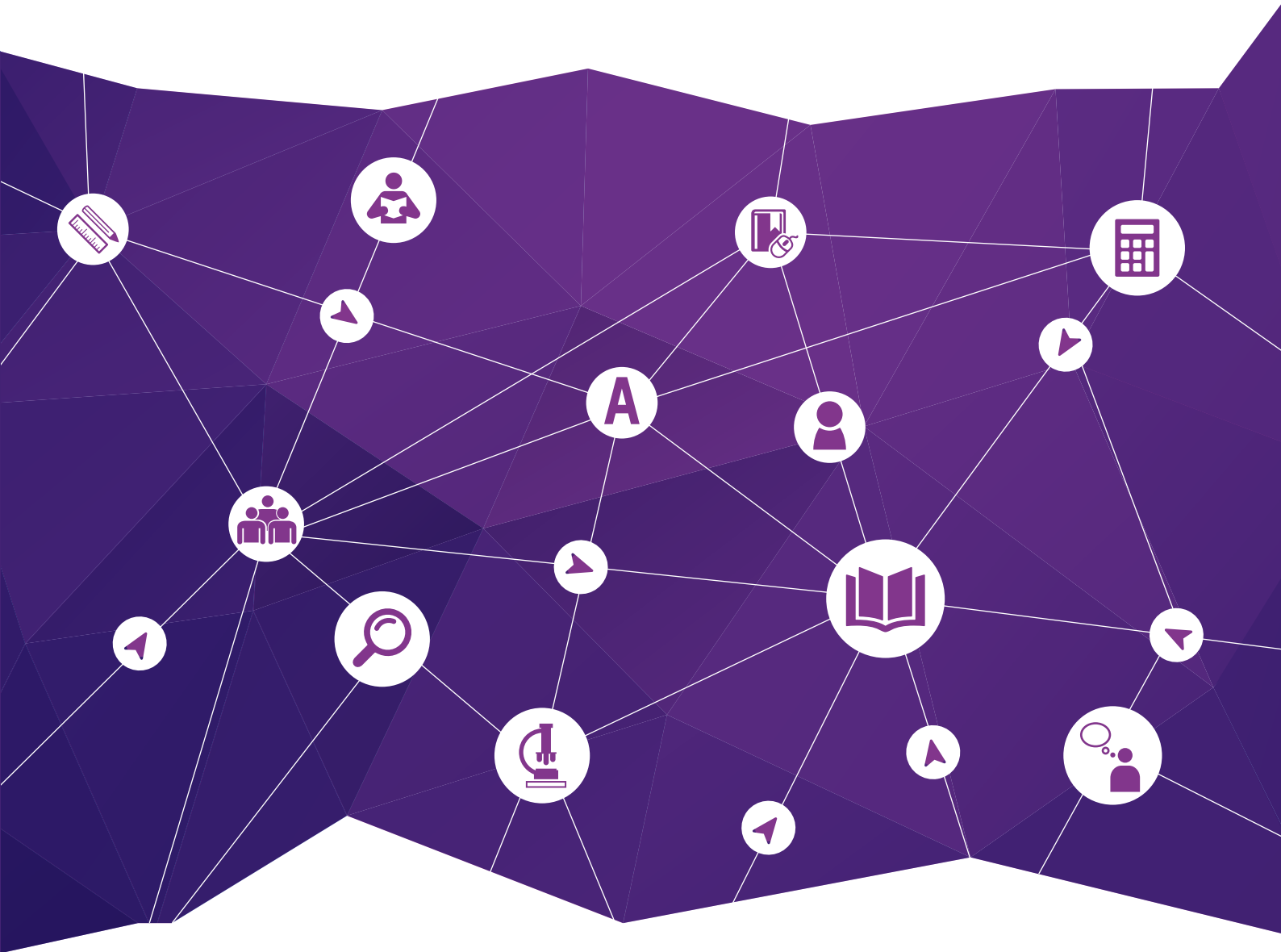


STUDENT SUPPORT STAFF CORE PROFESSIONAL COMPETENCES *and* STANDARDS



**STUDENT
SUPPORT STAFF
CORE PROFESSIONAL
COMPETENCES
and STANDARDS**



Teacher Professional and
Career Development Project



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This publication is developed by a working group consisted of representative from: Bureau for Development of Education, Vocational and Educational Training Center, relevant faculties, education experts, as well as student support staff and practitioners from primary and secondary schools in the Republic of Macedonia. The Foundation for Education and Cultural Initiatives "Step by Step" was involved in this activity as a partner organization to the project.

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INTRODUCTION

The Republic of Macedonia has a tradition of employing student support staff in schools, such as pedagogues, psychologists, sociologists, social workers, special educators and librarians. They have a unique position in the school which gives them an insight into the overall school work and opportunity to identify the need for and provide professional support to all parties involved in the educational process. Except for pedagogues, other student support staff profiles are essentially not trained to work in education. Hence, it was necessary, as part of the activities for improvement of the system for educational staff's professional and career development, to define the professional competences for each of the student support staff profiles listed.

Core professional competences and standards¹ for titles of student support staff were developed by a Working Group consisted of practitioners from schools, advisors from the Bureau for Development of Education and Center for Vocational Education and Training and university professors. In their development, similar documents from a number of countries were considered, as well as the Teachers Core Professional Competences and Standards for Teacher-Mentors and Teacher-Advisors. Professional associations and individuals that engaged in the public debate significantly contributed to the final version of this document.

Core Professional Competences for Student Support Staff and Standards for Student Support Staff - Mentor and Student Support Staff - Advisor define the values, knowledge and skills of student support staff such as pedagogues, psychologists, sociologists, social workers, special educators and librarians.

The position and work of student support staff assistant for practical lessons², and thus their professional competences, significantly differ from the competences of other student support staff members. According to the Law on Secondary Education, they, too, belong to the group of student support staff members. Therefore, this publication, as a special section in the end, includes also Professional Competencies for Student Support Staff Assistant for Practical Lessons.

Core Professional Competences for Student Support Staff relate to the competences that student support staff should possess from the time of completion of their internship and successful passage of their professional exam until the end of their professional lives. Moreover, if the student support staff member wants to advance in terms of their title, other than these core competences, they are required to meet the standards for a Student Support Staff Mentor or Advisor.

1 Competences mean a set of knowledge, abilities, skills and professional values, i.e. proven ability to use knowledge and skills in situations of learning or work. Standards imply possession of higher level competences required to acquire a certain title (degree) in career advancement.

2 The Law on Secondary Education mentions technicians and others in the group of professional support staff, which in this document bear the shared name of Student support staff assistants for practical lessons.

BASELINES

In the development of Core Professional Competences and Standards for the positions of Mentor and Advisor, care was taken to include competences relating to their overall professional engagement as support staff with students, teachers, parents and the wider community. The role of the student support staff member was considered mainly in terms of providing support to students, teachers and parents in order to achieve successful performance of students on academic, emotional, social and behavioral levels. On the other hand, they have a unique position in the school, from where they can connect theory with practice and support all participants in the educational process to work towards the goals of the school and education system as a whole. Therefore, in the definition of competences required, particular consideration was taken of their role in building and implementing developmental and preventive strategies aimed at students' learning and development.

The preparation of this document was dominated by the idea of student support staff teamwork. However, although there are common general competences, it is understood that different support staff profiles are not identical and that, when working in specific situations, student support staff members will use the specifics of their own profession and each will approach the work from their own perspective. Specifics in the approaches of student support staff members are separate from their common competences and are presented in a special section. Also, it is important to mention that if a profile of a student support staff member is lacking in the school, it is expected that their obligations in the area of common professional competences shall be undertaken by other student support staff members. If the existing member does not feel sufficiently prepared for the appropriate action, within their profile or through their previously acquired competences, they are expected to take an initiative to the best interest of the student and ask for help from other competent persons. In teamwork, an adequate student support staff member required for the respective issue should preferably be engaged.

Due to the nature of their involvement, mobile student support staff members should work less on activities related to analysis, research and systematic work at the entire school level, and are expected to direct more towards work with students, teachers and parents. Librarians, who are simultaneously part-time teachers, shall be expected to engage in work with students in order to raise their research and reading skills and to a lesser extent, engage in providing professional support to teachers regarding the use of library resources in the implementation of teaching.

Common competences required for most jobs in the XXI century, such as for example, modern technology use, knowledge of foreign languages, etc., are not mentioned, because student support staff members are expected to possess them to a level which allows to use them in everyday work.

