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## THE TEACHER THROUGH THE PRISM OF EFFECTIVE PEDAGOGY

**Abstract:** The role of the teacher today is changing diametrically, especially if viewed through the prism of effective pedagogy that includes a number of aspects such as understanding, comprehension, belief, ability to act, manage, achieve various long-term and short-term goals, strategies, techniques, design of the curriculum, but also taking care of inclusiveness, motivation, innovation, consistency, transparency and quality assurance, and the like.

The aim of the paper is to understand the interdependence of the teacher as a person and a professional with the assumptions for achieving effective realization of upbringing and education. The research is a combination of theoretical and practical basis, through the application of qualitative and quantitative approach and appropriate research techniques and instruments. The obtained results indicate the importance and connection of the professionalism and personality of the teacher with the assumptions, principles, elements and approaches of effective pedagogy, as well as the success and quality of the stated approach.

The conclusions, among other things, refer to certain important aspects that presuppose a responsible and conscientious approach of the teacher, but also of the students and other stakeholders in learning, teaching and education.

**Keywords:** Professionalism, Personality, Teacher, Effective pedagogy.

## Introduction

In various countries, a series of research related to the success and quality of education and the educational system have been carried out, taking into account various aspects (in accordance

with national needs and detecting strengths and weaknesses) of the educational system, in order to be able to legitimately intervene in improving them. At the center of various approaches to treating the issue of quality of education, there is always the teacher, as a professional but also as a person who advocates and is motivated to be good, efficient and quality in his work and actions. So, as Barber stated that when we talk about effective pedagogy, it is inevitable that “the quality of the educational system cannot exceed the quality of its teachers” (Barber & Mourshed, 2007:13), that is, that “the best school systems are those that they have the best teachers” (ibid.).

Regarding effective pedagogy, there are a number of different points of view, partly due to different interpretations of the term pedagogy, partly due to different opinions about the aspects that are important for achieving quality in upbringing and education, as well as partly due to different approaches to the various aspects in which they are actually education “happens”. But in all previous researches and interpretations of the issue of effective pedagogy, a large number of authors, researchers in this direction, agree on one issue, and that is the role, performance, professionalism and quality of the teacher.

### **Certain Aspects of Effective Pedagogy and the Role of the Teacher**

According to previous researches, the term effective pedagogy means a series of aspects that actually affect the quality of teaching, learning, the climate and management of the classroom, the choice of innovative strategies, techniques, approaches to teaching, the way of valuing and evaluating, developing social relations in classroom, inclusion and transparency, developing higher level thinking and metacognition among students, involving the entire classroom in developing abilities for structured group work, individual activity and initiative.

In relation to the teacher, effective pedagogy is based on the development of teacher competencies as well as on the development of students in the school context (Coates & Pimlott-Wilson, 2019; Hetherington, & Wegerif, 2018), in that the beliefs and values held by the teacher they play a significant role not only for their own growth and development, but also in building relationships with others, primarily with students (James & Pollard, 2011). According to Gess-Newsome, Taylor, Carlson, Gardner, Wilson, & Stuhlsatz (2019) a teacher’s ability to change, innovate and reform his teaching is a significant part of having an effective pedagogy, as well as everything the teacher does in the classroom situation (Kim & Wilkinson, 2019). Such a teacher, who is brave, self-efficient in choosing strategies, techniques in the teaching and learning process, managing the classroom, as well as in involving the students, contributes to the change and development of the students themselves, initiating cooperative learning and work, classroom discussions (Hafnidar, Harniati, Hailemariam, & Handrianto, 2021) and involving students in the learning and development process itself. A characteristic of effective pedagogy is the development of questions by the teacher about the effective strategy for the ongoing improvement of students (Rita & Handrianto, 2020; Taufiqurrochman, Muslimin, Rofiki, & Abah, 2020). Thus, effective pedagogy is connected with the development of value learning, that is, teaching based on values, as well as for the holistic achievements of the student (Zeng, 2020). Values are a significant element of effective pedagogy, because they actually represent the core of upbringing and education, which on the other hand transforms not only students and teachers, but also the wider community (Dierich & Hamsher, 2020).

