



# Opportunities and challenges of professional development school pedagogue in contemporary conditions

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**Abstract:** *In recent years, both in the world and in our country, is increasingly emphasizes the importance of professional development of expert associates in school and their adaptation to the new social conditions. One of the starting points for this work represents recognizes the need for explication of the meaning of the language used when talking about professional development of school pedagogues in the context of modern schools, to allow that it is being discussed that he reviewed, in order to build shared meanings. Professional development of school pedagogue conceive in the context of lifelong learning starting from the conclusion that professional development starts in very early departure of an individual in a formal system of education, and possibly before. This paper analyzes the Ordinance on permanent professional development of teaching positions, teachers and educationists (Official Gazette of RS, No. 13/2012).*

**Keywords:** *teacher; professional development; opportunities*

## 1. INTRODUCTION

Initial education school pedagogue involves his formal education at the university, or study group for school pedagogy, which resulted in obtaining a diploma entitling him to get a job as an associate in the school. In this sense, it represents only one of the stages of professional development in which the foundation for the construction of his professional identity. Near initial education school educators, an integral and mandatory part of his professional development makes the professional training which includes acquiring new and improvement of existing competences and, as such, it is a career development expert associates school pedagogues progresses to a certain title.

### 1.1. Professional training pedagogue

School teacher, in cooperation with teachers, makes a variety of tasks and activities aimed at improving the educational work. Planning innovation, new solutions, particularly the efficiency of new organizational forms of school work is very responsible job of teacher. Its meaning in the present and obvious popularize pedagogical innovation. In preparing and implementing innovation in the educational work of the school, teacher brings their expertise, awareness and monitoring didactic innovation, a teacher of their practical training

and direct communication with students during the school work organization and the effects of the planned innovations. Improving educational work, in addition to experimental classes, include the development of a program of prevention and corrective work, health and mental-hygiene education (Trnavac, 1996, 21).

In the Ordinance on continuous professional development and the acquisition of teachers, educators and professional associates (Official Gazette of RS, No. 13/2012), the manner of organizing professional training of expert associates teachers.

Unlike the previous Regulations (Official Gazette of RS, Nos. 14/04 and 56/05), applicable to the fore, which is under the professional training of expert associates involved monitoring, adoption and application of modern achievements in science and practice to achieve the aims and objectives of education and education and improving educational practice (Ibid), the new Rules under the professional training of expert associates involves the acquisition of new and improvement of existing competences important for the advancement of education, educational, educational, professional work and child care (Official Gazette of RS, No. 13/2012).

Each Associate - school teacher and the teacher was required to during the five years he attended at least 100 hours of program (at least 60 hours from the list of mandatory and up to 40 hours with the lists of the program).

Basic settings of the Ordinance on permanent professional development of teaching positions, teachers and educationists (Official Gazette of RS, No. 13/2012) were:

- Lifelong learning
- Professionalising Interest in education - educational system
- Balanced Professional development

The same Ordinance introduces the following newspapers:

- Planning professional training
- Personal Professional development plan
- Prioritetne authorities

Linking with professional training competencies

- enriched List of activities and forms of professional development
- Promoted conditions and procedure for granting professional training programs
- Portfolio Professional development
- professional Training in the context of the annual norm-pedagogical training in an institution
- conditions, Procedures and deadlines for acquiring
- jobs Performing employees with grades

Competence in the aforementioned the Rulebook applied and included in professional development through the approval of a program of professional training, self-worth individuals and institutions, the adoption of a plan of professional training in the institution, a personal professional development plan determining the responsible person in the pedagogical collegium for monitoring training and reporting on it.

## **2. INFORMATION AND COMMUNICATION SKILLS OF SCHOOL PEDAGOGUE**

The skills needed for the development of information and communication literacy as a working-action competences are: the use of appropriate user stripes, use of the Internet, a work base nonviolent and cultural as well as business communication, knowledge of english, knowledge of a second or other language. Under the computerization of education and pedagogical work involves "the process of securing the field of education WHO methodology and practice of optimum use of new modern information technologies aimed at achieving psychological and pedagogical goals (Đorđević, 2003: 47).