PURPOSE OF PROFESSIONAL COMPETENCES AND STANDARDS

Core professional competences and standards for the positions of Mentor and Advisor Student support staff members should serve a number of purposes in student support staff's professional and career development.

SUPPORT TO STUDENT SUPPORT STAFF MEMBERS' WORK

- Plan student support staff's internships and mentoring support.
- Reflect on one's own professional efficiency and effectiveness.
- Develop procedures and tools for monitoring the work of student support staff members and provide technical support.
- Develop competences for student support staff in special schools, dormitories and kindergartens.
- Plan professional and career development, both at personal, school, regional and national levels.
- Draft procedures and tools for evaluating the work of student support staff members who are candidates for the title of Student Support Staff Mentor or Advisor.

SUPPORT OF CHANGES IN THE EDUCATIONAL SYSTEM

- Clearly define the work of student support staff in primary and secondary schools.
- Provide information and recognize the role of student support staff members in schools.
- Harmonize undergraduate education with the necessary competences for student support staff.
- Ensure accredited specific training programs for each of the profiles of student support staff.
- Redefine the content and manner of taking the professional exam for student support staff.
- Improve legislation and regulations relating to student support staff.
- Improve the work of institutions responsible for monitoring, measuring and improving the quality of teachers and schools.

STRUCTURE OF THIS DOCUMENT

Professional competences and standards encompass two interrelated parts:

Professional values. Professional values are the guiding principles that student support staff members have adopted and manifested in all aspects of their work. They are given at the beginning of this document because they apply to all student support staff members at all levels of competence.

Professional knowledge and skills. This is the knowledge and skills acquired by the student support staff member during their undergraduate education and work. They must possess their core professional competences until the end of their career as a student support staff member and continuously upgrade them. In order to better explain the manifestation of competences, examples of student support staff's professional practice are also presented herein.

Examples of professional practice are possible indicators of possessing the competences and do not constitute

an inventory of student support staff's work tasks, but should help in planning the work of student support staff members, whereby the needs of the school and the number of student support staff members and specific profiles thereof shall be taken into consideration. In their work, a student support staff member must primarily be guided by the best interest of the student.

Competences relating to professional knowledge and skills are grouped into two categories: common (general) competencies³ and specific competences for individual profiles of student support staff members. Within both categories, competences are organized into seven areas and each area consists of a number of sub-areas. There, certain competences may belong to several areas. In such cases, the particular competence is given only in one area, i.e. it is mentioned only once and does not appear again in another area.

³ Common (general) competences relate to professional support staff members such as pedagogue, psychologist, sociologist, social worker and special educator. They do not apply to the librarian. Specific competences relating to the librarian outnumber those for other profiles and reflect the greater specificity in the work of the school librarian.

Professional knowledge and skills, and examples of professional practice are grouped in the following areas:

I. WORK WITH STUDENTS

- Support of student learning
- Monitoring and support of student development
- Professional and career orientation of students

II. WORK WITH TEACHERS

- Teacher support for planning, implementation of the educational process and self evaluation
- Teacher support for working with students
- Teacher support for working with parents

III. WORK WITH PARENTS

- Individual and group counseling and consultation with parents
- Training of parents
- Inclusion of parents in the school life and work of the school

IV. COOPERATION WITH THE COMMUNITY

- Cooperation with the local community
- Cooperation with professional institutions and organizations

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

- Individual professional development
- Supporting professional development and cooperation in the school

VI. ANALYTICAL AND RESEARCH WORK⁴

- Analysis and assessment of educational work
- Research of educational work

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

- School structure and organization
- School climate, safe environment and democratic participation

Standards related to Student Support Staff - Mentor are drafted such that they build up on the Core Professional Competences, while in terms of Student Support Staff - Advisor, they are built - up on the Standards for Student Support Staff - Mentor. More specifically, a Mentor should possess the core professional competences and standards for Student Support Staff - Mentor, while an Advisor should possess the core professional competences, the standards for Student Support Staff - Mentor and standards for Student Support Staff - Advisor.

In this document, competences and standards are only technically separated into three parts:

- **CORE PROFESSIONAL COMPETENCES**
- **PROFESSIONAL STANDARDS FOR STUDENT SUPPORT STAFF - MENTOR**
- **PROFESSIONAL STANDARDS FOR STUDENT SUPPORT STAFF - ADVISOR**

⁴ The analytical research area is left out in the core professional competences of librarians, and some competences in this area related to the standards for Librarian Mentor and Librarian Advisor are contained in Area 7. School Structure, Organization and Climate.

PROFESSIONAL VALUES

THE STUDENT MATTERS MOST

Student Support Staff Members are committed to acting in the interests of students and put their learning, behavior and mental health first. They believe that through their work in the school, they can contribute to fully develop students' potential and are dedicated to achieving this goal. They believe that students who are interested, motivated, confident and accepted by the school staff and classmates, will feel well and willing to learn at school, so student support staff strive to make all students feel welcome at school. They are convinced that a democratic approach to students will encourage them to perceive support staff as someone who offers help and support. Respecting the personality uniqueness and value of each student, in situations where student's interests collide with the interests of others, student support staff members are primarily guided by the interest of students.

PROFESSIONAL INTEGRITY

Student support staff members are guided by the principle that professional competence, autonomy, responsibility and cooperation are necessary for successful work. Although the sensitivity of their profession and its relatedness to all segments of school work puts student support staff members in a position where they have to respond and react to different situations, being aware of the limits of their knowledge and expertise and the constraints they face in their work, they believe they are called upon to provide services and use techniques they have acquired qualifications for and do not promise to solve problems they cannot solve. In such situations, they view professional cooperation with other competent persons or institutions as a way to help students, teachers and parents. They believe that cooperation between school teaching staff is key to student achievement and strive to raise it to a high level. They are convinced that if they act with respect to the personality of their colleagues and their needs and special

obligations (as support staff, teachers, management staff), they will create conditions for effective work. They perceive the objective, responsible and honest approach to research work as a condition for improvement and positive change, regardless of the findings they arrived at while doing it.

CONFIDENTIALITY

They are aware that sometimes in their work, they have access to sensitive information about students, teachers and their parents, making their relationships sensitive and therefore, they are especially careful about keeping their relations with everybody at a high professional level. They reckon that information confidentiality is not only an ethical requirement and obligation, but also a principle that can be violated only in exceptional circumstances (e.g. when the non-disclosure of information could affect the physical and mental health of students). They deem that information relevant to students' status improvement can be beneficial only if shared accurately and understandably with users, while the concern for possible inappropriate use of information makes them especially cautious about the way they communicate it.

EQUALITY, INCLUSION AND SOCIAL JUSTICE

Basing their work on respect for human rights, student support staff members are aware of the diversity among students and their parents, and advocate for them to be accepted and respected by all school staff. They believe that students are willing to learn and will learn if they feel accepted and respected in their class and school, and they strive to create an environment in which diversity is accepted and respected. They believe that by providing a supportive environment, everyone will be allowed to learn, and show and use their potential to the maximum.

They believe in the importance of respecting the conventions and other documents on the rights of people and children, and non-discrimination and the principles of social justice, and they view adherence to them as a way to transform the school into a better learning place.

INITIATIVE AND CONTINUOUS DEVELOPMENT

Student support staff members believe that through their professional and personal integrity, high ethical values and behavior, they promote their profession and contribute to a positive public attitude towards it. They deem that social changes should be followed by changes in schools, and are therefore committed to continuous improvement of school life and work. They act guided by the principle that change starts from the individual, and see themselves as agents of change.

In the work on their own and professional development of teachers, they contribute to making teachers more directed towards the vision of modern teaching and learning in the 21st century rather than towards overcoming current weaknesses.



**CORE PROFESSIONAL
COMPETENCES
For STUDENT
SUPPORT STAFF**

COMMON COMPETENCES FOR STUDENT SUPPORT STAFF

I. WORK WITH STUDENTS

Competent support staff members know how children learn and develop and give support to all students. They know that every child can reach their maximum if given an adequate opportunity. They take appropriate actions to include all children in the educational process and involve them adequately in the school context. They treat students equitably and fairly, but also recognize their individual differences and take them into account when working with them. Thereby, student support staff members base their work on an ongoing observation and assessment of the best interests of students, as well as continuous assessment of students' progress in terms of their knowledge, potential, strengths, skills, and family environment.

Student support staff have the knowledge and skills of individual and group work with students in order to encourage and support the intellectual and socio-emotional development of the student, their knowledge and progress.

