains the proposal form for plans development, a list for self-assessment of teachers when training needs are concerned, and a list of self-assessment processes.

learning. Experience shows that the implementation of this system depends largely on the involvement of school management in terms of recognition of its importance and support to teachers in this area. At the moment there are no mechanisms for financial support to the PDL system by the state⁶ which would further improve its implementation. Nevertheless, a number of schools still allocate funds for the implementation of professional development programmes to meet the needs of their teachers. A significant factor in the sustainability of this system is the selection of national coordinators for professional development in the Bureau for Education. Their role is, for educational institutions that are their responsibility, to provide appropriate assistance and support in this field.

The internship of new teachers lasts for a year and is realised through the process of mentoring. Beginner teachers recognise it as extremely useful because they are introduced to the practice by an experienced and quality teacher mentor. The problem, however, is that the trainees often do not go through this process in accordance with the rules and respect of this programme, but occasionally replace absent teachers or spend a training period as a replacement without proper mentoring.

On the state level, interactive training leaders so far have been selected from among the teachers and counsellors from educational institutions as well as university professors who participated in the design of solutions in the current educational reform. They attended a five-day Interactive training programme for trainers provided by the Bureau for Education. In the meantime, a procedure is specified for their selection⁷, and a corresponding guide for trainers will be published. In the educational system of Montenegro, there are trainers who are trained in the various educational programmes and at various international organisations that have international certificates for this activity. As the trainees have the opportunity through the evaluation of seminars to assess trainers, their future involvement largely depends on their overall competence.

The weakest link in the system, as elsewhere, is the monitoring and support to teachers in implementing the changes after returning to school. After that, when talking about support from the organisers and implementers of training, a number of seminars, a small number of trained trainers, as well as extensive and profound changes that include the entire educational system, these all are major tasks for a small number of people currently working on these issues.

6 For example, defining a certain amount of funds per teacher, so that the school receives funds depending on the number of teachers, with a commitment to spend them solely on their professional development within a calendar year.

7 Procedure can be found at the web site of the Bureau for Education www.zavodzaskolstvo.gov.me

Without joint action by all actors involved in this process, change will not take root and become part of the everyday routine of teachers. In this context, schools and their administration should take responsibility for introducing changes into practice, because a lack of understanding and acceptance in the school itself often contributes to individuals who understand the change and want to apply it giving up.

ATEPIE, as a regional project with defined standards, opens the following possibilities:

- **Standards we have defined through ATEPIE can be used for programming professional development, focused on the competences which are not sufficiently developed in the initial training (some sort of professional support in work)**
- **National and ATEPIE standards can serve as a basis for the development of the promotion system based on these “advanced” competences acquired in lifelong education.**
- **Harmonisation and standardisation of education and professional training of teachers** – regardless of the level of the educational system in which they will work;
- **Re-evaluation and improvement of the standards which are defined (which are similar to ATEPIE)**
- **Continuing to promote the importance and social role of quality teaching staff in a knowledge-oriented society (with examples of ATEPIE partners),**
- **To see a wide perspective of standards (which are presented in the ATEPIE model),**
- **To facilitate networking and cooperation among teachers at national and international level (through the organization of various events – symposia, conferences etc.);**
- **The ATEPIE model can serve as a reference point for further improvement of national systems and the professional development of teachers;**
- **To increase care for teachers (at the state level) in accordance with the importance and responsibility of their profession in society (housing policy, salaries...) from the examples of ATEPIE partners (their countries, and teachers),**
- **To define high quality educational practice through relevant exchange and comparative research with the regional ATEPIE partners**
- **To encourage other potential bidders for programmes, most of all practitioners, to design professional development programmes for their colleagues, which will transmit examples of good practice.**

4.4. Competent Teacher in Competent System

– The Case of Serbia

Jelena Vranješević

Teachers' Training Faculty, University of Belgrade, Serbia

Zorica Trikić

Centre for Interactive Pedagogy, Belgrade, Serbia

4.4.1. Quality of the Educational Process – The Role of a Teacher

The implementation of educational reforms in Serbia since 2000 brought about significant changes in national legislation and resulted in a series of measures regarding educational policies based on national priorities. In accordance with European trends, as well as with local needs, educational reform in Serbia is moving towards creating an educational system which is: *inclusive* i.e., capable of including all relevant stakeholders in the educational process and responding to their actual needs; *decentralised, effective and transparent*; engaging *educated, reflective, creative and motivated professionals*; which offers a *high quality curriculum*; promoting a culture of *evaluation/self-evaluation* and continual school development; fostering *equity, tolerance and constructive communication*; capable of satisfying *special educational needs* as well as those of minority and marginalised groups and which includes a perspective of *life-long learning*. (Ministry of Education and Sports, 2004).

Today, the importance of the quality of teachers as well as of their influence on the quality of the educational process and its outcomes are undisputed. Numerous studies have shown that teachers are the key factor determining the quality of the educational process, as well students' motivation and academic achievement (OECD, 2005; Sanders and Rivers, 1N/A6; Villegas-Reimers & Reimers, 2000). The quality of a system cannot surpass the quality of the teachers working within it, i.e., improving the educational system implies improving teachers' competences. It is evident that the quality of teachers makes a difference for children and students; what constitutes differences between teachers, what do they need in order to meet the highest standards in their work, how to support them and help them cope with the challenges of their demanding profession, still remain open issues. This is becoming one of the crucial issues worldwide, including Serbia.

The initial attempt to deal with this issue in Serbia was “*Competency Standards for the Teaching Profession and Professional Development*”. These standards, adopted by the National Educational Council, in April 2011, recognise teachers as crucial for overall child development. The standards are related to four categories of competences:

- *Subject area of teaching, subject and subject didactics*
- *Learning and teaching*

- *Fostering the student's personal development, and*
- *Communication and cooperation with students, parents and colleagues.*

Each competence is defined through five domains: knowledge, planning, realisation and professional development. These competency standards should serve teachers as a tool for reflecting on their own professional work and monitoring and planning their own development. Since they are obligatory for all teachers, they are tools for quality assurance in their professional work.

In April 2010, the National Council for Higher Education adopted the National Qualification Framework (NFQ) which defines the learning outcomes expected from each qualification, as well as relations and mobility between qualifications. While NFQ defines general learning outcomes, each specific study programme must fulfill special requirements concerning the scope of area-specific knowledge, skills and competences, which has not so far been done.

