



THE ROLE AND THE DEVELOPMENT OF CONTEMPORARY SCHOOL

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Abstract:

School is the most beautiful place and institution in the life of a child and its purpose is to provide conditions of security and development for the time he will spend there. School is a long journey on the path of raising the intellectual, cultural, educational and health of the child. This study ventures to explore theoretical problems of educational process, which are changing school, methodology of changing school, models, models of planning the changes in school. It is suggested that school must be changed, and the change its means progress. So, if we have to change the school, firstly we have to change the teachers, students.

Keywords: school, change, teacher, student, pedagogical process

1. Introduction

To educate means to teach a human being to be the free man. Human beings must learn to human's freedom and they can learn it in only one way – by developing in themselves the ability to subordinate their beliefs and intentions to the voice of reason (Naziev, 2017).

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Learning is a part of everyone's life, personality and professionally, thus it is inevitable to imagine that learning happens all the time, regardless whether intentionally or unconsciously (Conffield, 2000; Illeris, 2009). Teacher education and teachers play a pivotal in educational world on both for change for change and development (Rehmani, 2006).

Although schools are functioning with the same laws, common curriculums, they differ very well in between: it differs the school in a city from a school in a village, even we differ schools from the same city and region. Schools differ in between with the architecture of the buildings, with the number of students, with the activities of the parents in them, with the bounds between teachers and students, with the pedagogical activities of the teachers, with the achievements of the students, with the pedagogical climate, with the social aspects of the school, with the management of the education process, with the implementation of teaching technologies, with the projects and work strategies.

So, schools differ in different aspects. Tendency for changing of school as institutions is permanent. And decisions that e make today are framed by the tomorrows we envision (Hoerr, 2005). This change is obligation of teachers, but also of other factors such as school leaders, professional service of the school, parents, students and the local authorities. Schools are acting in a particular environment in which social and cultural factors acting. So, school boards everywhere seem to deal with similar problems: teacher shortages, overcrowded classes and expensive school repair (Thomson, 2007). Education nowadays has become prominent thing as it involves most people to take part in this matter (Johan; Harlan, 2014). This factors on one hand enable the progress and change of the schools and on the other hand they inhibit their progress.

International policy discourses focus heavily on the importance of education for ameliorating social disadvantage and for promoting individuals' upward social mobility (as discussed in Chapter 4). At the same time, however, critical perspectives on education challenge the notion that national state systems of teaching and learning, as part of elite-controlled government infrastructures, could ever possess sufficient autonomy to engender significant social change (Exley, 2016).

In dealing with the problem of the change phenomenon of schools and also of teachers we have to ask these fundamental questions:

- What is the philosophy of contemporary school?
- Why school has to change?
- What has to change in school?
- How school has to change?
- Who has to do the change?
- Who is evaluating and controlling the changes in school?

1.1 Why school has to change?

The role of teacher as an agent of change and development has never been credited much today (Delores et al., 1996). However, Darling Hammond (2006) states, that a significance of meaningful teaching is increasing rapidly in modern world and higher are the

standards of education and learning than they have ever been before. This implies a change in education system in general, teaching pedagogy in particular. (Gopang, 2016)

Why school has to change? To answer this question we have the conclusions: how is school today?

We have to see and project the changes comparing to what we have in practice. In this direction, we judge that actual school is focused on:

- It is traditional and self-closed; they are overloaded with students;
- Works with overloaded curriculums;
- They are encouraging memory and not development, they do not develop live skills;
- Hardly are accepting changes and slowly are implementing innovations.
- Authoritative relations and passivity of students dominate;
- It is poor, incomplete with classrooms, laboratories, workshops, sports buildings, computerization slowly penetrates;
- Students are overloaded with books, notebooks, manuals;
- Students are encouraged to be the best.

Based on this elements and contemporary requests school has to change. There are many reasons but the most important are:

- The have to be in step with time, they have to adapt to the overall developments;
- To be according to the greatness of students (students have to feel free, secure, strong)
- To express new realities in their work and life;
- Students have to be in first order, investing in education of all students;
- To offer qualitative education for all categories of children;
- To encourage intellectual, emotional force and working capacities.
- In school is not necessary only learning, we need understanding, tolerance, collaboration, exchanging of values;
- Changing the external environment of school (parks, courtyard, stores, sports buildings);
- Changing the culture of school, everybody to study and work;
- Changing the internal regulations of the house, internal decoration;
- Teachers have to change their self's, their beliefs and their attitude, working ways, their behavior with students;
- Teacher to change their working strategies, their teaching methodology;
- To teach students how to learn, to put them in the role of researcher, to be active.
- To change the way of leadership of school, managing the education process.
- To change the way of dressing of students (uniforms, their color, hats) also uniforms for teachers.

