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## **HORIZONTAL LEARNING – PROFESSIONAL DEVELOPMENT OF TEACHERS**

**Abstract:** This paper will focus on horizontal learning, which generally means that employees, voluntarily and over a long period of time, collaborate and learn from each other, define a shared vision, build values, and critically review their actions to improve teaching practice. It also enables personal and professional development.

This research will be aimed at finding a way/s for proper functioning to improve the effectiveness and efficiency of the teaching staff. Also, this paper will explore the best practices for its proper implementation in the educational process. The subject of this research will be focused on the analysis of the current practice for horizontal teaching of teachers in our country and a comparative analysis from several European countries, such as Portugal, France, Poland, Estonia, and the Netherlands.

The aim is to determine the experiences related to horizontal learning that they have, and what is the need for mutual exchange of knowledge and skills, experiences, and information between teachers. We will also explore the personal motivation of teachers for horizontal learning, what are the factors and how they affect their motivation for this learning process.

We believe that with this paper we will make a small contribution to the realization of the activities of the teaching staff as part of the professional bodies, the assets in the schools, in order to find the appropriate model for upgrading the cooperation, easily and quickly overcoming obstacles of short-term new information and the surge in the rapid growth and development of scientific and technological knowledge.

**Keywords:** Horizontal learning, Professional development, Professional assets, Teachers

### **Introduction**

“Global education is for implementation of a vision, necessary for transferring into a model of partnership between peoples, cultures and religions at the micro and macro level. Transformative learning through global education involves a deep, structural change in the basic premises of thought, feeling, and action. It is an education for the mind, as well as the heart. It implies a radical shift towards interconnection and creates opportunities for achieving greater equality, social justice, understanding and cooperation between nations.” (Cabezudo, Christidis, Carvalho da Silva, Saltet, Halbartschlager, Mihai, et al., 2008:17)

“This European report on the quality of school education is based on the 16 indicators which were selected by the working group in cooperation with the Commission. These indicators cover four broad areas: attainment levels; educational success and transition; monitoring of school education; and educational resources and structures.” (European Commission 2001)

“Teachers’ work is multifaceted and dynamic. They frequently encounter students with different needs, such as different ability levels and learning styles, and frequently need to give students feedback or interpersonal support. The COVID-19 pandemic has posed new challenges, as teachers have had to communicate with their students, facilitate learning processes and monitor students’ learning without being physically present. While teachers’ interactions with their students lie at the heart of the teaching and learning process, their relationships and interactions with

their colleagues constitute a key professional dimension that has also been seriously affected by the pandemic. Collaboration with colleagues allows teachers to learn from each other's expertise, share knowledge within their professional community and, ultimately, improve the instruction and support they can give to their students." (OECD 2020: 2)

"Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programs involve teachers in learning activities that are similar to ones they will use with their students and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically." (TALIS 2009: 49)

"Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." (TALIS 2009: 49)

"The development of teachers beyond their initial training can serve a number of objectives (OECD, 1998), including:

- to update individuals' knowledge of a subject in light of recent advances in the area; • to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research.
- to enable individuals to apply changes made to curricula or other aspects of teaching practice;
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice.
- to exchange information and expertise among teachers and others, e.g., academics, industrialists; and
- to help weaker teachers become more effective." (TALIS 2009: 49)

"The concept of learning communities based on the methodology Teacher Leadership (Teacher Leadership) says that key aspects of this methodology are the following:

- professional development based on the context and needs of the teacher (the teacher himself determines what is key in improving his teaching practice);
- involvement in a research process and documenting the activity in a portfolio of professional development;
- respect the values for mutual trust, cooperation and personal engagement of everyone involved in the improvement of the educational process as key factors in creating a culture of learning at school and strengthening the profession – teacher;
- expanding the influence in the school, the community and the entire educational system." (Step by Step 2017: 5)

## **Problem**

In the literature we encounter multiple definitions of what professional development is. Glathorn (Јованова Митковска 2015: 4) makes the following determination "Teacher's development is his/her professional growth, his/her upgrade that occurs as a result of enriching his/her work experience and constant research that he/she conducts in teaching and outside it." According to Ganser, Filding and Schalock, (Јовановска-Митковска 2015: 8) "professional development is based on the concept according to which it is perceived and understood as a process of inspiration and a set of goals set by administrators aimed at changing the professional development activities applied by the teacher, in different environments and conditions and that lead to constant reviews and changes." (Јованова-Митковска 2015: 2)