4.4.2. *From Competent Individuals to a Competent System*

Research indicates that the educational system in Serbia (as well as in the region) is still predominantly centralised, reducing the role of teachers in the educational process and making them less visible. (Pantić et al, 2010). Within such a system, the role of the teacher is reduced to implementing the programme created by other educational experts. The majority of teachers have no opportunity to participate in developing the programmes they have to implement. The effects of such centralisation are two-fold: on the one hand the teachers' roles are reduced to conveying knowledge and carrying out programmes created by others, and on the other hand they lack the competences needed for taking a more active role in the education process. The results of a study done within the RANON Project (Pantić, N. Čekić Marković, J., 2012) show that, when asked to name the competences they see as crucial for their professional role, the majority of teachers only mention those related to teaching and instruction; the teacher needs to have good command of the subject area as well as good communication skills. As the teachers do not see themselves as having any decision-making power within the system, they see the standards as merely another requirement imposed by the creators of educational policies instead of support in the process of improving their professional work and development.

The findings of these studies are in accordance with the conclusions of some other studies which indicate that it is difficult to develop competent individuals in education without a competent system⁸. A competent system also creates possibilities for all stakeholders, especially the employed professionals, to participate in decision making, policy making, joint learning and critical reflection.

8 **CORE** – Competence Requirements in Early Childhood Education and Care – A Study for EC Directorate – General for Education and Culture, London and Ghent, 2011.

Therefore, *Competency standards for the teaching profession and professional development* are merely a *first step* in defining and promoting the teaching profession. As in many other countries of the world, standards in Serbia are focused on defining the profile of the individual teacher, which is definitely not enough. For these profiles to come to life a support system has to be created, i.e., the functions of a competent system must be defined. Therefore the existing standards should be viewed as the beginning of a process which brings together stakeholders (children, parents, teachers, educational authorities, decision and policy makers), enabling and encouraging them to start a dialogue about the significance of quality in education. The standards must not become a tool of control, but rather that of support for development and promotion of the teaching profession.

Pre-service teacher training poses a special challenge to the building up of high quality education. In Serbia, in most cases, the pre-service training of teachers is not in accord with the requirements of teaching practice. It is often heard that teachers need to 'unlearn' their academic knowledge in order to meet the requirements of their job. It is necessary that teacher training institutions make their own interpretations of the existing standards (as well as to make suggestions for their improvement) and prepare themselves for an adequate approach to educating future teachers and improving the work of the existing ones.

ATEPIE, as a regional project, opens the following possibilities:

- **Re-evaluation and improvement of the existing standards** – besides professional knowledge and skills, the ATEPIE project defines competences through values (not mentioned in the existing standards). This can be a valuable contribution to improving the existing standards. An area given special attention within the ATEPIE competences is *professional development and responsibility for professional development*, consisting of skills and values designated by the teachers as those most lacking.
- **Support for other projects dealing with teacher education and their professional improvement** – existing standards and competences developed in the ATEPIE project can be a starting point in defining high quality teacher education in teacher training colleges and other higher education institutions and university departments providing teacher education. This can either serve as support for already existing TEMPUS projects⁹, or as a starting point for new projects aimed at

9 The TEMPUS project – **Harmonisation and Modernisation of the Teacher Training Curriculum in Serbia**, is aimed at harmonising teacher education with EU standards and linking higher and elementary education. The objectives of the project are: a) harmonization and modernization of the existing teacher education curricula, b) improvement of teaching methods and c) development of new courses for life-long teacher education. www.pef.uns.ac.rs/tempus)

linking higher education with primary and secondary education. These competences can also serve in the process of teacher induction as well as in monitoring and evaluating their professional work. Finally, the competences should be a basic starting point in creating programmes for teachers' professional development. In this regard, cooperation with the Institute for the Improvement of Education (Centre for professional development in education) and the Institute for Educational Quality and Evaluation (Centre for standards) is crucial.

- **Defining high quality educational practice through relevant exchange and comparative research with the regional ATEPIE partners.**
- **Defining high quality education through dialogue with all stakeholders in the process** with teachers themselves playing the key role. This is the way to support their transition from the role of mere implementers to that of autonomous creators of their own practice and competent professionals.

TEMPUS MASTS – **Master Program for Subject Teachers' Education** is aimed at: a) fostering development of teachers' professional competencies, b) bridging the gap between teachers' in-service training and practice and c) educating subject teachers with the focus on pedagogical – psychological knowledge as well as didactics

http://www.f.bg.ac.rs/master_obrazovanje_nastavnika

REFERENCES

- Buchberger, B., Campos, B. P., Kallos, D., & Stephenson, J. (2000) *Green Paper on Teacher Education in Europe Thematic Network on Teacher Education in Europe*. Umea:Fakultetsnamnden for lararutbildning, Umea universitet.
- Bruner, J. (1963) *The Process of Education*. New York: Vintage Books.
- Donaldson, G. (2010) *Teaching Scotland's Future*. Edinburgh: The Scottish Government.
- Damjanović, R. (2002) The essence and the pace of change in the educational system of Montenegro, *Care and Education – journal for educational theory and practice*, Issue 1/2002. Podgorica: Bureau for Textbooks.
- Đukanović, R. (2006) *Andragogical foundations for adult education*. Podgorica: Center for professional education.
- European Commission (2012) *Supporting the Teaching Professions for Better Learning Outcomes*. Strasbourg: European Commission.
- European Commission (2004) *Common European Principles for Teacher Competences and Qualifications*. Strasbourg: European Commission.
- European Commission (2005) *Common European Principles for Teacher Competences and Qualifications*, see http://europa.eu.int/comm/education/policies/2010/testingconf_en.html
- European Commission and Council of Europe (2006) *National Action Plan for the Qualification Recognition in Bosnia and Herzegovina*.
- European Commission and Council of Europe (2007) *Implementing the Framework for Qualifications in Higher Education in Bosnia and Herzegovina*.
- European Commission and Council of Europe (2007) *Standards And Guidelines for Quality Assurance in Higher Education in Bosnia and Herzegovina*.
- European Training Foundation (2010) *Bosnia and Herzegovina, Country Note*, see [http://www.etf.europa.eu/webatt.nsf/0/C12578310056925BC125771C003430B2/\\$file/NOTE858D69.pdf](http://www.etf.europa.eu/webatt.nsf/0/C12578310056925BC125771C003430B2/$file/NOTE858D69.pdf)
- Fullan, M. (1993). The complexity of the change process. In *Change Forces: Probing the Depths of Educational Reform*. London: The Falmer Press.
- Hattie, J. (2009) *Visible Learning*. London: Routledge.
- Ingvarson, L. & Rowe, K. (2007) *Conceptualising and Evaluating Teacher Quality: Substantive and methodological issues*, The Economics of Teacher Quality conference.
- Katz, L.G. (2009) The Challenges and Dilemmas of Educating Early Childhood Teachers. In *Conversation on Early Childhood Teacher Education*, Redmond: World Forum Foundation, p. 9,11–17.