Effective pedagogy includes the application of various and numerous strategies and techniques that contribute to quality upbringing and education, but there are no ready-made and unchanging instructions for the application of the same because there are no “magic bullets” in relation to strategies in the classroom (Muijs, 2010:23). While in relation to monitoring, assessment and evaluation according to effective pedagogy, “Achievement should be interpreted in terms of the power of effort, not the limits of abilities” (DfE, 2011:45). **Another important aspect of effective**

pedagogy is the inclusion of students “... in educational decision-making and serious listening to their stories of experiences as students [are] essential first steps in the development of education” (Niemi, Heikkinen & Kannas, 2012:139). Accordingly, “schools are likely to perform better if students are motivated to accept binding decisions and/or if they perceive that decisions are made fairly” (Gilljam, Esaïsson and Lindholm, 2012:75).

### Conducted Research

For a closer treatment of the mentioned pedagogical issues, a quantitative and qualitative research was conducted, using a research technique survey-scaler and semi-directive interview. The conducted research is with a sample of 180 teachers (survey-scaler) and 25 teachers (semi-directive interview) from elementary education, from five different cities, selected by random choice, from lower grade – classroom teaching and upper grade – subject teaching, from different cities, working experience and language of instruction (Macedonian and Albanian language of instruction). As a method of research is used descriptive method, through several approaches appropriate to the nature of the research. The purpose of the conducted research is to examine the opinions and attitudes of teachers about certain aspects of effective pedagogy translated into their educational and educational work.

### Results and Discussion

By applying the research technique questionnaire-scaler, the following aspects were investigated:

**Table 1**

Teachers from class and subject teaching

	Aspects	Teaching – classroom and subject teaching						Total
		Classroom teaching (lower grade)			Subject teaching (upper grade)			
		never	sometimes	always	never	sometimes	always	
1	<b>Independently chooses strategies and techniques</b>	2 1,1%	13 7,2%	69 38,3%	4 2,2%	63 35,0%	29 16,1%	180 100%
	$X^2=49,307$ ; st.sig 0,000							
2	<b>Care of communication</b>	0 0,0%	12 6,7%	72 40,0%	0 0,0%	53 29,4%	43 23,9%	180 100%
	$X^2=32,519$ ; st.sign.0,000							
3	<b>It encourages shared decision-making</b>	0 0,0%	31 17,2%	53 29,4%	7 3,9%	71 39,4%	18 10,0%	180 100%
	$X^2=39,315$ ; st.sign.0,000							

4	<b>Motivates students</b>	0 0,0%	7 3,9%	77 42,8%	0 0,0%	40 22,2%	56 31,1%	180 100%
	$X^2=25,801$ ; st.sign.0,000							
5	<b>Individual approach in assessment and evaluation</b>	16 8,9%	45 25,0%	23 12,8%	47 26,1%	40 22,2%	9 5,0%	180 100%
	$X^2=20,966$ ; st.sign.0,000							
6	<b>Inclusivity</b>	0 0,0%	4 2,2%	80 44,4%	2 1,1%	37 20,6	57 31,7%	180 100%
	$X^2= 31,763$ ; st.sign.0,000							
7	<b>Encourages cooperation between students</b>	0 0,0%	0 0,0%	84 46,7%	0 0,0%	36 20,0%	60 33,3%	180 100%
	$X^2= 39,375$ ; st.sign.0,000							
8	<b>Supports a positive climate</b>	0 0,0%	0 0,0%	84 46,7%	1 0,6%	42 23,3%	53 29,4%	180 100%
	$X^2= 49,434$ ; st.sign.0,000							

When observing the mentioned aspects of effective pedagogy through the prism of the teacher, we can conclude that for all investigated categories of aspects we have the emergence of statistically significant differences between teachers from lower grade- classroom teaching and subject teaching. Namely, out of a total of 180 teachers (of which 84 teachers from classroom teaching and 96 teachers from subject teaching), the teachers from lower grade-classroom teaching show to a greater extent beliefs and convictions in accordance with the principles and commitments of effective pedagogy. In relation to the researched aspects of independent selection of strategies and techniques for teaching and learning, as well as in relation to the individual approach to evaluating the achievements of students, we can also see the influence of gaining more self-confidence of teachers from lower grades – classroom teaching, as a result of a series of factors starting from the greater number and diversity of participation and follow-up of innovative professional trainings, as well as shared learning from each other within other colleagues and professionals. They are also in greater numbers involved in various trainings, reform efforts, innovative programs and the like, as well as because of the nature of working with students, in contrast. of subject teachers where such trainings, as well as the methods of pedagogical approach to their overall educational work, are characterized more by improving the program content than by the pedagogical components and aspects of the teacher's educational activity. Regarding the category of the selected sample, we do not have the appearance of statistically significant differences between the researched categories, which confirms the previous conclusions that the method of initial and other training of primary school teachers, as well as due to the nature of their work, have better quality and higher pedagogical performance that goes in favor of effective pedagogy.

