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UČITELJA I NASTAVNIKA  
OD SELEKCIJE DO PRAKSE

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PROMOTING TEACHER EDUCATION  
FROM INTAKE SYSTEM TO TEACHING PRACTICE



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## **CRITERIA AND METHODOLOGY OF EVALUATION IN TEACHER EDUCATION**

*Abstract:* We live in a period in which our educational systems evangelize that they offer creativity, ability in decision making and self awareness. Every day an increasing number of people – especially young people – feel that real creativity is an opportunity that they will encounter rarely. The school is the main humanizing institution and it must evolve to deal with other sources of education such as the mass media, video games, the family etc. The teacher must reevaluate his or her role, in order to continue being a valuable and irreplaceable agent of the humanizing process. In the school of the future, the teacher has to evolve to an *original mentor*. In order to be suitable for this role, the teacher should not be selected only on the basis of specific knowledge that he acquires, the main criteria for his appointment, should be his deep affection for the developing child, his unquestionable trust to the humanizing effect of knowledge and to the deep understanding of the results that are associated with this process, that offers existential liberation of the self and fulfillment of the enlightened consciousness. This educator is obliged to: a) Function like an advisor of the pupils, encourage and guide their efforts. This procedure has as main aim to provoke the pupils' interest; the first step of the pupils is to learn "how to learn" and how to develop their inclinations and talents. b) Encourage and inspire the efforts of young children, and introduce them to knowledge, to the satisfaction of discovery and the enjoyment of every achievement, those elements become an ongoing permanent motivation for them. In this paper, the criteria and the methodology of evaluation of an educational system shall be deposited through a dynamic model, which has been implemented and evaluated in EU, by independent evaluators.

*Key words:* teacher education, evaluation, evaluation criteria, methodology of evaluation.

Changes of dramatic proportions and intensity are being caused throughout the world in the beginning of the 21<sup>st</sup> century. It is not possible that these changes will leave the basic functions and institutions of the human society, Education, uninfluenced. Education is, of its nature, a field on which every crisis and change of the social evolution is been reflected.

On the other hand, globalization, although it offers almost nothing of what it promises, is followed, as it proceeds invincible, by:

1. A society that is becoming dramatically fascist. This means a gradual collapse of human values and at the same time a victory of stockmarket values, of a stockmarket which seems more and more like a global “robber gamble” than like means of development and social prosperity. In the inner part of societies those who govern become more and more “managers” and Politics exists to serve the wills of various “groups of power” and their “related interests”, mainly economic ones. The value Human as well as the values of humanism has become stockmarket values. Concepts of vital importance for the society can be stated with their totally opposites, realizing thus one of the basic Orwellian nightmares.

2. Abominable violence in every day life is not only provided by individuals, but –mainly- by the power of politics, economy and religion against innocent civilians, people or social groups.

Humanity seems to suffer between messianic logics and medieval darkness, phenomena of Satanism, every kind of human slavery, anti-human role models and values, as well as immoral exploitation of children.

3. Senseless and robber use of the natural environment and destruction of the natural resources which create a very dark perspective for the future not only of humanity, but of the ecosystem in its whole.

Towards the end of the previous century, humanity acquired two important allies from Science and the applications of scientific research:

- The development and gradual victory of High Technology and its applications
- The Research related to the human brain and genetic material (DNA).

Proper use of high technology and this knowledge with its enormous consequences for the benefit of man, could become the basic resource of humanity –along with the return to the values of Hellenism (Carl Popper) – that will allow it to continue existing as such.

We could consider the above mentioned hypothesis, as an answer to the question that Sociology poses today: “how can the human community face the – already very visible – possibilities of a very auspicious future for it”. The same question though, rephrased, is posed also by the Sociology of Education: “ how must the School of the 21st century be formed and which shall be its role?”.

We would like to suggest an answer to this question: “the school has to and must preserve, by rescuing and internalizing in the mind of the developing man, the most precious thing humanity has: the Humanistic Education”.

At the same time it should reorganize education so that Reasoning (Reason) is rendered dear and familiar to the children and so that the conscience of the developing child is broadened from environmental to ecosystemic and universal.

An Education system in the frame of the Information and Knowledge society has to protect the knowledge, so that it is not been transformed to simple information or simplified know-how. This must be the fundamental evaluation criterium of an education system of the 21<sup>st</sup> century. This may not only be a question of philosophical approach but has to be a political deccission. The education systems of today evangelize that they offer creativity, ability in decision making and self awareness and their effectiveness in these is also an evaluation criterium. We do appreciate that also on this topic our current education systems present themselves incomplete. Because of that, the statements of the education systems are being realized via the educators, this ascertainment itself is also an evaluation criterium of the education methods of those educators. We do appreciate that at this very special issue the biggest accent has to be provided and big effort to be spent. High Technology may support this effort.

Without overlooking that the school is the main humanizing institution and it must evolve to deal with other sources of education such as mass media, video games, the family etc. The teacher must reevaluate his or her role, in order to continue being a valuable and irreplaceable agent of the humanizing process. In the school of the future, the teacher has to evolve to an *original mentor*. In order to be suitable for this role, the teacher should not be selected only on the basis of specific knowledge that he acquires, the main criteria for his appointment, should be his deep affection for the developing child, his unquestionable trust to the humanizing effect of knowledge and to the deep understanding of the results that are associated with this process, that offers existential liberation of the self and fulfillment of the enlightened consciousness. This educator is obliged to function like an advisor of the pupils, encourage and guide their efforts. This procedure has as main aim to provoke the pupils' interest.