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Understands the concepts of cognitive development, learning and instruction and their connection with teaching. 2. Understands the individual learning differences among students and knows appropriate strategies of teaching and support of students in their learning. 3. Knows the factors that affect students' learning and motivation. 4. Knows methods and techniques of working with students and counseling them on successful learning. 5. Is aware of different concepts and models of inclusive education development. 6. Has knowledge of using assistive technology⁵ when working with students with special educational needs. 	<ol style="list-style-type: none"> 1.1 Assesses students' readiness to get involved and advance in the educational system. 2.1 Is sensitized to the different educational needs of students and able to identify such needs and provide appropriate support. 3.1 Builds in students high personal standards for success and a positive attitude to learning. 3.2 Identifies potential factors that could lead to failure, and informs and makes recommendations. 4.1 Uses different approaches while assisting students in their learning, in accordance with their needs. 5.1 Selects adequate inclusion approaches. 6.1 Promotes the use of assistive technology by students.



EXAMPLES OF PROFESSIONAL PRACTICE

- Uses various methods and instruments to test students' readiness to get involved in the appropriate level of education.
- Participates in the Committee for Enrollment of students in school.
- Participates in drafting documents (plans, procedures, guidelines, recommendations) for the identification of students' educational needs and provision of adequate support.
- Organizes and implements various types of individual and group work with students on issues related to learning, achievement and value system.
- Encourages and supports students to apply for contests and competitions.
- Collects data on the causes of failure (performs research, interviews, focus group discussions).
- Informs parents, teachers and students and gives them appropriate recommendations.
- Uses different methods and tools to identify the needs for support in learning and self-assessment.
- Plans and gives immediate support to students in their learning.
- Performs/participates in the identification of students with special educational needs.
- Coordinates/participates in the work of the inclusion team at the school.
- Participates in the development of Individual Education Plans for students with special educational needs.
- Advises and encourages students to use appropriate ICT and assistive technology.

⁵ Assistive technology means any item, piece of equipment or product, whether purchased from a store, specially commissioned, adapted or adjusted, which is used to increase, maintain or improve the functional capabilities of people with disabilities.

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE STUDENT SUPPORT STAFF MEMBER ...



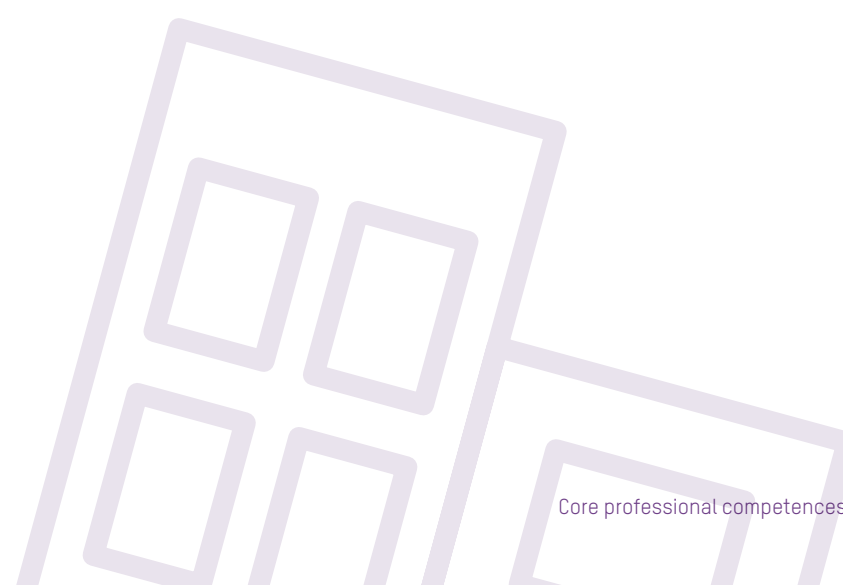
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Understands the processes of social and emotional development and their relation to students' behavior. 2. Understands the challenges in communication and cooperation with members of different cultures with different values and experiences. 	<ol style="list-style-type: none"> 1.1 Encourages and develops self-confidence and self-esteem in students. 2.1 Communicates with students in a way that provides support and confidence. 2.2 Bases his/her communication with students on respect and care, promoting positive values, attitudes and behaviors that he/she also expects from them. 2.3 Adapts his/her individual and group work approach with students to the situation and type of problem.



EXAMPLES OF PROFESSIONAL PRACTICE



- Identifies the reasons of low self-confidence and self-esteem, and organizes workshops to raise students' self-confidence and self-esteem.
- Involves students in activities that encourage self-confidence and self-esteem.
- Has established mechanisms that allow students to gain the student support staff member's support whenever needed (students are informed about the possibilities for consultation).
- Actively listens to and respects students' views, opinions and interest.
- Organizes activities for development of humanity, solidarity and inter-ethnic cooperation.
- Uses different types of strategies and approaches in individual and group communication with students.



I. WORK WITH STUDENTS

Sub-area: PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Knows the importance and principles of professional and career orientation for students. 2. Knows methods of professional orientation, counseling and career guidance for students. 3. Is informed about the labor market situation. 4. Is informed about the network of secondary schools/higher education institutions. 5. Knows the importance of the right professional choice. 	<ol style="list-style-type: none"> 1.1 Selects and uses appropriate methods and tools of professional orientation and counseling for students' career guidance. 3.1 Bases vocational and career counseling of students on their interests, abilities and social opportunities identified.



EXAMPLES OF PROFESSIONAL PRACTICE



- Examines students' information and interest in further education or employment.
- Examines students' professional interests.
- Synthesizes and interprets the data obtained.
- Informs students about professional possibilities and perspectives.
- Informs students about the network of secondary schools/higher education institutions, occupations taught and offered there and requirements for enrollment.
- Organizes presentations where secondary schools/higher education institutions and business entities present themselves to students.
- Performs individual and group counseling to students and parents on the proper choice of further education or profession.

II. WORK WITH TEACHERS

One of the key responsibilities of the student support staff member in primary and secondary schools is the support of teachers in their planning and implementation of educational activities in order to improve teaching, and thus, students' learning or students' achievement. The student support staff member is expected to have wider knowledge about the overall educational system, and especially about the innovations therein, and the skills to support teachers in all components of teaching, including its upbringing component.

To establish proper cooperation between the student support staff member and the teacher, it is required that their mutual relations should be based on respect, understanding and trust. Cooperation shall be implemented through professional bodies existing in the school, such as Teachers' Professional Bodies, Class Council, Teachers' Council and individual meetings in the forms planned in the Annual Work Program, such as lesson observation, workshops, mentoring, exchange of teaching materials, etc., as well as through informal peer assistance and cooperation.

Teacher support activities are very often implemented by the student support staff member through teamwork with other student support staff members in the school. When working as a team, every student support staff member provides support regarding those aspects of teacher's work that they are most competent of.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the strategic, concept and program documents and standards of the education sub-system for which he/she works.	1.1 Provides professional support to teachers in their understanding and application of program and concept documents.
2. Knows current curricula and approaches (e.g. Life Skills, Innovation and Entrepreneurship, Project Work, etc.) to be used in school.	
3. Is familiar with the principles of developing an Individual Education Plan (IEP)/knows the importance of IEP for students with special educational needs.	3.1 Provides expert support in the Individual Education Plan development.
4. Is familiar with taxonomies of educational goals and objectives.	4.1 Provides expert support in instruction planning.
5. Is familiar with the types of educational activity planning.	
6. Is familiar with individual characteristics and needs of students' developmental periods.	6.1 Encourages teachers' high expectations in terms of students' development and achievement.
7. Understands how the environment encourages and enables learning.	7.1 Promotes the creation and maintenance of an open and stimulating environment that encourages exploration, learning and independence.
8. Knows the principles of establishing a positive socio-emotional climate in the classroom.	8.1 Provides expert assistance to ensure a positive socio-emotional climate in the classroom.
9. Knows that the primary goal of assessment is to promote student achievement.	9.1 Provides guidance to teachers on how to use assessment results to improve the teaching and learning process.
10. Knows the assessment code of ethics.	10.1 Applies the principles of assessment code of ethics.
11. Knows the potential of different sources of knowledge.	11.1 Provides professional support for teachers to use different sources of knowledge.
12. Is familiar with national level projects for improvement of quality of teaching.	12.1 Provides support in the implementation of project activities that improve the quality of teaching.
13. Understands the role of the Class Teacher.	13.1 Provides expert assistance for activities to be implemented by the Class Teacher.