"PRN implies continuous professional and personal growth of a teacher in a long-term, continuous process that starts from the beginning of the preparation for this profession and lasts until the end of life, a process that is realized in different ways, which means the training of the teacher

with new knowledge, skills, abilities, strategies in the appropriate areas and ability to apply appropriate technology.” (Јованова-Миктковска 2015: 2)

Investment in the professional development of teachers contributes to higher levels of excellence in schools (McKinsey Report 2007). Professional empowerment is part and parcel of the teaching career in its many stages, from pre-service training, followed by induction during the first years of teaching and the ongoing process of skill development throughout the teaching career, until retirement (Livingston 2014; Schleicher 2011). Empowered teachers experience feelings of competence, motivation and commitment; they are capable of properly dealing with decision-making and professional problems within the world of the classroom and the school and they succeed in implementing skills acquired during their extended process of development and growth (Avdor, Reingold, and Kfir 2010; Klein 2016:2)

Starting from the fact that the best results are provided by professional development that takes place at the school level and is based on personal needs, where the Professional Asset is the core of learning from each other. It is also desirable to have collaborative learning teams, cooperation with other schools. But the existence of supervised (supported) professional development (for those who are not skilled or self-motivated) is essential.

Attention is paid constantly, and continuous corrections are made in setting up a proper framework for the quality professional development of the teaching staff, which will allow a constant addition of new knowledge and information that will provide a solid ground for the teacher to create teaching adjusted to each child instead of each child adjusts to teaching.

The rapid growth and development of science, on one hand, against the short-term nature of new knowledge, imposes the need for different approaches in adapting to the extremely fast way of surviving in everyday life. This pace of constant flow of new information whose quantity and speed of its spread on a global level is made possible by the rapid growth and development of information technology poses new challenges not only in our educational policies but also globally. If we put into operation the power of the human mind from many segments to create a new functional unity, then the challenge for the most part is in the good organization of new information which will then be selected into useful, necessary and non-useful but necessary parts to create another unity. The biggest challenge in such a hectic and rapidly changing everyday life in the segment of the basic resource for functioning, information, the teaching profession faces the need for continuous adaptation. The systematicity in the selection of the necessary information as knowledge that will be applied in the spirit of good proven practices, as opposed to the student and his direct contact with an open window to everything new is inevitable and necessary. Being economical is a necessity, because we can't stand up to the chaos of the things we do or don't need at a particular moment in this way. This raises the question of how much, how, when and in what manner the work of the teaching staff should be shaped so that, on the one hand, they are in constant contact with the necessary information that they will translate into good practices in part of their teaching, and on the other hand the necessity of mutual cooperation with his colleagues and all stakeholders in the educational process that would benefit him in its practicality, economy and functionality in the work of the teacher. The need for continuous upgrading is indisputable, but the need for cooperation is also inevitable. Only on such a basis can a solidly organized course of self-reflection, reflection and quality selection of strategies, techniques and work approaches be created. From here, the development of the teaching staff is a necessity, not just called professional development, but the development of a complete, adaptable character that will aim to improve itself.

Reason why: Research shows that quality teacher preparation is related to the quality of interaction and communication that teachers have with children in order to provide support and encouragement for learning (NICHD 1997, Blair 2002, Kontos and Wilcox-Herzog 2002, Siraj-Blatchford et al. et al. 2002). The quality of interaction has a positive effect on children's

cognitive development (Siraj-Blatchford and Sylva 2002). According to Rinaldi (2006), teachers must understand that there is “a constant reciprocity between the one who educates and the one who is educated, the one who teaches and the one who learns”. (International Step by step 2017: 3)

Beazley, Boenisch, and Harden (2003) delineate the differences between horizontal and vertical organizational learning. The horizontal aspect refers to the collaborative development of insights among staff members working simultaneously in different positions. Knowledge continuity management (KCM), which refers to the vertical dimension of knowledge transfer from employees leaving their posts to their replacements, complements the horizontal dimension of knowledge sharing among colleagues working together (Beazley, Boenisch, and Harden 2003; Kalkan 2006; Klein 2016: 3)