The first step of the pupils is to learn "how to learn" and how to develop their inclinations and talents. We do very well know today that the best way of learning is the experiential one, this enables the pupil to research and discover that what the big Piaget would state as..... (Learning means research, discover). Applying this method, pupil learns "to learn" and to cultivate their skills. They learn also how to evaluate and to select. We do appreciate that the role of the traditional educator is not effective for this. That what is needed is the educator mentor. He is who will encourage and inspire the efforts of young children, and introduce them to knowledge, to the satisfaction of discovery and the enjoyment of every achievement, those elements become an ongoing permanent motivation for them. Approving the efforts the educator may introduce reflections to the child, to pay attention to characteristics which were missed, supporting the increase of the pupil's effort in the knowledge base which occupies more deeply, further and in collaboration.

We do often hear and telling that the educator has to love the children. We appreciate that this only is not sufficient. Something what is often missing is the respect what we must show for the children. If we do respect them then they will benefit on different ways, because we do enable them to grow up as independent personalities, we do support the creation of self-awareness and self-assessment, and mainly, we do teach them to respect all other creations with their special particularities. I do very much appreciate, that this is the “hidden fundament” of the humanization. Those are the criteria which have to be top front upon the education of teachers, and with those criteria we have to evaluate the evolving configuration.

So, it is obvious, that an evaluation method which may approve to us that a student has evolved to a skilled educator has not only to include knowledge evaluation and creation of skills but also evaluation criteria for the qualification to satisfy the requirements of the educator-mentor.

The mentor inspires, guides, and advises, being an open minded person himself, he has to have a special inclination in detailed analysis and be able to evaluate the results. These elements spring from his or her<sup>1</sup> unending love for youth and their development. By using his personal qualities such as: personal integrity, highly developed communication skills, self confidence, optimism, intimacy, awareness, deep thought, intelligence, the teacher through premeditated conjunctions of the above qualities, becomes *the mentor which is in position to guide the pupil towards his goals*.

In the school of the future, the teacher has to evolve to an *original mentor*. In order to be suitable for this role, the teacher should not be selected only on the basis of specific knowledge that he acquires, the main criteria for his appointment, should be his deep affection for the developing child, his unquestionable trust to the humanizing effect of knowledge and to the deep understanding of the results that are associated with this process, that offers existential liberation of the self and fulfillment of the enlightened consciousness. This educator is obliged to:

a) Function like an advisor of the pupils, encourage and guide their efforts, the first step of the pupils is to learn “how to learn” and how to develop their inclinations and talents.

b) Encourage and inspire the efforts of young children, that the teacher initiates and introduce them to knowledge, to the satisfaction of discovery and the

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<sup>1</sup> Because of the inability of the English language to have one personal or possessive pronoun in the third person that denotes both sexes, we are going to use only the masculine pronouns, for reasons of text fluency and refer to both sexes, masculine and feminine.



enjoyment of every achievement, those elements become an ongoing motivation for them.

While the teacher supervises or gives guidelines to the pupils, he observes this dynamic process and he perceives cognitive information, which is used constantly and direct the actions of the teacher, especially in the case of problem solving. This process precedes the identification in a rightful and logical manner of the problem setting. Therefore the teacher becomes a guide that encourages the effort for the conquest of knowledge.

In the new reality, the teacher *stops being the frontier of his pupil*, he does not belong on an opposing side of the pupils. He moves beside him and assumes a different and more substantial role:

- He is an initiator that from early stages, will initiate the children to the beauty and importance of knowledge. He will also inspire the solid force and ability of self-definition and *self-awareness* that this knowledge provides.
- He is the one that guides, encourages, facilitates and co-ordinates their efforts for knowledge.
- Finally he is the individual that assists the children through self- assessment and assessment by others, leads them gradually in levels of *self-awareness*<sup>2</sup> and to the internalization of an original humanizing culture.

The growing child is becoming man via man. High technology is a medium and an opportunity, which reflects intention and moral of the user. So, we have to be very honest on political level for our intentions, with respect to every growing child, for the quality of life and the society we are guiding. On pedagogic level, the philosophy of apprenticeship must light up the conclusions of science, especially that one of Neuroscience and the values of humanism have to guide our pedagogic designs. We might have in this way the opportunity to succeed facing the big social problems of today.

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## KRITERIJUMI I METODOLOGIJA EVALUACIJE U OBRAZOVANJU NASTAVNIKA

*Rezime:* Škola je glavna obrazovna institucija i ona se mora otvarati ka drugim izvorima obrazovanja kao što su mas-mediji, video igre, porodica i slično. Nastavnik mora

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<sup>2</sup> In this occasion self-awareness refers to the process, whether previously it referred to the result.

preispitati svoju ulogu kako bi ostao vredan i nezamenljiv element ovog humanizujućeg procesa. U školi budućnosti, nastavnik će morati da preraste u *izvornog mentora*. Da bi u potpunosti odgovarao toj ulozi, nastavnik ne treba biti biran samo na osnovu specifičnog znanja koje stiče; glavni kriterijum za njegov/njen izbor trebalo bi da bude njegova/njena duboka ljubav prema detetu u razvoju, neosporno poverenje u humanizujuće efekte znanja i duboko razumevanje rezultata koji su povezani sa ovim procesom, što bi ponudilo egzistencijalno oslobađanje ličnosti i ispunjenje obrazovane svesti. U ovom radu kriterijumi i metodologija evaluacije nekog obrazovnog sistema biće prikazani kroz jedan dinamički model, koji je implementiran i evaluiran u Evropskoj uniji od strane nezavisnih ocenjivača.

*Ključne reči:* obrazovanje nastavnika, evaluacija, kriterijumi evaluacije, metodologija evaluacije