EXAMPLES OF PROFESSIONAL PRACTICE

- Organizes and implements activities (lectures, workshops) for the analysis of concept documents.
- Organizes and implements activities (lectures, workshops) on current teaching curricula and approaches.
- Monitors instruction and gives feedback (written or oral) to teachers on the various aspects observed.
- Participates in the team for developing the IEP.
- Inspects the quality of instruction planning and organizes consultation with teachers on lesson plan improvement.
- Organizes and implements activities (workshops, individual consultations) with teachers to plan instruction (e.g. operational implementation of goals and objectives, Lesson Plans/Activities, selection of forms, methods and tools, activity organization, individualization, differentiation, etc.).
- Helps teachers to take into account individual characteristics and needs of developmental periods in the planning and implementation of teaching.
- Provides guidance on planning class activities for students with learning difficulties.
- Implements activities (workshops, presentations, examples of good practice, individual consultations with teachers) to create a stimulating learning environment.
- Observes class students' behavior during teaching and leisure and gives feedback to the teacher to improve the socio-emotional climate in the classroom.
- Instructs teachers how to take assessment results into account in their future planning.
- Provides support to teachers on fair and objective assessment.
- Helps teachers to cope with pressures associated with assessment.
- Suggests ways for selecting and using various teaching resources (organizes workshops, provides individual advice, etc.).
- Organizes and implements informative sessions about latest developments and innovation in teaching.
- Shares information on current projects.
- Participates in teams working in projects.
- Gives support and cooperates with the Class Teacher in planning the activities (selecting the content and methods).
- Guides Class Teachers in their work with the Class Student Community.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENT

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the influence of social and cultural factors on education, as well as the contribution of education to social cohesion.	1.1 Promotes respect for diversity and democratic values.
2. Knows the importance of adapting the teaching to students' characteristics.	1.2 Stands for respecting the personality of each student and identifying and developing their strengths.
3. Knows the principles of good communication between students and teachers and among students themselves.	2.1 Provides support to teachers for individualization in compulsory, extracurricular and additional classes, free student activities and competitions.
4. Knows about possible problems with student behavior and ways to resolve them.	3.1 Gives professional support to teachers to establish good communication between students and teachers and among students themselves.
	4.1 Assists the teacher in dealing with and resolving problems with student behavior.



EXAMPLES OF PROFESSIONAL PRACTICE



- Provides specific guidelines on working with various groups and individual students.
- Explains to the teacher the type and specifics of difficulties identified in a given student and suggests approaches and ways to work with them.
- With the teacher, designs procedures for preparation and work with a class that has students from vulnerable groups.
- Introduces teachers to the various ways in which students learn.
- Acquaints teachers with the characteristics of newly enrolled students.
- Presents a positive role-model for teachers in the implementation of communication skills.
- Implements workshops on communication skills acquisition.
- Advises teachers on how to communicate with particular groups of students.
- Monitors classroom communication and gives feedback to the teacher.
- Helps the teacher to comprehend the reasons for inappropriate behavior and suggests strategies for overcoming them, and together with the teacher, monitors the effects of actions taken.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH PARENTS

THE STUDENT SUPPORT STAFF MEMBER ...



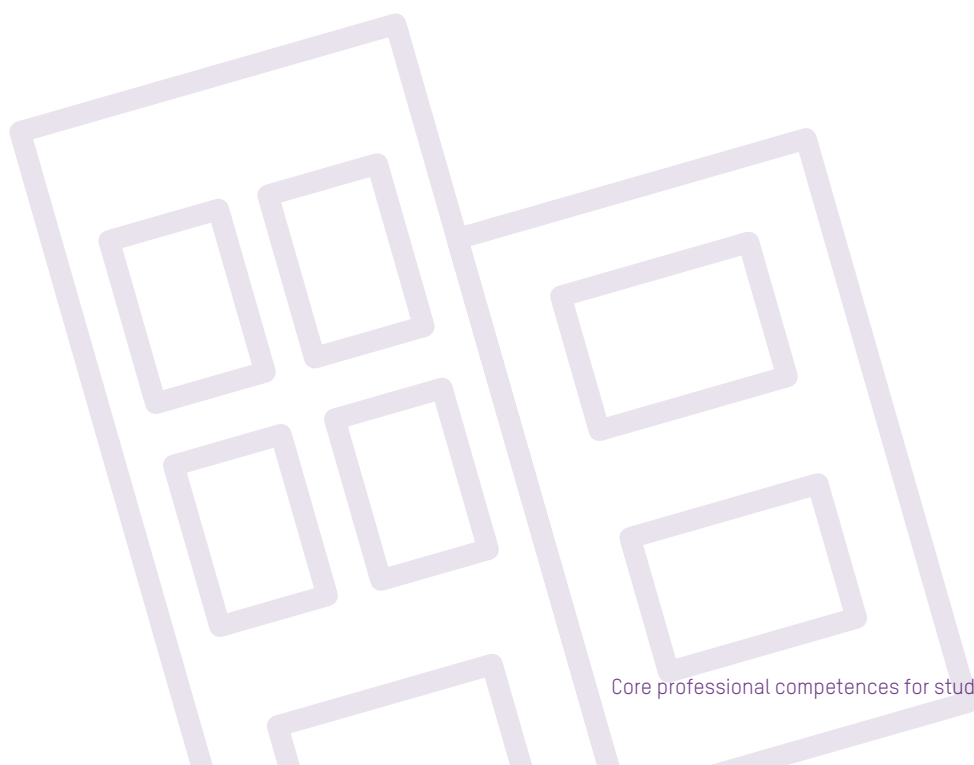
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows about the importance of cooperation between teachers and parents. 2. Knows methods of teacher-parent cooperation.	1.1 Promotes a culture of teacher-parent cooperation. 2.1 Helps teachers in their selection of appropriate methods and contents for cooperation with parents.