Accountability includes thinking about the consequences of teaching: the personal impact on children’s self-image, the academic impact on children’s development and the impact of policy on children’s lives (Pollard and Tann 1993). Zeichner and Liston (1996) pointed out that even under ideal conditions; teaching can lead to unexpected and unintended outcomes. Sorel and Vitorski (2005) emphasize that in order to be a professional one should not only use the knowledge that is served, but one should participate in the creation of knowledge. Reflection allows teachers to find new theories, beliefs and research as evidence for their successful work. The acquired knowledge of teachers must become visible and valued. Zeichner and Liston (1996) point out that the knowledge and experience of teachers is insufficiently considered and valued in educational research. Leet and Cochrane-Smith (1990) point out that the voice of teachers, the issues and problems that teachers emphasize, the methods they use to improve their work, the ways in which they define and understand their work are often invisible in the pedagogical literature. Milikan (2003) points out that professional development is much richer when it takes place through discussions with colleagues, parents and experts. Through conversation and collaboration, both mentor and teacher broaden their perspectives to gain insight into their own teaching. (International Step by step 2017: 4) Through professional development, teachers learn what it takes to engage in democratic professionalism or professionalism as a social practice, which several authors talk about (Oberhuemer 2005, Moss 2007, Peters 2008). According to Moss (2007). (International Step by step 2017: 5)

## **Methodology**

Horizontal learning and its complexity implies the need for continuous retrospective through observation, made in a smaller and larger scale. The short course of knowledge generates a series of opportunities for many teachers. On one hand, institutions and state requirements for continuous professional development, on the other hand, personal interests and needs put teachers in an unfocused direction. Because of this confusion, non-formal and informal education is not channeled properly and is often unproductive. Starting here, an effort was made to give some direction to the teachers, institutions, state officials in the educational process to pay attention in a concrete direction in relation to the wide range of horizontal learning. By itself, the goal arose, which posed a clear challenge to highlight what kind of experience our teachers and teachers globally have in relation to horizontal learning. The parallel made against the prepared comparative analysis of the obtained data will already upgrade the goal. That is, a clear picture will be obtained in which domain of horizontal learning the teacher needs when he needs upgrading, so that he will be supported in his professional development, as well as following the trends of rapid technological development, which on the one hand It facilitates the teaching profession, but on the other hand, it presents additional challenges. The quantitative methodology in this research did not answer the question of what the teacher’s experience is related to horizontal learning, and what is the motivation of the teaching staff to be involved in it. Things related to

the teacher's motivation, directly or indirectly, are a great sign of a future challenge and its concrete direction. Simply, a motivated teacher is a productive teacher. In relation to the theory, the materials that have already been made concrete research in our country, and our neighbors, but also more widely, are reviewed. We are also guided by the legal legislation that refers to the professional development of the teaching staff, its changes and additions. With particular intensity in the last two years, when the trend and focus is on the professional, the career advancement of the teacher when in his profession represents a serious step forward. Each of the questions addressed to the teaching staff was a product of the perceived needs derived from the teaching staff and should be in the domain of different supports, ways of exchanging experiences, information and good practices. From here, the focus on the exchange inside the school, outside of it, but as part of the national exchange as part of the mandatory accredited programs, will start. The teachers should be asked for the international exchange of information, experiences and good practices through the implementation of project activities. The need to release how much the school institutions create the necessary environment in which horizontal learning is nurtured came self-imposed. In the theory of our educational policy, a large part of the subjects are defined as part of horizontal learning, but on the other hand, we are aware of the human factor of influence for the quality implementation of the same imposed need to be the key factor and his serious approach in motivating and implementing the defined theoretical indicators for quality horizontal education. The analysis was conducted online via Google Forms tools. Except questions with single and multiple choices, the possibility was left for an independent statement of one's own position, the teacher's opinion in relation to certain questions, with the aim of obtaining more relevant evidence.

## **Results**

Building sustainable educational policies comes down to mutual exchange of good proven practices. Experiences are built on the foundations that each country has laid in the past against cultural beliefs and indirect or direct influences on the economic development of each country. However, it is a reality that the economic development of each country is a driver for appropriate quality comparison in the educational context.

Global flows, in contrast to the rapid development of technology, especially IT technology, immense quickly through the unlimited pool of information. The ease with which we realize the exchange of intellectual goods and we can obtain specific knowledge that will build an educational policy of proven experiences is another indicator of the need for awareness, selection and duplication of what is needed, which as a whole, afterwards will create the potential new educational streams recreated from the past.