Information literacy is to admit its need for information, possessing knowledge about how to find, evaluate and utilize the best in order to solve a particular problem or made any decision. In today's age of computer literacy is an essential condition for information literacy, particularly the need for finding information. The effectiveness of educational communication depends on who the sender is and how it is able to send the contents of which are objects of communication, as well as how the recipient is competent for the receipt of the message or the content of educational communication (Jevtic, 2011).

## **3. FEATURES OF PROFESSIONAL DEVELOPMENT SCHOOL PEDAGOGUE**

Professional development of school pedagogue, as a process that is based on the active participation knower - educators, its foundation is the key assumptions - knowledge, skills, competencies necessary for the realization of high-quality educational work of the school, develop through participation, interaction and interplay of pedagogues , teachers, parents, other colleagues and associates in school. In the system of professional development of teachers and school pedagogues were introduced and licenses that involved meeting certain criteria, namely the number of hours of professional development. Constructivist meta-theory developed new perspectives on the nature of knowledge, but stresses that knowledge is hypothetical, anticipatory construction of reality (Stojnov, 1998). The nature of knowledge is relative and socially conditioned, perspective knower is inseparable from knowledge of the subject - it is involved, participates in finding the object, the validity of the principle of replacing the principle of sustainability, structures, phenomena that are studied are inseparable from the social and cultural context of their events (Andevski, Knežević-Florić 2002). An important factor in the development of competence and professional development of school educator educator is the need for professional training. Attitudes toward school educator professional development and training of the personal construct that is fueled by his need and desire for further improvement and development. An important role in this development has an environment in which a school teacher working conditions in which takes place the educational process, the specifics of the environment in which the school is located, the characteristics of the collective school, school pedagogue needs and the needs of teachers, students, parents ... This confirms and constructive attitude in which he emphasizes that it is a phenomenon that is inseparable from knowledge of subject knowledge.

#### **4. CHALLENGES OF PROFESSIONAL DEVELOPMENT PEDAGOGUE TODAY**

The challenges that a teacher should respond to work together with the other participants can be achieved with the following tasks:

1. School like to enrich the different organizational capabilities, structure, teaching process, teaching new technology and modern equipment. The curriculum in teaching means teaching in the school, outside the school building, and certainly in places important for the life of pupils. The use of IT equipment in parts of the teaching process contributes to the dynamic delivery of instruction and creates a motivational basis for the successful work of students and teachers.

2. Position all participants in the educational process becomes recognizable. We talk about the affirmation of personal responsibility for realization of all participants. Teacher remains leader and one of the main pillars of the teaching process. He is, in his work with students, occasionally joined by associates or any other subject teacher with a view to carrying out teamwork. In this way a school whose work is based on different approaches, using various forms and methods as well as creating opportunities for promotion of every individual, and thus the school as a whole. Team teaching approach is the basis for quality realization of the curriculum of the school.

3. Stvarati conception of school that will encourage and facilitate the plurality and articulation of different possibilities and creativity in the educational process. It is necessary to change the holders of activities in the field of education, learning and motivation to work. In addition to teachers, holders of certain parts of the teaching process become disciples, associates, external collaborators, and sometimes parents of students. By including a larger number of participants of the teaching process is achieved by the dynamism of educational work, and also develops the ability to participation in the creation of conditions for the achievement of common goals (Vukovic, 2011: 554).

#### **5. CONCLUSION**

Starting from social constructivism, which emphasizes that knowledge is positioned between people, through their active participation and interaction of the learning process, as well as modern approaches to improve the quality of school work to point out that vocational training school pedagogue must be primarily be directed towards development communication competencies, cooperative, partnership and equal in all relations of the school, the questions are: "How much are teachers in our schools are ready to engage in a process of professional development? What skills and competencies they lack the most? "Are teachers in our schools are in need through continuous personal and professional development of foster partnership, equitable, efficient communication with direktorm school, the other co-workers, students, and other colleagues outside the collective and thus contribute to creating a positive socio-economic climate, according to which the identity of the school to be recognized not only in an environment where the school is located, but beyond?"

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