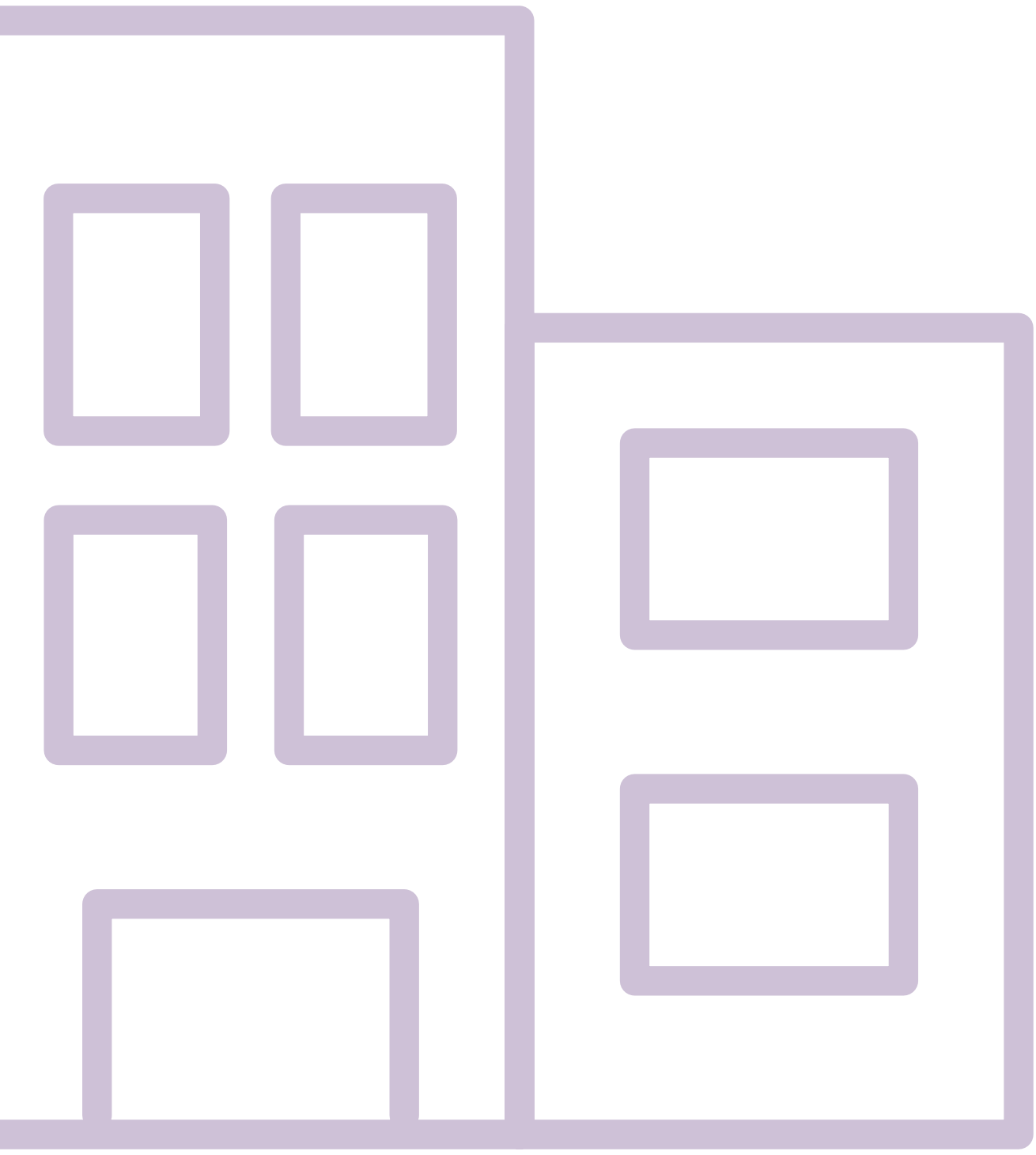


EXAMPLES OF PROFESSIONAL PRACTICE



- Guides teachers towards more effective communication and collaboration with parents.
- Together with teachers, builds a strategy for cooperation with individual groups of parents or individual parents.
- Suggests the content for teacher-parent meetings relevant to certain years of education, professions, situations, etc.
- Participates in some teacher-parent meetings (general or class meetings, as required).





III WORK WITH PARENTS⁶

Parents find it important to know in what environment their child spends his/her time while at school, and through their different competences, they can contribute to improving the life and work at school. The position that student support staff have allows them to influence the involvement of parents in various school activities. On the other hand, parents often face issues and situations related to their child's learning, which they cannot answer adequately. Therefore, education and counseling of parents are particularly important in developing parenting skills and gaining awareness of the fact that their attitude and parental approach play a key role in their children's mental and physical development, and learning progress. For this purpose, student support staff members work with parents through individual and group counseling and various forms of education, depending on their needs and types of issues. Thereby, of particular importance is the approach and manner of communication that the student support staff member applies in contacts with parents. The student support staff member is empathetic, behaves with respect and understanding and is a person who parents trust and believe are free to turn to and share anything related to their children, where they expect support and assistance. Student support staff members exchange information with students' parents on the situation and changes they have identified in their children. Part of the information received by student support staff members from parents is particularly sensitive and confidential, so, student support staff know which information can be shared, in what way and with whom, and which information should be handled confidentially.

⁶ "Parent" also includes a legal representative, guardian.

III. WORK WITH PARENTS

Sub-area: INDIVIDUAL AND GROUP COUNSELING AND CONSULTATION WITH PARENTS

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Understands how family affects the cognitive, emotional and social functioning of students. 2. Possesses skills of communication with children's parents. 	<ol style="list-style-type: none"> 1.1 Identifies potential family crisis situations that affect students' development and learning and provides adequate support to the family. 2.1 Adapts communication depending on the situation and parent's personality.



EXAMPLES OF PROFESSIONAL PRACTICE



- Helps parents to recognize how the family crisis situation is associated with students' learning and development and advises them on how to respond in certain situations.
- Shares information on student's learning and behavior with parents, in an appropriate manner.
- Carries out individual and group counseling to support parents (in terms of manner of communication, learning support, motivation for learning, etc.).

III. WORK WITH PARENTS

Sub-area: TRAINING OF PARENTS

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Is familiar with features of adult learning and methods and forms of adult education. 2. Understands the need to strengthen parents' competences for more successful development and progress of their children. 	<ol style="list-style-type: none"> 1.1 Presents his/her professional knowledge to parents in an adequate manner. 2.1 Helps parents develop skills that will foster better development and learning of their child.





EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in preparing materials for parent education (presentations, brochures, flyers, leaflets).
- Informs parents about the services offered by the school and student support staff member for students' support.
- Identifies parents' needs for education related to their parental role and ways of communication with their children while helping them to learn.
- Organizes educational meetings and/or workshops with parents (e.g. child development characteristics, learning features, dealing with students' risk behaviors, electronic violence, learning motivation, confidence development and strengthening, etc.).

III. WORK WITH PARENTS

**Sub-area: INCLUSION OF PARENTS
IN THE LIFE AND WORK OF THE SCHOOL**

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is aware of ways of cooperation with the family and possibilities for its participation in school life and work.	1.1 Promotes trust and understanding to build partnerships with families. 1.2 Motivates parents to get involved in school activities. 1.3 Develops effective cooperation with families.



EXAMPLES OF PROFESSIONAL PRACTICE



- Plans and enables parents' involvement in certain segments of the educational process (health care, respect and acceptance of diversity, professional orientation, public and cultural activity, entrepreneurship, etc.).
- Cooperates with the Council of Parents for greater involvement of parents in school life and work.



IV. COOPERATION WITH THE COMMUNITY

Collaboration of student support staff members with key local community stakeholders contributes to improving the work of the school, on the one hand, and the life in the local community, on the other. For successful cooperation, it is important that the community be informed of the work of the school, its results and needs. Student support staff should be competent to engage parents and the business community as most interested parties in higher student achievement, collaborate with other educational facilities and institutions of culture, art, health, which can contribute to raising the quality of school's work, health, safety and mental development of students. They should be familiar with the opportunities and potentials offered by the local community, be able to assess when, why and what kind of cooperation to establish to create procedures and mechanisms for inclusion in order to improve and enrich school's work programs. For this purpose, they build partnerships with the local community, develop a sense of belonging, promote mutual trust, respect, understanding and professionalism.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH THE LOCAL COMMUNITY

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is aware of ways of cooperation with the local community and possibilities for its participation in school life. 2. Knows the local community potential to support the school.	1.1 Promotes cooperation with the local community. 1.2 Contributes for values of different cultures in the community to be reflected in all aspects of school work.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in planning, implementation and monitoring of activities between the school and community, thus improving student achievement (visits, realization of curricular and extracurricular activities).
- Presents and promotes the work of the school.
- Informs the community about the needs and achievements of the school.
- Gets involved in the organization and implementation of local community preventive, humanitarian and cultural activities.
- Cooperates with the local community in dealing with crisis situations affecting both the school and local community (disasters, epidemics, violence, crime, etc.).
- Participates in planning, implementation and monitoring of activities that promote intercultural education.



IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH PROFESSIONAL INSTITUTIONS AND ORGANIZATIONS

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the importance of cooperation with professional institutions.	1.1 Develops and uses appropriate ways of cooperation with professional institutions.
2. Is aware of activities of institutions relevant to school work.	1.2 Promotes professionalism, trust and respect in building partnerships with professional institutions.
3. Is informed about current youth programs implemented by NGOs.	2.1 Identifies relevant institutions for cooperation in certain areas.
	3.1 Identifies and proposes areas of mutual cooperation with community associations.



EXAMPLES OF PROFESSIONAL PRACTICE



- Consults institutions while working with a certain group of students, teachers, parents and for his/her own work, and takes into account their recommendations.
- Plans and has cooperation with schools in the region and beyond.
- Develops projects for inclusive practice development in the school, in cooperation with civic associations and government institutions.
- Introduces and refers students, teachers and parents to institutions relevant for addressing certain problems.
- Cooperates with civic associations that implement children and youth programs.



V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Professional and career development of student support staff members is an integral part of their work. They continuously upgrade their pedagogical and psychological, sociological, special education and social skills to apply them in their work and to contribute to the professional development of other educational personnel. Student support staff members are actively working on their own development, they know their rights, responsibilities and code of ethics of the profession, develop and apply reflective skills to analyze and improve their own practices, plan their own professional development and participate in various forms of professional development in and out of school, and keep records of their own professional development. They are members of professional associations and participate in their work and activities.

Student support staff have an important role in supporting the school level professional development, especially in identifying teachers' needs, planning and organization of various forms of professional development at the school and monitoring the effects thereof.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: INDIVIDUAL PROFESSIONAL DEVELOPMENT

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the complexity of the profession of the student support staff, and the rights and responsibilities it brings.	1.1 Uses the knowledge acquired through professional training (formal, non-formal and informal education and learning) to promote his/her own practice.
2. Understands the importance of his/her personal professional development.	2.1 Identifies the needs for personal professional development using the standards and results of self-reflection on his/her own work.
3. Knows the competences and standards of student support staff.	
4. Knows how to prepare a Personal Plan for Professional Development.	
5. Is aware of effective ways and opportunities for personal and professional development.	5.1 Develops and applies reflective skills to analyze, self-evaluate and improve his/her own practice.
6. Understands and respects the lifelong learning philosophy.	6.1 Applies changes and novelties in his/her own profession in his/her work.
7. Is informed about student support staff professional associations.	7.1 Collaborates with school support staff and professional associations in and out of school.
8. Knows the code of ethics of the profession.	



