

THE COLLABORATION BETWEEN THE PEDAGOGUE AND TEACHERS IN THE FUNCTION OF IMPROVING THE TEACHING WORK

Sanja Gacov, page 113-132

ABSTRACT

Education is one of the most promising areas in life. The student who will start his education in the first grade of primary school in 2022 will reach the peak of his professional activity in the forties of the 21st century. Therefore, the school does not prepare students for the world "today", but for the one "tomorrow", which is difficult to even imagine. But if humanity wants to survive, it has to deal with problems that will be solved by the student who is now sitting in the school desk.

The work of the school pedagogue has fundamental importance in the functioning of the educational process and no other educational and professional profile of a school worker can replace the work and function of the school pedagogue in schools.

In this paper, we put a special emphasis on the part in which we explain in more detail the entire work methodology of the school pedagogue, specifically in the elementary school. In this section, we elaborate the following areas of the school pedagogues work individually: planning, programming and evaluation of educational work; instructional - pedagogical work of the school pedagogue with the teachers; the school pedagogue work with students; the cooperation of the pedagogue with the parents; analytical-research work of the school pedagogue; cooperation of the school pedagogue with other professional bodies and social institutions.

In this paper, we will try to explain the essential need for cooperation between the school pedagogue and the teachers in order to improve the teaching work. This scientific paper is of essential importance and will make a great contribution to education and science in general.

Keywords: Education, student, teaching, teacher, pedagogue, classroom, family, cooperation.

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INTRODUCTION

The competence of the teacher is the first step that leads to the achievement of quality education. By competence or expertise, we mean good knowledge, that is, mastery of the contents of the area for which the teaching will be held, and constant monitoring of new achievements in the field of profession and professional activity.

Of course, every good teacher must completely master the field and follow the new information in it, but what he pays special attention to today. The teacher should think about the facts, build a critical attitude towards them, analyze and evaluate, solve problems and form reasoned views. The quality of knowledge also raises the question of the relationship between theory and practice. The key link between them, and that means between education and training, between the higher education institution and the school, must be ensured during the studies and it should be nurtured during the entire working life.

But in our opinion, the theoretical basis should not be subordinated to the practical work at any stage, but should precede it and constantly follow it. The academic foundation acquired in the first years of study is supplemented by the practical training of teachers, which should always be theoretically founded and supported. Practice must be based on rational principles, because only a solid theoretical foundation leads to the acquisition of experience with the least possible expenditure of time and energy and allows the teacher to respond creatively to new situations and be prepared for the future. Otherwise, teaching would turn into routine work and mechanical repetition, and the teacher himself would remain a prisoner of the past.

The teacher, primarily, must have a solid capacity of built knowledge, abilities and skills that he acquired during his education. Expertise rests, first of all, on certain knowledge that represents the necessary basis for building quality teaching. The modern education of teachers faces two questions regarding the knowledge they should acquire: how much knowledge and what kind of knowledge.

Current reform movements in education in general, including in teacher education, driven by the need for its efficiency, adaptability and flexibility, are aimed at reducing the volume and changing the quality of

knowledge. Factography gives way to functionality: knowledge of facts is not an end in itself, but an initial stage in the learning process and instruments for developing intellectual abilities of a higher order and for gaining practical experience, not framed in the breadth of scientific disciplines, but modularly structured and flexibly organized, they will not be transmitted in a finished form, but will be discovered independently in the research process of learning and teaching.

The acquired university education is not a fixed and unchanging capacity, but only initial knowledge that is subject to constant changes, corrections, additions, expansions and enrichments, it is the necessary basis for further professional development. "You are able to work on the education of others as long as you work on your own education" - pointed out in the 19th century the great teacher of German teachers, Adolf Disterweg (Rotenberg, 1997,9), pointing out the need for independent systematic work for one's own professional improvement the teacher. This request gains even more importance and becomes a priority especially today when in conditions of dynamic development and constant changes and reforms in education, the professional development of teachers becomes their professional obligation. It refers to a wide range of activities and programs (forms of self-education and institutional offer) with which the teacher enriches his education, develops professional competences and allows himself a better understanding of the principles and techniques of work.