These and other questions with pedagogical interest they represent the main idea that school is not a static institution, on the contrary school is changing and every change means progress, going forward. Many researchers are addressing this issue about the many factors that are changing the school. According to one researcher Moore (1998), changing of school is encouraged by these three factors:

- New type of student;
- New working technologies, and
- New ideas for teaching and learning.

We are talking about two types of school:

- Schools that are changing (in their work, planning, organization, in their usage of funds, in the way of teaching, in books, in internal and external regulation)
- Schools that are not changing (every year are working the same, with the same curriculums, same way of teaching, same way of lecturing, using the same textbooks).

Schools that are changing they are in step with time, they are creating alternatives, whereas those schools that are working without change are conserving traditional approaches. So, all over the world, educational institutions implementing new ideas, methods, technology based to enhance the students' knowledge (Kalyani; Rajasekaran, 2018).

Schools are changing as reflection of different factors, and changes are giving them chance to exist, to develop, to have modern spirit of work. This is the primary verified principal in the history of school. Changing of school is made by applying the new projects in which progress is made in the educational work. Change is not one event; it is a process. Therefore, school has to adapt to changes of society, new values, contemporary requests, whereas teacher has to change according to school values and work and to give school European dimension.

1.2 Reasons for changing the school

School has to change for the following reasons:

- in schools mainly dominates traditional organization of life and work of students;
- pedagogical climate of school conserves outdated relationships;
- curriculums are very unified, they require much more flexibility, decentralization;
- the system of following and evaluating the success of the students is very old and traditional;
- the system class – subject – classroom is very static and outdated;
- students' position is passive, receptive; he is treated as object.

1.3 What is included in the changes

Changes that have to be made are continuous process and they have to be directed in some directions which are:

- Democratization of life and climate of the school;
- Professionalism and autonomy of the teacher (the ability of the teacher for independent selection of methods and actions in school);
- Individuality and differentiation in the teaching work (quick progress of the abilities of the students, their creativity, applying of tasks according to levels).
- Balance between the compulsory subjects and extra subjects;
- Improvement of work quality through standardization;
- Connectivity between subjects (integration) and synthesis of knowledge;

- To encourage students for intellectual activities and prepare them for later life;
- Students to be aware of their rights, citizens responsibilities, guarding the freedom and tolerance;
- Affirmation of multiculturalism and respect for religious and ethnic affiliation;
- Support for special interests and developing the skills of students in different fields;
- Following the achievements of students;
- Developing the special skills of students;
- Creating habits for work and experience for teamwork;
- Developing the curiosity for research and gaining new experiences;

From those abovementioned problems with pedagogical and socio-psychological interest we can ask the question:

In what school has to change?

According to abovementioned requests, our opinion is that school has to change:

- Mission and vision of school;
- Appearance of school;
- Pedagogical climate;
- Selection of teachers; mechanisms of their stimulation;
- Relations teacher – student;
- Ways of progress of teachers in their carrier;
- Interior of school;
- Way of organizing the school year.

1.4 How we want today's school or how should school be

New conditions require effective school that differs with multidimensional qualities in:

- Flexible organization of life in it;
- Flexible teaching programs;
- Contemporary management with the school;
- Contemporary organization, structure and methodology;
- Creative teachers with professional competences;
- Dynamic activities of various kinds;
- Learning through research, by discovering;
- Problem based, cooperative, team, programmed learning where individual approach towards students is dominant;
- To encourage students to be creative and special treatment of creative students; those with special affinities;
- Appropriate position of students in school – active subject;
- School to be according to students size;
- Forming multifunctional schools;

Changing of school and teacher aims the realization of fundamental requests:

- New profile of citizens;
- Teaching for entire life;
- New European quality in education;

In fact, continuous changes of school and school staff are representing progress, perfection;

From this we can conclude:

Firstly, it is important how to change the school (mechanisms, direction and change management);

Secondly, school has to be conceived as a learning institution;

Thirdly, school has to take new physiognomy;

Fourthly, school is determining the rhythm of life and is very important how to change values in it. (Murati, 2020)

1.5 Methodology of changing the school

Firstly, we concluded that changes are necessary if we want school to be efficient and contemporary. Our opinion is that school is changing day by day in different segments and dimensions. Here we can encounter with these questions:

- How to make changes in school, how to do it in the best way?
- How to change school in order to become more efficient?
- How to make the changes that we consider to be essential?
- What can happen if change is made?
- How to accomplish changes with the purpose for achieving satisfactory results.
- How has to initiate and fulfill those changes?

Answer to these questions is given by the methodology of changing the school. School is changing just as the society is changing, according to the needs of the time and the scientific and technological progress. We can ask the question: Is every school changing in the same way, with the same rhythm? Sure not. This depends on many factors that are surrounding and determining the school activity. Different authors and researchers (Stoll and Fink, 2000) emphasize some elements that determine the changes and accelerate them, such as:

- Degree of education (primary, secondary, high);
- Social and economic environment;
- Location of school; urban, rural, highland;
- Quality of school;
- Differences between the sectors in the school;
- The rate of development of every school – building of strategies that they are preparing and realize.