EXAMPLES OF PROFESSIONAL PRACTICE

- Introduces innovations in his/her own work and assesses their effectiveness.
- Plans, records and possesses evidence (Personal Plan, certificates, attended and conducted training, self-reflection notes, etc.) of his/her own professional development.
- Participates in various forms of professional development in and out of school.
- Follows professional literature and information relevant to education and upbringing.
- Participates in various activities of professional associations, social networks and forums with the aim to improve his/her work.
- Acts in accordance with the code of ethics of the profession.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE STUDENT SUPPORT STAFF MEMBER ...

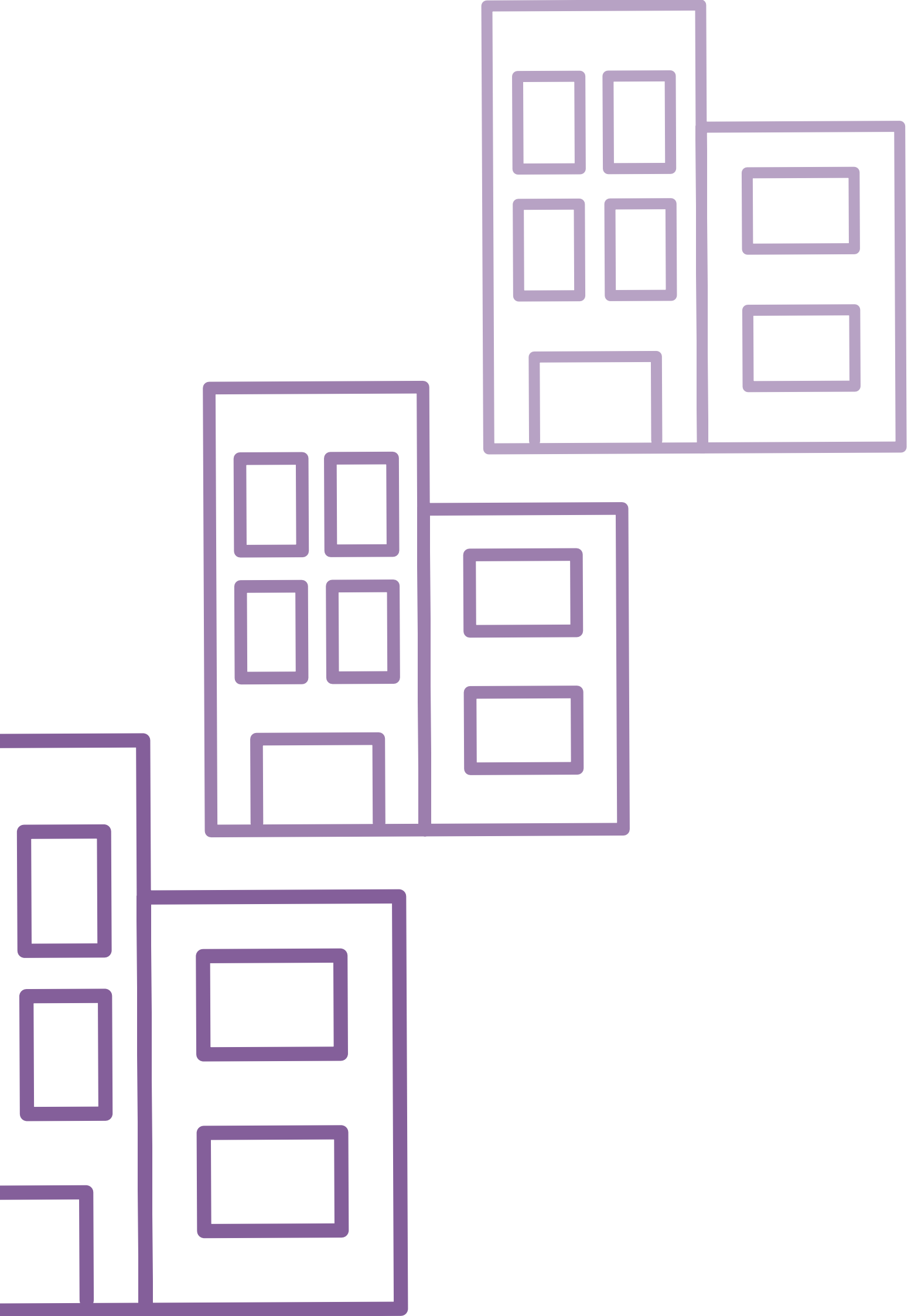


A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the importance of professional development for improving the work in the school.	1.1 Actively promotes professional and collegial relations and cooperates with colleagues.
	1.2 Contributes to the professional development of school teaching staff.
2. Is informed about professional developments in education.	2.1 Motivates teachers to improve professionally and creates a supportive environment in which everybody learns.
3. Knows the methods and forms of professional development.	3.1 Plans professional development based on teachers' needs assessment.
4. Knows how to plan teacher professional development.	4.1 Implements various forms of education with the teaching staff.



EXAMPLES OF PROFESSIONAL PRACTICE

- Participates in the work of the school Professional Development Team.
- Participates in the implementation of parts of the Program for teachers that need support.
- Informs and disseminates the knowledge and skills acquired in training he/she attended.
- Helps school professional bodies in the preparation and realization of certain contents in their work.
- Shares technical materials with colleagues.
- Refers teachers to using a variety of resources for teaching process modernization. Collaborates with professionals and experts to raise teachers' professional skills.
- Prepares tools, collects data, assesses the needs for professional development of teachers.
- Proposes topics for school training.
- Helps teachers to identify their needs and develop a Personal Plan for Professional Development.
- Shares experiences and takes advice to improve his/her work.
- Implements various forms of internal professional development with teachers (lectures, workshops, etc.) regarding contents specific to his/her narrower field.



VI. ANALYTICAL AND RESEARCH WORK

Student support staff promote advancement of educational work based on scientific knowledge and data from analyses and research of the situation in a particular school. Competent student support staff members possess knowledge and skills for analytical and research work including: regular data collection, evaluation and analysis of all segments and entities in the educational process, research of certain phenomena occurring as driving forces or factors that hinder the quality of work, and continuous evaluation of the process and achievements aimed at work improvement.

They can identify relevant school issues that should be analyzed and investigated, and know suitable methods and techniques of collecting data to measure the effects of actions taken. Analytical and research work is an area of student support staff members' activity, where their capacity for analysis and synthesis, organizational skills and teamwork ability come to the fore. While monitoring, collecting and keeping data, making assessment and analysis, they adhere to legal, scientific and ethical principles for a responsible attitude to data and their use.

In accordance with their competences, student support staff members perform objective tracking, systematic collection and classification of data, systematic monitoring and analysis of the educational process, but with a different status, tasks, forms and levels of participation and engagement. Most often, they are coordinators of regular analyses done at the school level, initiators and champions of systemic and action research, and collaborators or participants in surveys run by professional/scientific institutions.

In analytical and research work, student support staff usually work in a team and in cooperation with teachers, and their engagement is determined by their narrower professional activity.

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: ANALYSIS AND ASSESSMENT OF EDUCATIONAL WORK

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Knows what documentation is kept on educational work at the school. 2. Knows the methodology of document analysis. 3. Knows how to interpret and report on analysis results. 	<ol style="list-style-type: none"> 1.1 Contributes to the establishment of a system for regular analyses of individual educational issues at the school. 1.2 Strives to use the analyses results for improving the educational process. 2.1 Matches, processes, and analyzes various data on educational work and draws conclusions from such analyses.



EXAMPLES OF PROFESSIONAL PRACTICE

- Participates in the development of tools (protocols, record lists, forms) for data collection.
- Shares/presents information obtained from the assessment and analysis with/of staff, parents, community, professional bodies, competent authorities.
- Individually or in collaboration with colleagues analyzes and drafts reports on the situation in various areas of educational work.
- Makes reviews, analyses (in terms of comparison and trends) and reports on students' achievement, behavior, attendance, coverage and progress, students' social status and needs, etc.
- Writes clear reports, analyses, reviews, and other professional materials where he/she adequately integrates and synthesizes findings.