One of the prerequisites for our quality continuous upgrading as individuals, especially as professionals, is the rapid flow of everyday life, especially the teaching staff is exposed to continuous modifications in their professional mapping. How to create an ideal map along which each of our stakeholders in the educational process will move and at the same time easily, quickly, and economically get the necessary information that is necessary for a professional, quality action is a big dilemma. A dilemma that often not only the individual but also the collectives strive for. Perhaps cooperation is a basic prerequisite for economical and high-quality self-supply.

Starting from the postulate that there is a gap between the formal education of the teacher versus practice and the challenges that are part of everyday life is in the hands of the non-formal and informal upgrading of the professional in order to build a bridge between theory and practice, but also in practice versus proven practice as part of a quality mapping in the context of so-called horizontal learning. As part of creation of a sustained framework that is also in the teacher's hand, is a certain believe.

**To what extent is the representation of the following forms of professional development in your institution: Accredited programs and trainings from the state.**

Accredited programs and trainings from the state are one of the prerequisites to offer the teaching staff quality information from theory, but also from practice. If we start from the conviction that the filters of the state for the selection of accredited programs will be a prerequisite for guaranteed quality, then the map of the teaching staff needs the representation of this type of horizontal approach to professional upgrading. To the given question: To what extent is the representation of state-accredited programs and training in their institution, school, 60% of the teaching staff from RSM declared that this type of training is partially represented in their institution, and 30% of them that are most often represented, in contrast to EU teachers who 31.6% declared that they are partially represented, and 54.6% declared that this type of professional development of the teaching staff is most often represented. No educational policy will be able to give its true maximum if there is no teaching staff who do not themselves follow the information and upgrade their knowledge with proven facts from science on the one hand and good practices on the other hand and that from every science area, at a different level.

If we ask how objective the state can and should be in the selection of accredited institutions that will conduct such trainings for the teaching staff, it is a completely different segment that goes into two segments: How often should the state provide all these to the teaching staff? How much training is optimal to offer teaching staff? How will we get to the right providers who will implement this kind of training, so that they can confirm quality delivery against the needs of the right stakeholders?

**Congresses, tribunes, conferences, symposia, round table.**

45% are not represented at all, 45% are partially represented, 42.1% are partially represented, 31.6% are mostly represented

Exchange as a prerequisite for quality is always necessary. Any way of exchanging information is welcome. If 45% of our teachers answered that this form of professional development is not represented at all in their institution and 45% that it is only partially represented, in contrast to the EU teachers who are compared are one line further in their experience and that 42.1% answered that partially are represented, and 31.6% mostly represent such forms of exchange, then many dilemmas arise. Among the many questions, there is a doubt as who should encourage and implement the various ways of professional cooperation and exchange? How ready are school managers to initiate such a way of exchange? Is there any cooperation between higher education and primary/secondary education?

**Study visit/professional visit to other institutions and project mobility.**

60% are not represented at all  
51.6% are mostly represented

Study visits or professional visits to other institutions and project mobility, as the numbers themselves speak for, are little or not at all represented as part of horizontal learning in our educational institutions, as an opportunity that would be offered to teaching staff as part of their professional development. In contrast to the EU, the countries that perceive the presence of this opportunity in accordance with their institution, with 51.6% of the total number of teaching staff who expressed their opinion on this issue.

**Participation in international projects, programs and networks.**

20% are partially represented and 45% are fully represented  
63.2% are partially represented and 31.6% are fully represented

The National Agency for European Educational Programs and Mobility in its activities is one of the biggest stakeholder for the present time where international projects are included in the educational system, that is, educational institutions. The presence of international projects, programs and networks in our educational institutions, schools, 45% of teachers fully perceive their representation,

and 20% partially perceive the presence, representation of international projects, programs and networks. Among teachers from the EU, 63.2% partially perceive the representation in participation in international projects, programs and networks, and 31.6% fully perceive the presence of international projects, programs and networks in conjunction with their own educational institutions as a prerequisite for quality mapping of all branches in horizontal learning of teaching staff.