Considering the fact that the teaching profession is constantly being followed by changes, especially in teaching content, working methods and textbooks and literature used in teaching, the professional education of teachers appears as a necessary lifelong form of learning that represents the most effective means of adaptation of teachers in all subjects and in all levels of education. Another very important aspect of the successful work of the teacher is of course the cooperation with school pedagogue, in order to overcome problems with learning, aggressive behavior, non-compliance with the code of conduct and the "modern" problems among students, such as: use of psychotropic substances, emotional disorders, fear of hackers, etc. Precisely because of the absence of expertise, such situations will also be recorded when the teacher is unable to successfully answer the questions asked by the students he works with (Iredale, in: Brock, 1996, 13). In such cases, he either gives wrong information and directions for work or, on the other hand, which is

much more often expressed, he imposes himself as an inviolable authority that leaves no room for greater participation and engagement of the students. That is why, investing in one's own expertise is the most appropriate way to ensure quality relationships between the one who teaches and the one who learns, and thus quality teaching and education.

Anyone who knows can do it. Every teacher who knows his area well, knows and knows how to get closer to those he works with. The question of skills is a question of the methodical design of teaching, which is always inextricably linked to the character of the knowledge they will acquire and the abilities they will develop. It is generally accepted that the teacher represents an intermediary between the contents he realizes and the pupils/students with whom he realizes the teaching.

The history of education teaches us that depending on which of these two elements is given priority, the corresponding teaching model will be built. Thus, on the one hand, there is the so-called traditional teaching that is focused on content or knowledge, and on the other hand is teaching that puts the pupil/student at the center of the teaching process and learning. Modern reform tendencies for the advancement of teaching give preference to the second and are directed towards the application of the so-called active work methods, that is, methods and techniques that encourage active, responsible and cooperative learning. In such conditions, the teacher no longer has the role of a superior adult who possesses the knowledge and who distributes to the students strictly defined portions of information that they should, by means of coercion or, at best, persuasion, remember as logically arranged facts.

In modern teaching, he already replaces his dominant role in the class, using current terminology based on Vygotsky's learning theory (Vygotsky, 1962), with that of a mediator who performs a much more pronounced active and interactive function in the learning process. The teacher, in fact, is the mediator or facilitator between the learner and the learner, who consciously and deliberately influences the quality of that interaction. And, as in any other mediation, the teacher will successfully complete his role as a mediator, if he becomes unnecessary, i.e. if he gradually hands over the responsibility for learning to the pupils/students, thus enabling them to learn independently and enabling them intellectual

autonomy . Mediated learning implies a completely different role and behavior of the teacher.

The teacher in our modern school

There is nothing new in the thesis that the teacher is a key factor in ensuring quality and efficient education, at all levels and with all ages. From ancient times until today, a lot has been written about the importance of the teacher, about his role in the process of learning and teaching, about the relationship he should have with the students, about the need for constant professional improvement. Efforts to improve any segment of education have always been and will be related to the need to define the role of the teacher, and today, in particular, they emphasize the requirement to build a well-designed system of education that will prepare teaching staff who can to respond to current social conditions and rapid changes in the teacher's professional life.

These commitments open up many dilemmas to which the contemporary professional and scientific public is trying to answer: how and where to carry out the initial and further education and training of teachers, how to carry out the relationship between the theoretical and practical dimensions of their preparation, how much time should be spent of study, how to deepen cooperation with school teachers in order to overcome "modern" problems among students, such as: use of psychotropic substances, emotional disorders, fear of hackers, etc.

Areas of work of the school pedagogue

We put a special emphasis on the part in which we explain in more detail the entire work methodology of the school teacher, specifically in the elementary school. In this section, we elaborate the following areas of the school teacher's work individually: planning, programming and evaluation of educational work; instructional - pedagogical work of the school pedagogue with the teachers; the school teacher's work with students; the cooperation of the school teacher with the parents; analytical-research work of the school teacher; cooperation of the school teacher with other professional bodies and social institutions; and management and processing of pedagogical documentation and preparation for work.

A school pedagogue has many different job functions that are at the core of personality traits. The following properties are considered as characteristics and work functions of the school teacher:

- observer,
- informant,
- consultant,
- advisor,
- initiator,
- coordinator,
- organizer,
- realiser,
- researcher and analyst,
- innovator,
- disseminator,
- document processor.