- Kovač Cerović, T., Grahovac, V., Stanković, D., Vuković, N., Ignjatović, S., Šćepanović, D., Nikolić, G. & Toma, S. (2004) *Quality Education for All: Challenges to the education reform in Serbia*. Belgrade: Ministry of Education and Sports, Department for Strategic Education Development.
- McKenzie, P., Santiago, P., Sliwka, P., & Hiroyuki, H. (2005) *Teachers matter: Attracting, Developing and Retaining Effective Teachers*. Paris: OECD.
- Milić, S. (2012) *Position Paper Montenegro* within the Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE project.
- Ministry of Civil Affairs BiH (2008) *Development of Education in BiH*.
- Milić, S. (2002) *Individualization of the educational process*. Podgorica: Pedagogical Center of Montenegro.
- Milić, S. (2004) *Cooperative learning: theory and practice*. Podgorica: Bureau for Textbooks.
- Milić, S. (2008) *The modern educational systems*. Podgorica: University of Montenegro. p.158.
- Ministry of Education and Science (2010) *Regulation on the National Framework of Higher Education Qualifications*. Skopje.
- Ministry of Education and Science (2005) *National Programme for Development of Education in the Republic of Macedonia 2005–2015*. Skopje.
- OECD (2011) *International Summit on the Teaching Profession*.
- Pantić, N. & Čekić Marković, J. (2012) *Nastavnici u Srbiji: Stavovi o profesiji i o reformama u obrazovanju*. Beograd: Centar za obrazovne politike.
- Pantić, N. (2011) *Regional research findings for developing National Qualifications Frameworks for teachers* within the Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE project.
- Pantić, N., Wubbels, T. (2010) *Teacher Competences as a Basis for Teacher Education – Views of Serbian Teachers and Teacher Educators*. In *Teaching and Teacher Education* Volume 26, Issue 3.
- Pantić, N., Closs, A. & Ivošević, V. (2010) *Teachers for the future – Teacher development for Inclusive Education in the Western Balkans*. Turin: European Training Foundation.
- Pantić, N. (2008) *Usaglašavanje programa obrazovanja prosvetnih radnika u zemljama Zapadnog Balkana*. Beograd: Centar za obrazovne politike.
- Parrott, J. (2000) *New Roles, New Goals: Rethinking the Educational Paradigm, Teaching Strategies in Higher Education: Effective Teaching, Effective Learning*. Szeged: Civic Education Project Hungary, p.34.
- Parlamentarna skupština BiH (2003) *Okvirni zakon o osnovnom i srednjem obrazovanju u BiH*, Službeni glasnik BiH, 88/07.

- Peeters, J. (2008) *The Construction of a New Profession – A European perspective on professionalism in Early Childhood Education and Care*. Amsterdam: SWP Publisher, p. 25,31,147–148.
- Popović, D. (2010) Professional development and changes in roles of teachers. *Montenegro in the XXI century – in era of competitiveness, education*. Podgorica: CANU, 73/10, 239–256.
- Rangelov Jusović, R. (2012) *Osnove kvalifikacijskog okvira za nastavničku profesiju Bosna i Hercegovina* within the Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE project.
- Sanders, W. L. & Rivers, J. C. (1996) *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. Tennessee: University of Tennessee.
- Stoney, L., Mitchell, A. & Warner, M.E. (2006) Smarter Reform: Moving beyond single program solutions to an early care and education system. *Community Development – Journal of the Community Development Society*. 37/2.
- Strategy for professional development of teachers in Montenegro 2005–2009. (2006) Podgorica: Bureau for Education.
- Thorpe R. (2013) paper presented at the *Sustaining Teachers' Professional Growth Seminar*, 18th – 19th February 2013. Cambridge.
- Tuning Project (2009) *Reference Points for the Design and Delivery of Degree Programmes in Education*.
- Teacher Education Policy in Europe (TEPE) Conference (2008) Official Conference Document *Conclusions and Recommendations*. Ljubljana: University of Ljubljana.
- Thematic Network on Teacher Education in Europe (2000) *Green Paper on Teacher Education in Europe*.
- Todorović, K. (2002) School in the learning society concept. *Care and education journal for educational theory and practice*. Podgorica: Bureau for Textbooks. 4/2002.
- Šuković, R. (2003) *Education of teachers in Montenegro(1947–1977)* Nikšić: Faculty of Philosophy, pp. 239–242.
- UNESCO (1998) report for International Educational Development for the 21st century *Learning – the treasure within us*. editor Jacques Delors. Zagreb: Educa, pp.159–161.
- UNESCO (2011) *World Data on Education VII Ed. 2010/11*.
- UNICEF (2007) *Analiza potreba nastavnika u pogledu stručnog usavršavanja*.
- Vandenbroeck, M. (1991) Professionalisation. in Peeters, J, Braam, J. & Van den Heede: *Family Day Care: Teacher or Substitute Mother*. Gent: VBJK, p.157.
- Vijeće ministara BiH (2008) *Strateški pravci razvoja obrazovanja u Bosni i Hercegovini sa planom implementiranja 2008–2015*, Sarajevo: Službeni glasnik 13/08

- Vijeće ministara BiH (2011) Osnove kvalifikacijskog okvira u Bosni i Hercegovini. Sarajevo: Službeni glasnik 31/11
- Villegas-Reimers, E., Reimers, F. (2000) *Professional development of teachers as lifelong learning: Models, practices and factors that influence it*. Washington, DC: BISCE of other National Research Council.
- Velkovski, Z. (2012) *Position Paper Macedonia*, within the Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE project.
- Wikman, U. (2010) *Teacher Education Policy in Europe*.