**Cooperation through discussions and analyzes with the education department of the local community/municipality.**

40% are not represented at all

52.6% are partially represented

Regarding the request to perceive the existence of cooperation through discussions and analyzes with the education sector at the local community/municipality, huge deviations are noticeable in the answers of teachers from our educational institutions, who say that 40% of them do not have this type of cooperation at all. In contrast to EU teachers who 52.6% say that there is a partial representation of cooperation through discussions and analyzes with the education sector at the local community/municipality. From here the question arises: Although primary schools are under the umbrella of the municipalities and in every municipality the education sector should exist and work in a quality way, then why does the teaching staff not see their professional activity in the education system? Where and how in the map of horizontal learning as an inevitable part of the professional development of the teaching staff to intervene in order to change the invisible role of cooperation through discussions and analyzes with the education sector of the local community/municipality.

**If you have taken/not taken part in the mentioned forms of professional exchange, cooperation, circle:**

**Accredited programs and trainings from the state.**

70% did not participate at all

73.7% participated

If the teaching staff of our schools perceive the state-accredited programs and trainings and with their answers, 60% of the teaching staff say that their representation is partial, and 30% of the teachers say that their representation is complete, the percentage of them who are stated that they have not taken part in accredited programs and trainings from the state at all. In contrast to teachers in our schools, 73.7% of teachers from EU schools declared that they took part in accredited programs and trainings conducted by the state.

**Congresses, tribunes, conferences, symposia, round table**

55% did not participate at all

73.7% participated

If 45% of the teachers in N.M partially perceive the presence of congresses, tribunes, conferences, symposiums and round tables in an assembly in their educational institution, 55%, i.e. 10% more declared that they did not take part in this form of professional upgrading at all. Against the teachers of our schools a high 73.7% of EU teachers declared that they took part in congresses, tribunes, conferences, symposiums or round tables.

**Study visit/professional visit to other institutions and project mobility.**

70% did not participate at all

73.7% participated

In parallel with the answers that 60% of the teaching staff declared that the opportunities for study visits/professional visits to other institutions and project mobility were not represented at all, 70% declared that they did not participate at all, that is, they did not have the opportunity to participate in this type of horizontal upgrading of own professional competences. On the contrary, EU teachers declared that even 73.7% of them took part in a study visit/professional visit to other institutions and project mobility.

### **Participation in international projects, programs and networks.**

55% did not participate at all

73.7% took part

Regarding how the teachers declared about the representation of international projects, programs and networks, 20% are partially represented and 45% are fully represented, as opposed to EU teachers who say that 63.2% are partially represented and 31.6% are fully represented international projects, programs and networks, 55% of RNM teachers did not take part in international projects, programs or networks at all, while 73.7% of EU teachers declared that they took part in this type of horizontal learning. The question that arises in this context is what is the reason for such a big difference? Why did the teaching staff from our school not find a way to find themselves in an international project, program or network and with their own initiative? How much of an obstacle can the language barrier be, which undeniably exists?

### **Cooperation through discussions and analyzes with the education department of the local community/municipality.**

65% did not participate at all

76.8% took part

If we know that 65% of the teaching staff in our educational system declared that they did not take part in cooperation through discussions and analyzes with the education department of the local community/municipality, even though the municipalities are one of the filters of the educational chain of institutions where the professional approach of cooperation. The questions arise: What kind of professionals work in the education departments there? What is their basic program of professional work in upgrading the competencies of the teaching staff? Regarding our system of professional development, EU teachers declared that there is a high 76.8% cooperation through discussions and analyzes with the education sector of the local community/municipality.

## **Conclusion and Recommendation**

Leading the thought from several sides, and on the one hand, the rapid growth and development of science and technology offer the teacher a quantity of information that is extremely short-lived, since there is a continuous flow of new information. On the other hand, the need for the teaching staff to create an environment that will be in harmony with the modern life of the student in order that in the educational process neither the student nor the teacher should be at the center, but their relationship, since education is primarily a course of social interaction supported from human interaction. In order for a third party to take into account the time frame and the economy of time, each individual will take care of his own professional development on the one hand, but on the other hand he will not be lost in the ocean of information, offers, opportunities in a smaller, larger or any quality, so as not to be detrimental to the education of generations.

From the obtained data on the map for the professional development of the teaching staff in our educational system, the first marker pin in the creation of a path on which it is desirable for the teacher to move will be placed on **Cooperation through discussions and analyzes with the education department of the local community/municipality**. Each municipality in its network of operations should have a serious approach to education policy through the education sector. In its own work programs, it should dedicate a significant part to the professional development of the teaching staff that gravitates to its territory. An important segment is the need for mutual cooperation at the local level in a kind of mutual networking of schools for multiple segments in the educational process, and especially for informal and informational upgrading of the teaching staff.