(Trnavac, Djorjevic, 2002)

It is very important for a school teacher to possess not only professional and work qualities, but also personal qualities of a positively oriented person, and they are the following qualities:

Human qualities: kindness, naturalness, sociability, good mood and sense of humor;

Qualities related to the attitude towards discipline and that: to be "fair", just, constant, disciplined and impartial;

Physical qualities: physical attractiveness, pleasant voice, neatness, youth, good health;

Teaching qualities: good knowledge of one's profession, helping students, acting in the interest of the student, being interesting and enthusiastic, being able to interest the student, teaching clearly, comprehensively and emphasizing what is important.

The traits and characteristics of the school pedagogue represent a very important element that enables the correct and consistent performance of work tasks, but of course also the expression of love for the work and love for the participants in the school, i.e. the students, who most need support and help from such a professional associate in the school. With the pedagogue, it is not the same as with the teacher, because his teaching role is not evaluated in the first place, even though that is also

important, but the creative role of a planner and strategist of the entire course of the teaching process and educational work in the school is more important, especially his educational role in direct contact with students. In the school, the pedagogue always has the basic direction and ultimate goal of all his activities, which is the student, i.e. monitoring his development, training, volume of acquired knowledge, discipline, but also cooperation with teachers, parents and the student body.



Picture 1. Happy students in classroom.

The basic characteristics of the school teacher, according to Jurich, in the domain of the intellectual sphere are the following:

- broad general education;
- general pedagogical culture and pedagogical tact;
- special knowledge of his field: school pedagogy and work methodology of a school teacher;
- methodological competence;
- sense of organization of one's own work and the work of others;
- readiness for continuous self-education.

(Jurich, 1977).

Apart from the characteristics that include the intellectual aspect of the school teacher's personality, the personal characteristics of the school teacher are very important, and according to Jurich, they are the following:

- professional ethics, honesty and objectivity;
- communication and collaborative relationship with colleagues;
- emotional stability and love for one's work;
- persistence, tenacity, value and accuracy;
- courage and openness in presenting truths and facing problems.

(Jurich, 1977)

The school teacher, outside of his professional duties and responsibilities, needs to engage in solving some problems of his profession, which are outside the school and his workplace. These are, for example, problems of the type: influence of the method of education of future school pedagogues, procedures for adopting a program for the work of a school pedagogue, of the quality of methodological instructions and other professional instructions for the preparation of school pedagogues, methods of guidance, monitoring, controlling and improving their work.



Picture 2. A multi-ethnic group of students in a primary school.

Cooperation between teachers and school pedagogues through planning, organizing, implementing and evaluating lessons

The pedagogue and the teachers jointly realize various tasks and activities, for the purpose of continuous improvement of the educational work. Lessons are the form through which the effects of their cooperation can be shown most explicitly. In pedagogic theory and practice, there is no universal classification, nor terminology for teaching lessons through which educational staff can be successfully mobilized in an active exchange of knowledge, experiences, ideas and skills. On this occasion we will informatively elaborate an adapted classification, according to the classification of Nedeljko Trnavac [91]: We believe that it is extremely important to answer the question of what knowledge, skills, abilities and qualities the teacher should possess and develop, that is, what are the necessary qualities of the future teacher to enter the educational process and what capacities should he develop in himself in the course of his education and his professional development to meet the standards of a qualified teacher. In our opinion, the following are key: competence, methodical competence and personality traits and qualities.

Standard classes – They are carried out in the usual way and rarely have an innovative character. They are usually planned by the teacher. These classes can be attended by the teacher, the school director, colleagues, other professional associates (from the school), professional associates from the side (inspectors), as well as parents. The presence of "external" persons in these classes should result in a critical analysis of processes and phenomena, which will be the basis for building a strategy for the promotion and raising of the quality of teaching.

Open Demonstration Lessons – These teaching lessons can be planned by: the teacher (independently), two teachers, the pedagogue and the teacher, a professional asset. The main thing is that the performance is based on the personal experiences of those who participated in the planning, organization and performance of the lesson. These classes have a demonstrative purpose - showing/demonstrating a new or not so accepted in practice methodical-didactic approach or aspect of the micro articulation of the teaching class. Who can attend these classes and for what purpose?