Internet sources

- Bureau for Education Services, Montenegro <http://www.zavodzaskolstvo.gov.me>
(last checked: February 2013)
- Institute of Improvement of Education, Serbia <http://www.zuov.gov.rs>
(last checked: February 2013)
- Ministry of Civil Affairs of Bosnia and Herzegovina www.mcp.gov.ba
(last checked: February 2013)
- Ministry of Education and Science of Macedonia <http://www.mon.gov.mk/>
(last checked: February 2013)

Appendices

Appendix 1 – The Framework of Teacher Competences

Appendix 2 – Research Results Overview

Appendix 3 – Questionnaire for Consultations with Teachers

APPENDIX 1

THE FRAMEWORK OF TEACHER COMPETENCES

The Framework of Teacher Competences			
Area/Field/ Domain	1. PROFESSIONAL KNOWLEDGE <i>A teacher should have knowledge and understanding of:</i>	2. PROFESSIONAL SKILLS <i>A teacher should be able to:</i>	3. PROFESSIONAL VALUES <i>A teacher should:</i>
LEARNER AND LEARNING	<ol style="list-style-type: none"> 1. Relevant theories of learning, developmental theories and current scientific research. 2. Individual differences among students in their learning abilities, interests, styles and previous learning experience. 3. The basis and principles of interculturality in education, including mechanisms of developing stereotypes, prejudices and discrimination. 4. The learning needs of gifted and talented students, disadvantaged students and those with disabilities. 	<ol style="list-style-type: none"> 5. Apply knowledge on human development and socio-cultural diversity and individual differences to maximise learning outcomes. 6. Support all aspects of a child's personality, her/his self-confidence and self-esteem and the development of life skills and other competences. 7. Use methods for the enhancement of students' cognitive and metacognitive learning skills. 8. Support students in building their individuality and capacities for self-regulated learning. 	<ol style="list-style-type: none"> 9. Believe that each and every child can learn and develop. 10. Foster a holistic approach. 11. Set an example for students in the belief about the value of learning and need for personal growth. 12. Transfer enthusiasm for learning to students. 13. Value diversity and nurture a spirit of tolerance with students.
LEARNING ENVIRONMENT	<ol style="list-style-type: none"> 14. Learning opportunities in diverse learning settings (classroom, laboratory, community, family, cultural and other institutions). 15. The impact of different learning environments on students of different age, gender, cultural background and educational needs. 16. The possibilities and limitations of various learning resources, including ICT. 17. The factors which contribute to creating a safe and supportive environment for every child. 18. The regulations, laws and conventions concerning the protection of child's rights. 	<ol style="list-style-type: none"> 19. Create stimulating learning environments regarding the needs of diverse students. 20. Use behaviour control methods and other methods and techniques that contribute to creating a safe learning environment and support the social and emotional development of every child. 21. Establish an environment in which each student feels safe, competent, accepted and supported. 22. Recognise and adequately react to crisis situations in the best interests of children (violence, suffering etc.). 	<ol style="list-style-type: none"> 23. Treat each child with dignity, respect, empathy and promote the same values in students. 24. Be open to ideas, changes and innovations contributing to the creation of stimulating learning environments. 25. Promote values regarding personal wellbeing combined with respect for others.

<p>TEACHING AND ASSESSMENT</p>	<p>26. Subject matter, including key concepts, theories and research in the curriculum area they teach.</p> <p>27. Curriculum logic and the relationships between its components (teaching goals, content, learning and teaching, assessment of learning outcomes).</p> <p>28. Current research on the effective teaching of specific content and areas, including potential difficulties students may encounter.</p> <p>29. Various lesson designs and the organisation of learning sequences that advance student's learning.</p> <p>30. Various monitoring and assessment strategies and valid methods for assessing and analysing student learning.</p> <p>31. The significance of multidisciplinary approaches and the integrated teaching</p>	<p>32. Plan learning goals and design learning sequences appropriate to the pupils' development stages, their capabilities and needs using research evidence on effective teaching and learning.</p> <p>33. Select and use teaching methods which sustain motivation for learning and support students to actively participate in the process of learning and to cooperate with other students.</p> <p>34. Provide students and their parents with constructive and timely verbal and written feedback about the learning progress and achievement of learning goals.</p> <p>35. Select and apply valid assessment strategies using a variety of formative and summative approaches to assess student learning.</p> <p>36. Link the subject content with other subjects and content to assure the practical application of knowledge.</p> <p>37. Analyse and interpret student assessment data and use them to plan future student learning as well as the improvement of her/his own teaching practice.</p>	<p>38. Base the teaching/learning process on a student-centred approach.</p> <p>39. Show high expectations regarding learning possibilities and the development of each pupil.</p> <p>40. Identify the student's potential and strengths and build on them.</p>
--------------------------------	---	--	---

<p>PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY</p>	<p>41. The complexity of the teacher's role and responsibilities and of the social significance of the teaching profession. 42. Standards and code of ethics of the teaching profession. 43. Effective models of professional development and learning and their importance.</p>	<p>44. Use professional standards to evaluate regularly her/his own professional knowledge and practice as well as to plan future professional learning. 45. Have a constructive dialogue with colleagues and mentors about their professional knowledge and skills and use feedback for the improvement of her/his own teaching/learning practice 46. Use formal and non-formal opportunities for learning and professional development 47. Discuss with colleagues relevant educational issues and engage in joint learning and research to contribute to the improvement of teaching practices. 48. Use and develop reflective skills for analysing and enhancing her/his teaching.</p>	<p>49. Be committed to professional development throughout her/his whole career, as well as to reaching high professional standards. 50. Show readiness to support and contribute to the professional development of colleagues. 51. Promote the standing of the teaching profession and positive beliefs about it. 52. Value the contribution of educational sciences and research evidence and act upon them.</p>
<p>SCHOOL, FAMILY AND COMMUNITY COOPERATION</p>	<p>53. The contribution of expert associates and other professions in and out of school towards ensuring the well-being of each child. 54. The importance and impact of family involvement in school life. 55. Approaches to encourage and sustain the partnership between parents (family/carers) and schools. 56. The possibilities and resources of the local community to support families and children.</p>	<p>57. Establish cooperation and participate in team work in diverse cultural contexts. 58. Communicate effectively and respectfully with teaching colleagues, parents, educational experts and the representatives of authorities. 59. Apply different strategies in order to develop effective partnerships between family, school and community.</p>	<p>60. Be open and ready to cooperate with other experts, parents and the wider community. 61. Nurture relations with other actors based on empathy, mutual respect and tolerance of diverse opinions. 62. Promote mutual trust and confidentiality in relations with students, colleagues and parents. 63. Be ready to take action and promote the rights and interests of each child in the school and community.</p>