Within their study, Bakkens et al. (2010) propose six categories of learning activities and four categories of learning outcomes. The learning activities describe ways in which teachers learn, and this includes:

- Experimenting;
- Considering own practice;
- Experiencing friction;
- Struggling not to revert to old ways;
- Getting ideas from others;
- Avoiding learning.

We judge that the realization of efficient, qualitative school, regardless of different local and central factor, they depend according to our opinion and the preparation and willingness of the staff for accepting and applying the changes in it. The pedagogical 'knowledge base' of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments (Guerriero, 2012). Applying the changes means respecting some decision-making requests of the school:

- guidance of the staff for change;
- creating the vision for change;
- appearance of necessity for change, dealing with difficulties;
- preparing the school subjects for change (students, teachers, parents);
- change administration;
- training the change carriers;
- simulating and motivating the school subjects for change;
- applying and evaluating the implemented changes;
- building critical attitude towards changes;

The whole process of applying the changes and innovations in school is supported by designing the methodology for change (defining the purposes, planning, programing, directing, analyzing the situation, researching, applying the research results). According to Darling-Hammond (2006), reports that research has shown a number of things expected from teachers that they should do in their profession. And these are as follows

- 1) Understanding effectively;
- 2) Teaching effectively;
- 3) Pedagogical content;
- 4) Knowledge of language, culture, and community;
- 5) Understand learner's spirit;
- 6) Nurturing that spirit;
- 7) Classroom management;
- 8) Communicating effectively;
- 9) Using technology.

Methodology of change of school is supported by projecting, reception, predicting and dynamics of changes.

More useful work on school achievement and underachievement needs to consider not just problems that may exist 'within the individual learner' but also the social and cultural contexts within which the individual's learning takes place. This involves taking into account such matters as:

- self-image;
- personal expectations,
- the expectations of others;
- the school and classroom environment;
- the culturally-skewed nature of the school curriculum;
- the dominance in the teaching profession of white middle-class teachers, and so on (Moore, 2000).

1.6 Models of planning the changes in school

Change desired from other sources which do not reach needs and concerns of the teachers and the environment and situations they serve, is not possible (Korthagen, 2001). Dimensions of changes in school are made in first place with social changes. It is clear that school has changed time after time. But, how school changes? First of all, educational structures are forced to do the planning of changes.

Planning of changes in school can be done according to three models:

- Administrative model or centralist;
- Global model or decentralized;
- Realist model;

Administrative planning has some characteristics: it is integral, centralist that has into account priorities and structural changes in education and school; the hierarchy of subjects in the planning process of changes; detailed priorities of changes, the harmonization of changes in state level.

The task of an administrator in a change management process is to understand how parts balance each other, how changing an element changes the others, and how ranking and speed affect the whole structure (Çalışkan, 2014). And more important is that participants (school administrators) take parents into account in this process. They see them more as a means of informing about what is going on at school, getting feedback on the process and developing positive attitudes towards the school (Balıkçı, Akbaşlı, Şahin, Kılıç, 2017).

This model of planning of changes is compulsory for the purpose of unification of conditions and circumstances of school development in the entire state.

Global model or decentralized of planning of changes in school is a bit more direct, it has combination of elements of plan and impact of social factors and mechanisms on global and local level. In fact, global planning aims bigger independence of municipality centers of regions from the state in the field of developing the changes in education and school. In this context educational sectors of regions or municipality centers have much more space for presenting the initiatives and planning to implement changes in school according to concrete conditions and circumstances, but always respecting the common society interests.

Real model of planning the changes in school implies the crucial role of school leaders, of teachers in implementation and projection of changes. (Murati, 2010) Here teachers have full independence, and they are becoming the main carrier of changes; they define the common interests and goals of changing the school; they are projecting the changes; they are doing actional research and are implementing the changes in their schools; they are defining the dynamics and evaluating the implemented changes. Regardless of the model that is implemented in planning the changes in school, we have to consider these elements:

- validity of paradigms in which programed vision of changes is based;
- global civilized trends for projecting of changes in central or local level;
- systematic, empirical and theoretical – methodological acknowledgment of problems that are the object of change;

- real dimensions of change (space, time, personnel, material – finance, subject etc.);
- focusing of relevant segments that are determining the changes (political, economic, scientific, cultural, national, etc.).

2. Conclusion

From all that we said we can conclude that changes have to be supported by active attitude of teachers and the institution that can be extended. Their wide social radiance has to be accepted as one thing, with natural scale and obligatory.

Secondly, sustainability and the expansion of modern technologies are dictating changes and modifications in school, in the life of school and its activities, which without planning it is difficult to become real and applicable.

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