**State-accredited programs and training** will receive the second pin on our teacher professional development map. However, any training offered and imported to teaching staff by the state should give its maximum in terms of quantity and quality, since it is assumed that it passes



through a serious and sustained filter of demand and selection according to strictly defined criteria. In such a way, against the demands as a need from the teaching staff to enhance their own professional competences, the state should deliver appropriate high quality trainings. Perhaps the most appropriate approach in this segment of upgrading professional competences would be institutional cooperation, and not only accredited associations that cannot guarantee continuity in their own work, precisely in that area.

### **Congresses, tribunes, conferences, symposia, round table.**

A large percentage of our teaching staff stated that they did not have the opportunity to implement activities of this type. The exchange of good practices and experience only within the schools if it honestly exists, and as the teaching staff declares and exists, then by itself the need for cooperation at a higher, more sophisticated and professional level in a different way is imposed. That is, through the organization of congresses, tribunes, conferences, symposiums, round tables.

### **Study visit/professional visit to other institutions and project mobility.**

A large part of the research that is being carried out is aimed at creating the necessary intertwining between the theory and its correct way of creating appropriate practice, that is, quality teaching. The third pin from this research goes to the map with the expressed need of teaching staff during study visits/professional visits to other institutions and project mobility.

The last but not the least important pin on the map of necessary activities in order to improve the quality of the professional development of the teaching staff is **participation in international projects, programs and networks**. International exchange as one of the important influencing factors of the development of the professional competences of the teaching staff is evident as a segment to which attention is paid, but still not to the extent that the teachers need for it. Every international exchange in its scope of activity has a greater impact on the professional part than the image of the teaching staff, because it has a direct impact from more segments. And that's professional upgrading, language usage, cultural positivity. So we would say not only internationalization but also interculturalism, gender equality, human rights, child rights, democracy, that is, with one term globalization of the thought of the educational worker. A large part of the economic aid countries compete at the European and global level in the ranking from the aspect of donating, sharing, creating funds that are at the disposal of the teaching staff, just to meet these needs. Exchanges are facilitated through the creation of collaboration networks of different types, with different requirements and obligations for the teaching staff.

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## EVALUATION AND ASSESSMENT OF STUDENTS ACHIEVMENTS

**Abstract:** This paper will address the issues of assessment and evaluation of students achievements in order to motivate and support their development in learning and in the education process in general. Often the learning assessment and the evaluation process is equated with the final summative, usually numerical result.

In our country, many times, in the last two decades, a series of trainings were held about the criteria which is necessary to be used in the assessment as well as training about the type of instruments and methods that are enable it in both segments: in teaching and in the examination of what has been learned (abilities, competencies, skills and knowledge). The paper intends to confirm its importance and to pay attention to several important points of the evaluation process, summative and formative evaluation (oral feedback as basic form of encouragement and motivation for students to continue the learning process within and out of the class, as well as written feedback, ranked questions, class discussion, and performance activities, tests, essays...) Also, the paper will address the national standards for student achievement and the possible relation for complementarity and interaction, again in the direction of proper evaluation and assessment to achieve standards after completing primary education.

**Keywords:** Learning assessment, Evaluation, Teaching, Standards

### Introduction

This paper is dedicated to the issues of valuing and evaluating students in the direction of motivation and support of their development during learning and in general in education process. The reason why we decided to write on this topic is the still present problem with the assessment and evaluation of students and their achievements within the educational system. The trainings about formative and summative assessment have been continuously going on for almost two decades in collaboration with established and relevant experts on the subject. Also there are currently still going on online through the EDUINO platform. The trainings seem to make a contribution, but the effects are showing very slowly. On the other hand, Nacional standards were established in 2021 as outcomes results from the nine-year primary education. Whether and how much they will be a real motive and challenge to achieve them, its early to say. The most important is: **if** teachers will use appropriate strategies to implement them in the teaching and learning process as well as strategies for their achievement and **how** they (teachers) will organize that. Any change is successful only if it makes a real change in the classroom where the real place to apply all the innovations is.

### Definition of Assessment, Assessment Tasks

Assessment is a part of all curriculum areas and covers various aspects of learning. This means that it refers to all the contents studied by the student and does the checking if they have been learned. Or, assessment is the process of collecting data and making judgments about student achievement