In terms of the applied technique, a semi-directive interview, which was carried out with a total of 25 teachers (15 teachers from lower grade-classroom teaching and 10 teachers from subject teaching), the hypotheses were confirmed in relation to the familiarity of teachers from lower grade-classroom teaching with the understanding of the role of the teacher according to effective pedagogy, in contrast to subject teachers.

## Conclusion

So far, the commitment to the quality of education, including effective pedagogy, has moved in the direction of improving teaching, learning, applied strategies, techniques, approaches to teaching, taking care of the development of good relations in the classroom, development of cooperation, team spirit, creativity, taking equal account of each student individually, of individual needs, inclusiveness, then having good strategies for monitoring, valuing and evaluating, classroom management, resources of all kinds, socio-economic, cultural and other needs and demands of students and their parents and families, as well as taking into account the overall school and educational context. And all that is of special importance and has a special value. However, an important segment is represented by the teacher, his value system, beliefs and behavior. Namely, although there are various views regarding the influence and changing of the teacher's beliefs and behavior, whether due to changing the practices in the classroom and the school, or whether they are related and dependent on changing the beliefs, because they act as reasons for action, i.e. changing the behavior, however, the majority of authors agree that they are based on learning and that they develop in an interdependence that happens progressively, if the teacher is "open" to new knowledge, skills, abilities, acceptance of other perspectives, needs, etc. This is exactly what paves the way to achieving quality in education real life.

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## **SKOPJE MADRASAS IN THE OTTOMAN EDUCATIONAL SYSTEM (XV-XVI CENTURY)**

**Abstract:** With the arrival of the Ottomans in the second half of the 14<sup>th</sup> century on the territory of today's Macedonian state, mektebs and madrasas were the most essential elements of the entire educational system in that period. The mektebs functioned as Ottoman primary schools connected to mosques and masjids where literacy courses were organized for Muslim children, spread across neighborhoods and populated areas with a larger Muslim population. With the emergence of waqf properties as a result of the consolidation of power through the formation of stable economic and trade relations, the functioning of madrasas, i.e., Ottoman high schools for the Muslim population, began.

The purpose of this paper is to present the educational structure of madrasas in Skopje in the XV-XVI century. Based on the archival documents, I will give a clear picture of the education in the madrasas, the founders of the most famous madrasas in Skopje, the curriculum and the studied subjects, as well as the fund of books in the madrasa's libraries, for the teaching and administrative staff and students, as well as for the buildings themselves as architecturally independent buildings or as part of waqf complexes.

**Keywords:** Education, Mekteb, Madrasa, Waqf, Library

### **Introduction**

Today's Macedonian state was considered as one of the most important regions in the Balkan lands of the Ottoman state, and in every region, especially in Skopje, as well as in Bitola, due to their strategic position, many religious, educational, social and economic institutions were built.

Evliya Celebi is one of the best sources that describes Skopje in a best way. According to his records, in the city there were 70 neighborhoods, 10060 houses, 45 mosques in which Friday worship was conducted, 120 masjids and mosques, madrasa, whose number is not mentioned only two of them are named, 9 darulkura, 70 mektebs-schools, 20 dervish lodges, 110 fountains, number of hamams-baths not specified, 7 karvansaray, 1 bedesten, 14-eyed bridge. (Ayverdi, 1981: c.III/3: 246-247)

Madrasas, which were especially established to train officials/administrators, such as *kadi*, known as judges that in accordance of Islamic law were running on judicial cases and were the main part of the central administration possessing a certain degree of autonomy, (Jennings, 1979), *müderris* known as professor or religious scholar, (Boğaç, 2003: 26), and *müftü*, an expert who possesses a wide knowledge of Islamic legal theory and providing legal advice or nonbinding legal opinion-fetwa to Muslim population, (Swartz, 2009), were responsible in ensuring the spread of Ottoman justice and tolerance in Balkans. (Belge, 2005: 215)