The pedagogue and other professional workers, colleagues from the professional assets for the purpose of joint analysis of the educational - educational effects of the introduction of a methodical - didactic approach or aspect of the micro articulation of the lesson and their improvement.

Team lessons – When teachers who teach the same subject or teachers from the same class want to theoretically and practically study a problem, they can realize team lessons. Together they plan, organize, realize and evaluate. Such lessons can be coordinated by the school teacher, and they can also have a demonstrative character. And these classes can be open to the professional public in the school and outside it.

Lessons by model – In the pedagogical literature you can often read the expression – model lesson. The school pedagogue, together with the teacher or the professional asset, analyzes and selects good teaching practices through the study of written preparations for teaching lessons. Other models can be implemented in a different environment, with other teachers and students, which in turn provides the opportunity to make valid assessments of the success of the adopted model. And these classes can help a lot in sharing experiences and discovering successful teaching practices.

Replaced classes - Cooperation is carried out at the level of professional assets. Teachers work in alternate classes. The benefits of conducting these classes are: teachers get to know the work of their colleagues, get the opportunity to compare their work with the work of other teachers, teachers can compare the school achievements of their students with the school achievements of students from other classes and finally the monotony of everyday work (of the teacher, of the student) is broken.

Comparison classes – These are classes for mutual visit and analysis and are usually organized by professional assets in cooperation with the teacher. One teacher implements the same teaching content in all classes of one grade. These classes can greatly improve the quality of teaching because the success of a methodical approach (in different

classes) and the success of the teacher's style in different environments can be studied relevantly.

Class of replaced roles - These classes are also known under the name "classes without a teacher" and with them the teacher tries to refresh his work, to interest the students in the teaching content, but also in the teaching profession. The change of roles is done between the teacher and a group of students. The teacher and the pedagogue help the students in the preparation of the lesson, but they leave the realization to the students. Although these classes are not innovative, they require teachers to think intensively about the teaching content and activate the students. students. Role-changing classes can be implemented in primary and secondary schools, and especially in schools with combined classes. For example, fourth graders can work with younger students.

Corrective classes - They are not innovative classes, but they are intended for correction, is improvement and improvement of the existing situation in educational work. With them, the shortcomings of the previously realized lessons are removed, and the teacher is enabled to perceive the negative actions, to discover the reasons for the failure and to look for better solutions. These classes are of an open type and can be attended by a teacher - mentor and the pedagogue. Mandatory after such classes, analysis is carried out and decisions are made to improve the practice.

Trial lessons (testing) – They are conducted by teachers - trainees in preparation for taking a professional exam and students - future teachers in preparation for conducting an exam lesson. The pedagogue and teacher from the school participates in the planning of these lessons. These classes are especially important for the pedagogical training of young teachers, but they also have a positive impact on those who appear in the role of mentors, because they represent a good opportunity to reconsider one's own practice.

Hospitalization classes - They are conducted by a teacher - mentor, and are intended for students - future teachers. There is nothing new and unknown in these classes, but they still serve as an example / template for those who are training to be teachers. Like the previous ones, these classes also motivate the teachers towards higher engagement and

provide an opportunity to review their own practice, self-affirmation and affirmation.

Mirror classes – these are classes that have an innovative character. In these classes, teaching content is performed in a completely new and unusual way. It is about a methodical approach that may or may not be a model for the future work of the teacher. The cooperation of the pedagogue and the psychologist is mandatory when preparing and implementing classes of this type. Demonstration lessons should also have a detailed theoretical explanation and justification. Observational classes are similar to experimental classes that have a scientific research basis and justification. Experimental classes are implemented on the basis of a project with which we want to prove their advantage in relation to traditional teaching.

Class as a simulation (role playing) and debate – These classes are often conducted by student teachers, but can also be conducted by teachers in schools. The lesson as a simulation implies simulating planned teaching situations through deployment and role playing. The class in the form of a debate involves discussing certain problems. Participants are divided into two or three groups (for, against or third solution). These debate classes provide an opportunity for multi-faceted analysis of problems and finding the most acceptable solution. Example of a debate question - Pros and cons of punishments in school.