VI. ANALYTICAL AND RESEARCH WORK

Sub-area: RESEARCH OF EDUCATIONAL WORK

THE STUDENT SUPPORT STAFF MEMBER ...



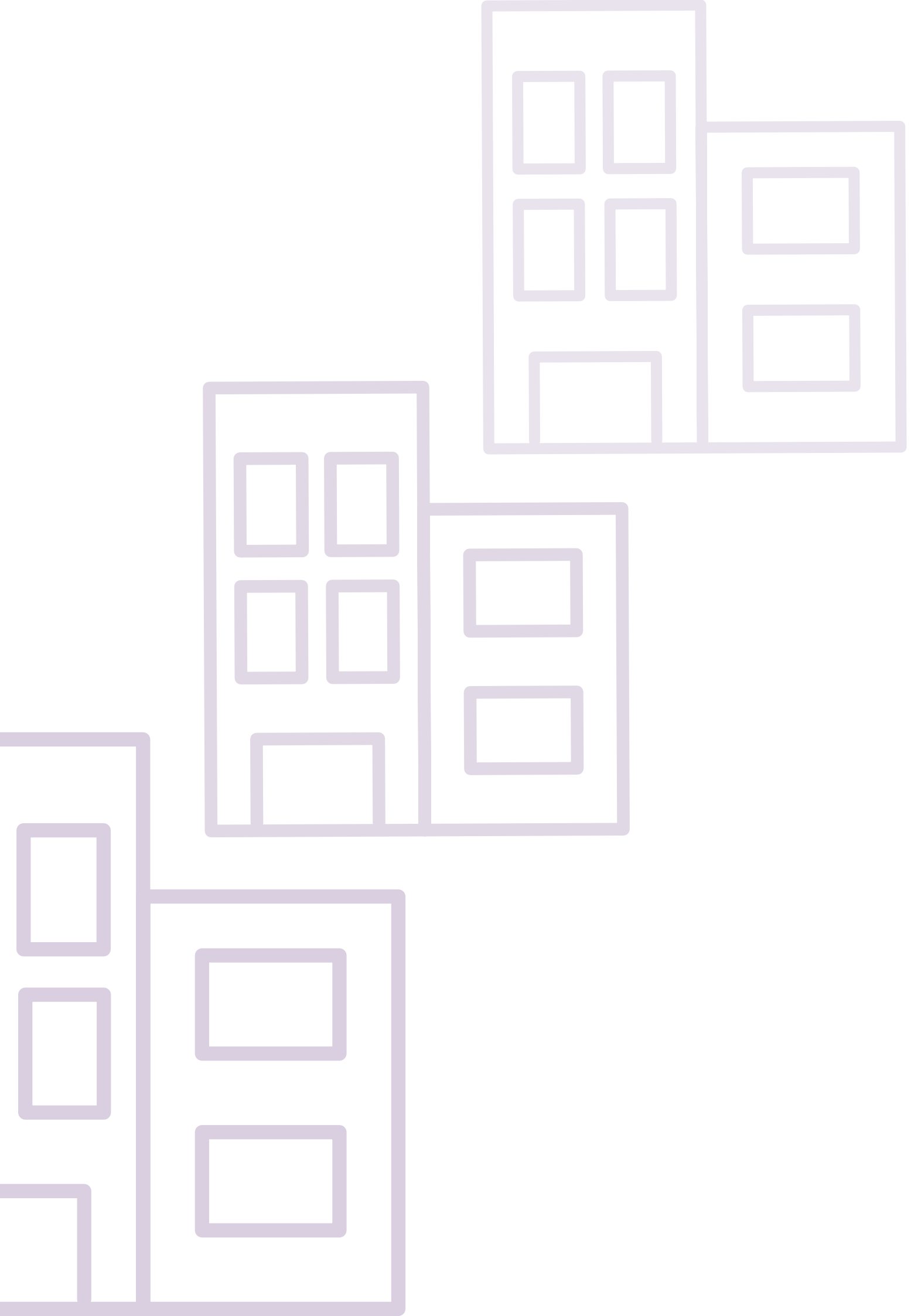
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Has basic knowledge of the methodology of research in education and basics of descriptive statistics. 2. Knows various techniques for collecting information on educational practice. 3. Knows the methods of quantitative and qualitative data analysis. 4. Knows the methods of adequate interpretation of and reporting on research results. 	<ol style="list-style-type: none"> 1.1 Advocates the promotion of educational work based on research and facts. 1.2 Analyzes and interprets data from the research conducted. 1.3 Uses research results in his/her own practice. 2.1 Conducts research on issues topical for the school. 3.1 Analyzes data from quantitative and qualitative research. 3.2 Uses statistical data processing programs. 4.1 Interprets data from different types of research.



EXAMPLES OF PROFESSIONAL PRACTICE



- Identifies problems whose solution requires research obtained data.
- Shares/presents information obtained through research to different users (staff, parents, community, professional bodies, competent institutions).
- Makes proposals and suggestions for practice improvement based on research findings.
- Makes research drafts and plans.
- Selects methods and develops tools adequate to the problem being researched.
- Conducts interviews, surveys, knowledge tests, systematic observations.
- Makes statistical data processing and analysis, and interprets the results thereof.
- Writes a report on the research conducted.



VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Competent student support staff possess knowledge and understanding of the educational and school system. they have extensive knowledge about the physical, social, emotional and cognitive development of children and follow the latest research and developments in their field.

Because of their position and the opportunity to have an insight into the overall work of the school, they are involved and intervene in almost all segments of school work, unite all school educational work stakeholders towards achieving common goals, follow the processes taking place, provide advice and recommendations for more successful work and participate in the design, development and evaluation of programs, procedures and practices that enable smooth operation and development of the school.

Their participation in school work is particularly noticed in terms of building a positive climate and creating a safe, secure, stimulating and effective environment for learning and development of students and their democratic participation in school life. In their work, they respect and apply the principles of non-discrimination, equality and fairness to all students. They strive for development and implementation of an inclusive policy in their work environment, and respect for multiculturalism as a basis for mutual respect.

Through their way of communication, ethical behavior, tolerance, cooperation with others and dedication to their work, they are positive role-models for both students and teachers.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the educational system, especially the educational sub-system in which he/she works, and the pieces of legislation that regulate such system.	1.1 Is guided by the general principles of the system of education and upbringing.
2. Understands modern educational trends.	1.2 Evaluates and assesses the work of the school.
3. Is informed on current developments in education in the country.	2.1 Follows the educational process and proposes measures for its improvement.
4. Knows the system of school's organization and operation.	3.1 Promotes innovation in educational work according to the principles of teaching and learning for the 21st century.
5. Is familiar with the documents governing the work of the school.	4.1 Promotes systematic approach and accountability in the operations of the school.
6. Knows school needs and priorities.	



EXAMPLES OF PROFESSIONAL PRACTICE



- Is involved in the school's self-evaluation process.
- Participates in the development of tools for self-evaluation of the school and his/her own work.
- Prepares and elaborates initiatives for modernization of educational work.
- Participates in drafting a Development Program and an Annual Work Program for the school.
- Participates in the organization of school work (timetable, calendar, student class distribution, planning and programming, etc.).
- Participates in the work of school professional bodies.
- Keeps records of his/her work with students and parents and keeps such records in a safe place.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION

THE STUDENT SUPPORT STAFF MEMBER ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the principles of creating a positive school climate.	1.1 Encourages cooperation among all stakeholders in the school to create a safe environment and positive climate.
2. Knows the importance of involvement of all students in the educational process.	1.2 Develops a sense of belonging, mutual respect and contribution to the school community.
3. Knows the conventions on children's rights and anti-discrimination.	2.1 Contributes to an inclusive school climate.
4. Knows about the possibilities of discrimination on any ground and dangers thereof.	3.1 Promotes values relating to the acceptance of diversity, tolerance and non-violent behavior.
5. Knows about the possibilities of occurrence of a gender unbalanced approach to male and female students and the dangers thereof.	4.1 Creates a climate of acceptance and non-discrimination.
6. Knows about possible threats to students' physical and psychological safety.	6.1 Identifies possible security threats specific to the school and particular school population.
7. Knows the importance of student participation in making decisions of interest to students' school life.	7.1 Fosters a sense of responsibility and commitment among students.
8. Understands the importance of providing an adequate atmosphere and conditions for free and constructive expression of students' opinions about school life.	8.1 Provides an adequate atmosphere and conditions for students' democratic participation in school life.
9. Knows the principles and mechanisms of students' democratic participation in school life, and of the establishment of a student community based on democratic foundations.	8.2 Helps students in the processes of information, formation and expression of opinions, decision-making and taking appropriate action on school life issues relevant to them and in their interest.
	9.1 Helps both students and teachers in the establishment of a student community based on democratic foundations.
	9.2 Promotes values pertaining to personal safety and security of others.