<p style="text-align: center;">SCHOOL DEVELOPMENT AND IMPROVEMENT OF EDUCATION SYSTEM</p>	<p>64. The structure and purpose of the educational system and its influence on changes in society.</p> <p>65. Global and local trends in education and the impact of social and economic developments on the educational system.</p> <p>66. Educational sector legislation and governance, including the school management process.</p> <p>67. The school development strategy, its institutional mission, vision and development goals</p> <p>68. Mechanisms for quality monitoring and continuous improvement of the quality and impact of the work of school.</p>	<p>69. Design and manage projects and small-scale action research for school improvements.</p> <p>70. Participate in the strategic planning and monitoring of school achievements.</p> <p>71. Initiate change that leads to improvement and motivate others to participate in it.</p> <p>72. Analyse problems and identify solutions collaboratively.</p>	<p>73. Promote the value of the school as a learning community.</p> <p>74. Show an openness to collaboration for improvement, the development of new ideas, professional exchange and the sharing of good practice.</p> <p>75. Promote the importance of quality education and the right of each child to experience it.</p> <p>76. Evaluate and foresee new educational needs and demands in the given context.</p>
---	---	---	--

APPENDIX 2

RESEARCH RESULTS OVERVIEW

Research Rationale, Aims and Objectives

Teacher competencies are understood as an integrated compound of personality traits, knowledge, skills and attitudes required for the efficient handling of various teaching and learning situations (Tigelar et al, 2004, p. 255). As such they represent an important part of the framework aiming towards the development of the teaching profession. The objective of this research was to contribute to formulating a national qualifications framework for the Teacher of the 21st century. Thus, within the project “Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education” (ATEPIE) a questionnaire, consisting of the competences items presented in the framework was created in order to contribute to this goal.

Research Activities

The research was conducted during the period August-October 2012.

Methodology and Target Groups

For the purpose of this study a questionnaire comprising of 76 items, each on a 5-point Likert type scale, was developed. Given that the aim of the survey has been to check the understanding of the competences and pilot the instrument, a convenient sample was used. There were 166 participants who filled in the questionnaire anonymously (Table 7).

Among the participants involved in the piloting, a third of them were from Bosnia and Herzegovina, a little over 20% from Serbia and Montenegro and 18% from Macedonia. The largest group, (41%) have between 5 and 15 years of experience working in schools; 38% have more than 15 years experience and 21% have less than five years experience. Many of participants work as general teachers (34%), the others as educators 26%; subject teachers at 28% (this includes both primary and secondary schools) and 8% of them are in the NGO sector while 4% of the sample comprises of participants working in other positions in educational institutions.

Table 7. Participants by Country

	Frequency	Percent
Serbia	36	21.7
B&H	59	35.5
Macedonia	30	18.1
Montenegro	41	24.7
Total	166	100,0

Research Outcomes

The following are descriptive for the areas of importance of competences for the teaching profession and for competence development.

Table 8. Descriptives (M and SD) for Rating the Importance of Competences Items for Teaching Profession

LEARNER AND LEARNING	M	SD
1. Relevant theories of learning, developmental theories and current scientific research	4,21	,769
2. Individual differences among students in their learning abilities, interests, styles and previous learning experience.	4,63	,544
3. Basis and principles of interculturality in education, including mechanisms of developing stereotypes, prejudices and discrimination.	4,36	,809
4. Learning needs of gifted and talented students, disadvantaged students and those with disabilities.	4,61	,649
5. Apply knowledge on human development and socio-cultural diversity and individual differences to maximise learning outcomes.	4,41	,748
6. Support all aspects of a child's personality, his/her self-confidence and self-esteem and the development of life skills and other competences.	4,68	,552
7. Use methods for the enhancement of students' cognitive and metacognitive learning skills.	4,43	,964
8. Support students in building their individuality and capacities for self-regulated learning.	4,65	,631
9. Believe that each and every child can learn and develop.	4,68	,714
10. Foster a holistic approach.	4,49	,769
11. Set an example for students in the belief about the value of learning and the need for personal growth.	4,73	,554
12. Transfer enthusiasm for learning to students.	4,71	,573
13. Value diversities and nurture aspirit of tolerance with students.	4,76	,583

LEARNING ENVIRONMENT		
14. Learning opportunities in diverse learning settings (classroom, laboratory, community, family, cultural and other institutions).	4,34	,807
15. The impact of different learning environments on students of different age, gender, cultural background and educational needs.	4,23	,821
16. Possibilities and limitations of various learning resources, including ICT.	4,33	,776
17. Factors which contribute to creating a safe and supportive environment for every child.	4,51	,650
18. Regulations, laws and conventions concerning the protection of a child's rights.	4,37	,775
19. Create stimulating learning environments regarding the needs of diverse students.	4,55	,674
20. Use behaviour control methods and other methods and techniques that contribute to creating a safe learning environment and support the social and emotional development of every child.	4,69	,560
21. Establish an environment in which each student feels safe, competent, accepted and supported.	4,82	,471
22. Recognise and adequately react to a crisis situation in the best interests of children (violence, suffering etc.).	4,84	,431
23. Treat each child with dignity, respect, empathy and promote the same values with students.	4,89	,331
24. Be open to ideas, changes and innovations contributing to the creation of stimulating learning environments.	4,70	,510
25. Promote values regarding personal wellbeing combined with respect for others.	4,54	,648
SCHOOL, FAMILY, COMMUNITY		
26. Contribution of expert associates and other professionals in school and out of school for ensuring the well-being of each child.	4,33	,785
27. Importance and impact of family involvement in school life.	4,53	,658
28. Approaches to encourage and sustain the partnership between parents (family/carers) and schools.	4,50	,659
29. Possibilities and resources of the local community to support families and children.	4,12	,812
30. Establish cooperation and participate in the team work in diverse cultural contexts.	4,38	,745
31. Communicate effectively and respectfully with teacher colleagues, parents, educational experts and the representatives of authorities.	4,60	,594
32. Apply different strategies in order to develop an effective partnership between family, school and community.	4,33	,776
33. Be open and ready for cooperation with other experts, parents and the wider community.	4,64	,586
34. Nurture relations with other actors based on empathy, mutual respect and tolerance of diverse opinions.	4,53	,690
35. Promote mutual trust and confidentiality in relations with students, colleagues and parents.	4,67	,566
36. Be ready to take actions and promote the rights and interests of each child in the school and community.	4,56	,649