Lesson as a projection – These are lessons that are also realized without the presence of students and can be used in the planning phase of a teaching lesson that will be realized in a classroom. Professional assets are realized by the pedagogue together with the teachers. With the help of the "pencil - paper" technique, selected teaching content is processed. These classes are a good opportunity to produce creative methodical ideas, exchange experiences, etc. They are also recommended for the methodical training of students for planning lessons or other types of educational activity.

Work with teachers

The pedagogue especially helps the teachers in: the planning of the curricular and extracurricular activities, taking as a basis the previous planning and the results of the students' achievements, the realization of the teaching using appropriate modern methods, forms, activities, means/resources, the assessment of the students with aim to support learning, keeping pedagogical records and documentation, organizing parent meetings and self-evaluation of teachers' work.

Support to teachers for planning and implementation of the educational process and self-evaluation.

Professional knowledge and understanding of the teacher in this direction are:

- Knows the principles and methods for effective teaching.
- Possesses knowledge of external and internal checking of student achievements.
- Knows modern and different monitoring and evaluation methods and their possibilities and limitations.
- Knows the prescribed standards for formative and summative assessment.
- Knows textbook evaluation methodologies.
- Knows innovative approaches in teaching.
- Knows methods and techniques for supporting teachers in the self-evaluation of teaching work.

Professional abilities and skills of the teacher are:

- Provides professional assistance in the preparation and implementation of interactive teaching.
- Provides professional assistance in the preparation and realization of the external and internal checking of the students' achievements.
- It helps teachers to choose and prepare instruments for evaluation and self-evaluation of students' achievements and to use them accordingly.
- Values the pedagogical aspect of textbooks.
- Promotes innovative approaches in teaching.
- Promotes a culture of self-evaluation as a basis for improving teaching.

Examples of professional practice

- Realizes workshops and individual consultations to ensure active participation of students in teaching (eg, asking questions, research, respecting students' interests, etc.).
 - Informs teachers about different types of external testing (goals, types of tasks, method of implementation).
 - It helps teachers to ensure that students gain experience for different types of exams (oral, tests, practical).
 - Provides guidelines for documenting student achievements (group or individual consultations).
 - Implements quality assessment workshops.
- It provides guidelines for choosing appropriate methods and developing and using instruments for evaluating student achievement.
- Participates in working groups for the selection of textbooks and other sources of knowledge.
 - Instructs teachers on ways of using instruments and procedures for evaluating textbooks.
 - Prepares and implements open classes, with the aim of demonstrating modern forms and organization of teaching and learning, methods and means of work.
 - Develops instruments for self-evaluation of teaching.
 - Provides help and support to teachers in the process of self-evaluation of teaching.
 - It instructs teachers how to use the results of self-evaluation of teaching.
- The pedagogue has a big role in supporting the teachers in their work with the students. He knows procedures for identifying gifted students and knows ways to work with students with different personal characteristics. The pedagogue also has professional abilities and skills to connect the characteristics of students with the appropriate ways of working with students.
 - Advises teachers how to identify gifted students.
 - Proposes or, together with the teacher, devises ways to encourage the special abilities of gifted students and to motivate students to participate in contests and contests of various characters.

- Explains and demonstrates ways in which students can be helped to use different approaches to learning.

The educator, as a professional collaborator in daily work, also has the role of developing a school policy for quality assessment, he understands the conceptual approaches in various external national and international assessments, and analyzes their results. It uses methodologies to evaluate textbooks and other teaching materials.

- Analyzes and evaluates the assessment practice in the school.
- Uses knowledge from the assessment of scientific knowledge for effective assessment in designing a school assessment policy.
- Participates in the evaluation of the results of educational work.
- Participates in the preparation and equalization of evaluation criteria.
- Explains conceptual approaches to teachers in various external national and international assessments.
- It helps teachers to use the results of external assessments (national and international) to improve teaching and learning.
- Refers to how to use instruments and procedures for evaluating textbooks and other learning sources.
- He gives the results of the evaluation as recommendations for the selection of textbooks and teaching material.

CONCLUSION

Suggestions and guidelines for better planning and implementation of

the work of the teacher in the primary school

Based on the insights gained from the research, more may emerge proposals and guidelines in function of improving the quality of planning and the realization of the work of the school teacher in primary education. According to the expressed opinion of the surveyed pedagogues, it would be the following:

- + Need to implement more workshops and trainings;
- + Permanent visits to trainings for professional development;

- ✚ Regulation of the status of the professional service,
- ✚ Equipping the professional service;
- ✚ An experienced and proven pedagogic advisor should be employed in BRO, who will provide them with support to the teachers.
- ✚ BRO to organize trainings on "Advice to parents", because that is what it is an activity that should be carried out by the school psychologist/pedagogue, according to the Law on Basic Education;
- ✚ To relieve the teachers from realizing their activities in more physically separated facilities and schools within a school in which teaching is carried out in 3 teaching languages and with a large number of students;
- ✚ Relief from extensive administrative work;
- ✚ BRO should be more involved in the needs for professional development of the teachers;
- ✚ Clear definition of job duties and tasks, as well as everyone's involvement profiles of professional collaborators in a school in order to have a more balanced one distribution of duties to professional associates;
- ✚ Greater representation of practical work during the basic education of the future teachers.

From the suggestions offered above, the need to develop programs for professional development and upgrading of teachers, who would offer contents in the interest of school teachers. Organization of specialized trainings for professional development in the form of specialist courses, workshops, related with specific challenges and problems of importance for school pedagogues, which would be organized by the Education Development Bureau, but also by the Institute for pedagogy. Greater hearing of the Education Development Bureau for the needs of teachers from primary schools, as well as greater representation of practical work in course of studies at the Institute of Pedagogy.

In one study (Ivanovska.V, 202) Through research with a survey conducted in schools in Skopje, it was concluded that school teachers mostly collaborate with teachers in relation to developing programs, procedures and instruments for evaluating the achievements of students, were used the data obtained from the conducted survey with the teachers

in connection with the realization of the separate activities that the school pedagogues realize in cooperation with teachers during the school year.

From the data presented in tables, it is established that the largest percentage of the surveyed pedagogues (over 50.0%) mostly implement them in cooperation with teachers following activities: Reviewing the quality of planning for teaching, Team work in projects, preparation and participation in the work of professional assets, departmental advice and the teacher's council, Support for teachers to work with students and Instructions for working with parents of students. While a smaller percentage of them have stated that they mostly implement the other activities listed in the questionnaire in cooperation with teachers during the school year. Specifically for the activity, the development of programs, procedures and instruments for evaluating the achievements of the students, 35.6% of the teachers have expressed that they mostly realize it in cooperation with teachers. It is also established that a significant percentage of teachers declared that they rarely implement the activities with the teachers: Support of teachers when choosing textbooks, children's magazines and other sources of knowledge and preparation and implementation of open classes, with the aim of demonstrating modern teaching and learning models and means of operation. In this study the authors concluded that the hypothesis *School pedagogues mostly cooperate with teachers regarding the development of programs, procedures and instruments for evaluation of the students' achievements is partially confirmed.*

From what has been said so far, we can come to the conclusion that the pedagogues does not work alone. His work is complex, intertwined with the other links of the chain of education. This inevitably includes other institutions, such as social services, the parents of the students, but the most important thing is the cooperation with the teachers in the schools. The relationship between the pedagogue and the teacher (in the broadest sense, from the educator, through the teacher to the professors in primary and secondary schools) is one of the key points for understanding the teaching profession as well as for reconsidering and upgrading the identity of the pedagogue. This relationship is important regardless of whether we are trying to understand the teaching profession starting from the laws that determine the work of professional collaborators in our educational system, from the psychophysical abilities

in the action of the pedagogue, or from the criticism directed at their typical action (Pavlovic-Breneselovic , 2013).

In the literature, it becomes increasingly clear that reflective practice is not only an individual reflection on one's own experience, but is a social work that requires exchange and cooperation, and also implies that the development of one's own practice and one's own identity is impossible without the perspective of others (Radulovic, 2011). If we want to better understand our own actions, improve our self-image, and realize and develop our own professional identity, it is important to know how others see us, and it is especially important how our actions are seen by those to whom our work is related. daily professional action. The pedagogue especially helps the teachers in: the planning of the curricular and extracurricular activities, taking as a basis the previous planning and the results of the students' achievements, the realization of the teaching using appropriate modern methods, forms, activities, means/resources, the assessment of the students with aim to support learning, keeping pedagogical records and documentation, organizing parent meetings and self-evaluation of teachers' work.

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