TEACHING, EVALUATION AND ASSESSMENT	M	SD
37. Subject matter including key concepts, theories and research in the curriculum area they teach.	4,74	,538
38. Curriculum logic and the relationships between its components (teaching goals, content, learning and teaching, assessment of learning outcomes).	4,61	,730
39. Current research on the effective teaching of specific content and areas, including potential difficulties students may encounter.	4,46	,630
40. Various lessons designs and the organisation of learning sequences that advance student's learning.	4,59	,574
41. Various monitoring and assessment strategies and valid methods for assessing and analysing student learning.	4,62	,608
42. Significance of multidisciplinary approaches and integrated teaching	4,53	,785
43. Plan learning goals and design learning sequences appropriate to the pupils' development stages, their capabilities and needs using research evidence on effective teaching and learning.	4,57	,710
44. Select and use teaching methods which sustain motivation for learning and support the student to actively participate in the process of learning and cooperate with other students.	4,84	,366
45. Provide students and their parents with constructive and timely verbal and written feedback about the learning progress and achievement of learning goals.	4,51	,755
46. Select and apply valid assessment strategies using a variety of formative and summative approaches to assess student learning.	4,40	,897
47. Link the subject content with other subjects and contents to assure the practical application of knowledge.	4,64	,574
48. Analyse and interpret student assessment data and use them to plan future student learning as well as improvement of one's own teaching practice.	4,64	,597
49. Base the teaching/learning process on a student-centred approach.	4,45	,865
50. Show high expectations regarding learning possibilities and the development of each pupil.	4,04	1,129
51. Identify the student's potentials and strong points and build on them.	4,62	,600
PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY		
52. Complexity of the teacher's role, responsibility and social significance of the teaching profession.	4,57	,700
53. Standards and code of ethics of the teaching profession.	4,69	,559
54. Effective models of professional development and learning and their importance	4,59	,662
55. Use professional standards to evaluate regularly one's own professional knowledge and practice as well as to plan future professional learning.	4,41	,855
56. Have a constructive dialogue with colleagues and mentors about their professional knowledge and skills and use feedback for the improvement of one's own teaching/learning practice	4,51	,686

57. Use formal and non-formal opportunities for learning and professional development	4,53	,667
58. Discuss with colleagues relevant educational issues and engage in joint learning and research to contribute to the improvement of teaching practices.	4,47	,724
59. Use and develop reflective skills for analysing and enhancing her/his teaching.	4,44	,879
60. Be committed to professional development during one's whole career, as well as to reaching high professional standards.	4,65	,515
61. Show readiness to support and contribute to the professional development of colleagues.	4,32	,791
62. Promote the teaching profession and positive beliefs about it.	4,57	,607
63. Value the contribution of educational sciences and research evidence and act upon them	4,45	,629
SCHOOL DEVELOPMENT AND IMPROVEMENT OF SCHOOL SYSTEM		
64. Structure and purpose of the educational system and its influence on changes in society.	4,34	,754
65. Global and local trends in education and the impact of social and economic developments on the educational system.	4,23	,705
66. Education sector legislation and governance, including the school management process.	4,14	,703
67. School development strategy, its institutional mission, vision and development goals.	4,24	,845
68. Mechanisms for quality monitoring and continuous improvement of the quality and effects of the work of schools.	4,22	,793
69. Design and manage projects and small-scale action research for school improvement.	4,14	,892
70. Participate in the strategic planning and monitoring of the school's achievements. .	4,08	,814
71. Initiate change that leads to improvement and motivate others to participate in it.	4,34	,704
72. Analyse problems and identify solutions collaboratively.	4,32	,743
73. Promote the value of school as a learning community.	4,51	,795
74. Show openness to collaboration towards the improvement and development of new ideas, professional exchange and sharing of good practices.	4,63	,617
75. Promote the importance of quality education and the right of each child to access it.	4,66	,639
76. Evaluate and foresee new educational needs and demands in a given context.	4,36	,842

The analysis has shown very little variability in the participants' answers at the item level analysis. Although the limitations of the sampling procedure must be taken in consideration, the high rating of each competence indicates that the participants highly agree about the relevance of all indicators within the proposed framework. Also, teachers did not comment on any specific item as being incomprehensible or inadequately formulated. Subsequently we asked each participant to estimate to what extent they think that subject teachers

in the education sector (elementary school, gymnasium, vocational school) to which they belong have developed competences in specific fields. The results are shown in Table 9.

Table 9. Perception of Competence Development

Field	M	SD
Learner and learning	3,90	,799
Learning environment	3,55	,918
School, family, community	3,54	,919
Teaching, assessment, evaluation	3,92	,859
Professional development and responsibility	3,69	,983
School development and school system improvement	3,37	1,057

On the other hand the insight into the participants' perception of the level of acquired competences shows that their average ratings are lower than those for importance ratings and vary within the moderate range of the rating scale. This may indicate a perceived gap between the "ideal teacher image" and the "actual teacher competence image". This finding should be further explored on larger samples.

Finally, participants in the survey gave their opinions on how the competency model developed within the ATEPIE could be used for improving their own educational practice. Among the answers provided, all participants regarded the model positively, yet its utilisation remains vague. Mostly teachers recognise its usefulness for their future professional development through seminars and workshops.

To the question on how this model could be used for improving school practice – other actors' (school, university, parents, educational institutions etc.) answers are again broad. Teachers again see the usefulness of the model for continuous professional development, while some mention its applicability in initial teacher preparation. Others believe the model can contribute to better cooperation between various institution, yet again there are no statements on how the cooperation may be facilitated using the model. A few teachers state that they perceive the model as too complex, but do not elaborate the perceived complexity.

Considering the answers provided by participants in this pilot survey, we propose further steps to more closely examine how the proposed model of competencies is exercised in practice, especially in relation to everyday school practice, teacher education and professional development as these are the areas of "usefulness" recognised by the teachers themselves.

Given that this questionnaire reflects the regional framework of teacher competences, it is offered as a pilot instrument that can be further developed and used by the individual countries in their priority areas related to the teaching profession for the 21st century.

APPENDIX 3

QUESTIONNAIRE FOR CONSULTATIONS WITH TEACHERS

A TEACHING PROFESSION FOR THE 21ST CENTURY

The following questionnaire has been developed within the project “Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education” (ATEPIE), with the goal of formulating a national qualifications framework for the Teacher of the 21st century.

The questionnaire contains statements concerning teacher competences, divided into six thematic fields. Please estimate, according to your opinion, the importance of each of them on a scale of 1 to 5. (1 means the least important, five means the most important). If there is an imprecise statement, do not estimate it, but choose N/A.

Your contribution is valuable to make this reliable and congruent with the requirements and potentials of the teaching profession from the perspective of practitioners and experts in the field of education.

Background information

1. Where do you work? (town) _____
2. For how many years have you worked in education?
 1. Less than 5.
 2. Between 5 and 15.
 3. More than 16
3. You are employed in the position of:
 1. Subject teacher in an elementary school
 2. Subject teacher in a high school – gymnasium
 3. Subject teacher in a vocational high school
 4. Other (please indicate) _____

I. Importance of competences for teaching profession

Please estimate the importance of each stated competence for the teaching profession by selecting an appropriate number on the scale from 1 to 5.

LEARNER AND LEARNING

A teacher should have knowledge and understanding of:

(1 – least important, 5 – most important) N/A

1. Relevant theories of learning, developmental theories and current scientific research	1	2	3	4	5	N/A
2. Individual differences among students in their learning abilities, interests, styles and previous learning experience.	1	2	3	4	5	N/A
3. Basis and principles of interculturality in education, including mechanisms of developing stereotypes, prejudices and discrimination.	1	2	3	4	5	N/A
4. Learning needs of gifted and talented students, disadvantaged students and those with disabilities.	1	2	3	4	5	N/A

A teacher should be able to:

5. Apply knowledge on human development and socio-cultural diversity and individual differences to maximise learning outcomes.	1	2	3	4	5	N/A
6. Support all aspects of a child's personality, her/his self-confidence and self-esteem and the development of life skills and other competences.	1	2	3	4	5	N/A
7. Use methods for the enhancement of a students' cognitive and metacognitive learning skills.	1	2	3	4	5	N/A
8. Support students in building their individuality and capacities for self-regulated learning.	1	2	3	4	5	N/A

A teacher should:

(1 – least important, 5 – most important) N/A

9. Believe that every child can learn and develop.	1	2	3	4	5	N/A
10. Foster a holistic approach.	1	2	3	4	5	N/A
11. Set an example for students in the belief of the value of learning and the need for personal growth.	1	2	3	4	5	N/A
12. Transfer enthusiasm for learning to students.	1	2	3	4	5	N/A
13. Value diversities and nurture a spirit of tolerance with students.	1	2	3	4	5	N/A

LEARNING ENVIRONMENT

A teacher should have knowledge and understanding of:

14. Learning opportunities in diverse learning settings (classroom, laboratory, community, family, cultural and other institutions).	1	2	3	4	5	N/A
15. The impact of different learning environments on students of different age, gender, cultural background and educational needs.	1	2	3	4	5	N/A
16. The possibilities and limitations of various learning resources, including ICT.	1	2	3	4	5	N/A
17. Factors which contribute to creating a safe and supportive environment for every child.	1	2	3	4	5	N/A
18. Regulations, laws and conventions concerning the protection of the child's rights.	1	2	3	4	5	N/A

<i>A teacher should be able to:</i>						
19. Create stimulating learning environments regarding the needs of diverse students.	1	2	3	4	5	N/A
20. Use behaviour control methods and other methods and techniques that contribute to creating a safe learning environment and support the social and emotional development of every child.	1	2	3	4	5	N/A
21. Establish an environment in which each student feels safe, competent, accepted and supported.	1	2	3	4	5	N/A
22. Recognise and adequately react to a crisis situation in the best interests of the children (violence, suffering etc.).	1	2	3	4	5	N/A
<i>A teacher should:</i>						
23. Treat each child with dignity, respect, empathy and promote the same values among students.	1	2	3	4	5	N/A
24. Be open to ideas, changes and innovations contributing to the creation of stimulating learning environments.	1	2	3	4	5	N/A
25. Promote values regarding personal wellbeing combined with respect for others.	1	2	3	4	5	N/A

SCHOOL, FAMILY, COMMUNITY						
<i>A teacher should have knowledge and understanding of:</i>						
(1 – least important, 5 – most important) N/A						
26. The contribution of expert associates and other professionals in school and out of school for ensuring the well-being of each child.	1	2	3	4	5	N/A
27. The importance and impact of family involvement in school life.	1	2	3	4	5	N/A
28. Approaches to encourage and sustain the partnership between parents (family/carers) and schools.	1	2	3	4	5	N/A
29. The possibilities and resources of the local community to support family and children.	1	2	3	4	5	N/A
<i>A teacher should be able to:</i>						
30. Establish cooperation and participate in team work in diverse cultural contexts.	1	2	3	4	5	N/A
31. Communicate effectively and respectfully with teacher colleagues, parents, educational experts and the representatives of authorities.	1	2	3	4	5	N/A
32. Apply different strategies in order to develop an effective partnership between family, school and community.	1	2	3	4	5	N/A
<i>A teacher should:</i>						
33. Be open and ready for cooperation with other experts, parents and others in the wider community.	1	2	3	4	5	N/A
34. Nurture relations with other actors based on empathy, mutual respect and tolerance towards diverse opinions.	1	2	3	4	5	N/A
35. Promote mutual trust and confidentiality in relations with students, colleagues and parents.	1	2	3	4	5	N/A
36. Be ready to take actions and promote the rights and interests of each child in the school and community.	1	2	3	4	5	N/A

TEACHING, EVALUATION AND ASSESSMENT						
<i>A teacher should have knowledge and understanding of:</i>						
(1 – least important, 5 – most important) N/A						
37. Subject matter including key concepts, theories and research in the curriculum area they teach.	1	2	3	4	5	N/A
38. Curriculum logic and the relationships between its components (teaching goals, content, learning and teaching, assessment of learning outcomes).	1	2	3	4	5	N/A
39. Current research on the effective teaching of specific content and areas, including potential difficulties students may encounter.	1	2	3	4	5	N/A
40. Various lessons designs and organisation of learning sequences that advance the student's learning.	1	2	3	4	5	N/A
41. Various monitoring and assessment strategies and valid methods for assessing and analysing student learning.	1	2	3	4	5	N/A
42. Significance of multidisciplinary approaches and integrated teaching	1	2	3	4	5	N/A
<i>A teacher should be able to:</i>						
43. Plan learning goals and design learning sequences appropriate to the pupils' development stages, their capabilities and needs, using research evidence on effective teaching and learning.	1	2	3	4	5	N/A
44. Select and use teaching methods which sustain motivation for learning and support the student to actively participate in the process of learning and cooperate with other students.	1	2	3	4	5	N/A
45. Provide students and their parents with constructive and timely verbal and written feedback about the learning progress and achievement of learning goals.	1	2	3	4	5	N/A
46. Select and apply valid assessment strategies using a variety of formative and summative approaches to assess student learning.	1	2	3	4	5	N/A
47. Link the subject content with other subjects and contents to assure the practical application of knowledge.	1	2	3	4	5	N/A
48. Analyse and interpret student assessment data and use them to plan for future student learning as well as the improvement of one's own teaching practice.	1	2	3	4	5	N/A
<i>A teacher should:</i>						
49. Base the teaching/learning process on a student-centred approach.	1	2	3	4	5	N/A
50. Show high expectations regarding learning possibilities and the development of each pupil.	1	2	3	4	5	N/A
51. Identify the student's potentials and strong points and build on them.	1	2	3	4	5	N/A

PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY

A teacher should have knowledge and understanding of:

(1 – least important, 5 – most important) N/A

52. The complexity of the teacher's role, responsibility and social significance of the teaching profession.	1	2	3	4	5	N/A
53. Standards and code of ethics of the teaching profession.	1	2	3	4	5	N/A
54. Effective models of professional development and learning and their importance	1	2	3	4	5	N/A

A teacher should be able to:

55. Use professional standards to evaluate regularly her/his own professional knowledge and practice as well as to plan future professional learning.	1	2	3	4	5	N/A
56. Have a constructive dialogue with colleagues and mentors about their professional knowledge and skills and use feedback for improvement of her/his own teaching/ learning practice	1	2	3	4	5	N/A
57. Use formal and non-formal opportunities for learning and professionally development	1	2	3	4	5	N/A
58. Discuss with colleagues relevant educational issues and engage in joint learning and research to contribute to the improvement of teaching practices.	1	2	3	4	5	N/A
59. Use and develop reflective skills for analysing and enhancing her/his teaching.	1	2	3	4	5	N/A

A teacher should:

60. Be committed to professional development during her/his whole career, as well as to reaching high professional standards.	1	2	3	4	5	N/A
61. Show readiness to support and contribute to the professional development of colleagues.	1	2	3	4	5	N/A
62. Promote the teaching profession and positive beliefs about it.	1	2	3	4	5	N/A
63. Value the contribution of educational sciences, research evidence and act upon them	1	2	3	4	5	N/A

SCHOOL DEVELOPMENT AND IMPROVEMENT OF SCHOOL SYSTEM

A teacher should have knowledge and understanding of:

64. The structure and purpose of the educational system and its influence on changes in society.	1	2	3	4	5	N/A
65. Global and local trends in education and the impact of social and economic developments on the educational system.	1	2	3	4	5	N/A
66. Educational sector legislation and governance, including the school management process.	1	2	3	4	5	N/A
67. School development strategy, its institutional mission, vision and development goals.	1	2	3	4	5	N/A
68. Mechanisms for quality monitoring and continuous improvement in the quality and effects of the work of the school.	1	2	3	4	5	N/A

<i>A teacher should be able to:</i>						
(1 – least important, 5 – most important) N/A						
69. Design and manage projects and small-scale action research for school improvement.	1	2	3	4	5	N/A
70. Participate in strategic planning and monitoring of the school's achievements.	1	2	3	4	5	N/A
71. Initiate change that leads to improvement and motivating others to participate in it.	1	2	3	4	5	N/A
72. Analyse problems and identify solutions collaboratively.	1	2	3	4	5	N/A
<i>A teacher should:</i>						
73. Promote the value of school as a learning community.	1	2	3	4	5	N/A
74. Show openness to the collaboration for improvement, development of new ideas, professional exchange and sharing of good practices.	1	2	3	4	5	N/A
75. Promote the importance of quality education and the right of each child to access to it.	1	2	3	4	5	N/A
76. Evaluate and foresee new educational needs and demands in the given context.	1	2	3	4	5	N/A

II. Competence Development

Please estimate on the scale from 1 (poorly developed) to 5 (well developed) to what extent you think that subject teachers in the education sector (elementary school, gymnasium, vocational school) to which you belong, have developed competences in specific fields?

Field	Level of competence development				
	poorly developed				well developed
Learner and learning	1	2	3	4	5
Learning environment	1	2	3	4	5
School, family, community	1	2	3	4	5
Teaching, assessment, evaluation	1	2	3	4	5
Professional development and responsibility	1	2	3	4	5
School development and education system improvement	1	2	3	4	5

III. Use of the Teaching Competence Model

1. How could you use this model (containing 6 groups of competences: Learner and learning, Learning environment, School, family, community, Teaching, assessment and evaluation, Professional development and responsibility, School development and educational system improvement) for improving your own educational practice?

2. How could this model be used for improving school practice – other actors (school, university, parents, educational institutions etc.)?

3. Should you have any comments or suggestions, please write them here.

Thank you for your cooperation!

CIP – Каталогизација у публикацији
Народна библиотека Србије, Београд

371.13

371.12:159.923.3

TEACHING Profession for the 21st Century :
advancing teacher professionalism for inclusive, quality
and relevant education – ATEPIE / authors Graham
Donaldson ... [at. al.] ; editors Vlasta Vizek Vidović,
Zoran Velkovski. – Belgrade : Centre for Education Policy,
2013 (Beograd : Dosije studio). – 89 str. : table ; 24 cm

Tiraž 500. – Str. 9–10: Foreword / Gordana Miljević. –
Napomene i bibliografske reference uz tekst.

ISBN 978-86-87753-09-9

1. Donaldson, Graham [аутор] 2. Rangelov Jusović,
Radmila [аутор]

а) Наставници – Сручно усавршавање б) Наставници –
Личност

COBISS.SR-ID 197516044

The proposed Framework of Teachers Competences provides the opportunity to plan and implement regional projects aimed at improving teacher professional development and to align both policy and practice of teacher development with the standards of teacher quality in the most successful educational systems. These opportunities are clearly outlined in this publication that has the potential to bring together both practitioners and policymakers in the area of teacher education around the task of the utmost importance — improving the quality of teachers throughout the region.

Iris Marušić [reviewer]

This project was supported by the Education Support Program of the Open Society Foundations (ESP/OSF).