EXAMPLES OF PROFESSIONAL PRACTICE

- Initiates and implements activities to promote the achievements of staff and students.
- Is a member of the Team for Prevention of School Violence.
- Organizes students in joint activities where peer cooperation is accentuated.
- Develops programs related to social and educational inclusion.
- Participates in the organization of humanitarian aid actions for students from socially vulnerable groups.
- Identifies cases of discrimination and inequality at school and takes appropriate action.
- Prevents cases of discrimination at school.
- Sensitizes both teachers and students on gender equality.
- Takes actions to remove potential threats (proposes systemic measures, prevents, advises, etc.).
- Plans and organizes activities for students' democratic participation in school life and presents the effects thereof.
- Participates in the work of student organizations and clubs.
- By presenting scientific knowledge, sensitizes the school staff on the positive impact of free opinion expression over students' development.
- Performs analyses and makes suggestions to use various opportunities for student participation.
- Organizes debates, discussions, etc. on the topic of students' democratic participation.
- Works with individuals and groups of students to overcome barriers to their expression of opinion and participation.
- Participates in the organization and implementation of social activities at school.
- Works with class student communities at the school level.
- Participates in the work of student organizations and clubs.
- In situations of threats or endangering the health or safety of students, he/she provides them adequate advisory assistance.

PEDAGOGUE'S SPECIFIC COMPETENCES

WORK WITH STUDENTS

THE PEDAGOGUE primarily acts to create effective educational practice and to develop appropriate techniques and methods of improving the learning process. Respecting the individual needs and characteristics of students, the Pedagogue advises, educates and helps them to improve their way of learning and behavior. He/she implements practical methods and means of educational work with students, applies modern pedagogical models in different educational situations at the school, realizes advisory and educational work with students to overcome the causes of their learning and behavior problems, assists students in choosing their leisure activities according to their interests.

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE PEDAGOGUE...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the principles of work in workshops.	1.1 Has skills to moderate pedagogical workshops.
2. Is familiar with effective learning techniques.	2.1 Helps students to develop their skills for independent learning.
3. Knows adequate teaching strategies.	3.1 Selects and applies adequate teaching skills.



EXAMPLES OF PROFESSIONAL PRACTICE



- Implements workshops to improve student learning (e.g. learning styles, learning techniques, etc.).
- Individually and/or collectively teaches students how to learn.
- Prepares, adapts, proposes and implements appropriate teaching strategies.
- Participates in adapting the curricula to specific students according to their needs and abilities.

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE PEDAGOGUE... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows what development and situational crises are and knows ways of dealing with them.	1.1 Identifies and adequately responds to students' crisis situations.
2. Knows the principles, models and forms of using students' leisure time at school.	1.2 Uses strategies for dealing with inappropriate behavior of students.
3. Knows the principles, methods and means of upbringing work.	2.1 Supports the organization and realization of students' extracurricular activities at school.
	3.1 Has a skill to solve upbringing situations by applying modern pedagogical guidance models.



EXAMPLES OF PROFESSIONAL PRACTICE



- Helps students to cope with crisis situations (illness, death, divorce, domestic violence, etc.).
- Collects data on students' personal and social development (through observation, interviews, surveys, focus groups).
- Collects information on students' work and behavior by lesson observation.
- Implements workshops and other activities with students to prevent various issues related to their physical and mental health (e.g. addiction, diets, stress management, coping with violence, antisocial behavior, tackling discrimination, unwanted pregnancy, etc.).
- Intervenes in inappropriate student behavior.
- Informs students on extracurricular activities at school.
- Participates and assists in the identification of students' specific needs and interests for the realization of free activities at school.
- Participates in the identification of specific desires and interests of students to participate in extracurricular activities.
- Participates in the implementation of some of the extracurricular activities.
- Implements activities for practicing democracy at school.
- Counsels and monitors students by encouraging, prevention, persuasion, conviction and conversation.
- Uses restitution in educational work.

II. WORK WITH TEACHERS

THE PEDAGOGUE especially helps teachers in their: planning of curricular and extracurricular activities, whereby he/she takes as a basis the previous plans and results of student achievement, the instruction using appropriate modern methods, forms, activities, assets/resources and student assessment, in order to support learning, pedagogical record-keeping and paperwork, organization of teacher-parent meetings and teachers' self-evaluation.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE PEDAGOGUE...



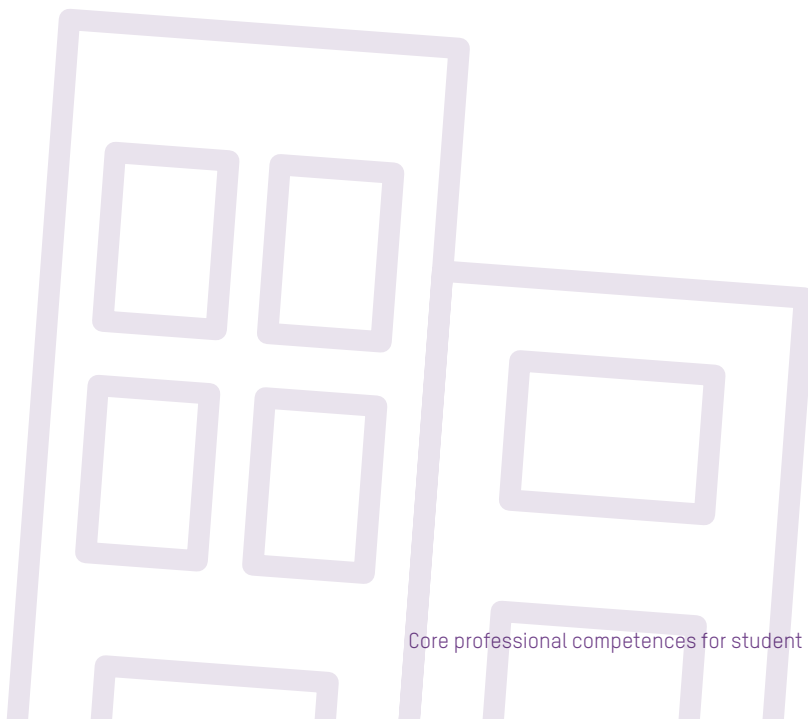
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the principles and methods of effective teaching.	1.1 Provides expert assistance in the preparation and implementation of interactive teaching.
2. Possesses knowledge of external and internal testing of student achievement.	2.1 Provides expert assistance in the preparation and implementation of external and internal testing of students' achievement.
3. Knows modern and different methods for monitoring and evaluation of students' abilities and limitations.	3.1 Helps teachers to choose and prepare tools for evaluation and self-evaluation of students' achievements and use them appropriately.
4. Is familiar with the prescribed standards of formative and summative assessment.	
5. Knows methodologies for textbook evaluation.	5.1 Evaluates textbook pedagogical aspects.
6. Is familiar with innovative teaching approaches.	6.1 Promotes innovative teaching approaches.
7. Is familiar with methods and techniques of support to teachers in their teaching work self-evaluation.	7.1 Promotes a culture of self-evaluation as a basis for improving the teaching.





EXAMPLES OF PROFESSIONAL PRACTICE

- Implements workshops and individual consultations to ensure students' active participation in teaching (e.g. asking questions, research, respect for students' interests, etc.).
- Informs teachers about different types of external testing (objectives, types of tasks, methods of implementation).
- Helps teachers to ensure that students gain experience in different types of exams (oral exams, tests, practice exams).
- Provides guidance on documenting students' achievements (group or individual consultation).
- Implements workshops on quality assessment.
- Provides guidance on the selection of methods appropriate for development and use of tools for evaluating students' achievement.
- Participates in working groups for selection of textbooks and other knowledge sources.
- Refers teachers to ways of using tools and procedures for textbook evaluation.
- Prepares and implements open classes in order to demonstrate modern forms and organization of teaching and learning, methods and means of work.
- Prepares teaching self-evaluation tools.
- Provides assistance and support to teachers in their teaching self-evaluation process.
- Instructs teachers how to use the results of their teaching self-evaluation.



II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT
FOR WORKING WITH STUDENTS

THE PEDAGOGUE...



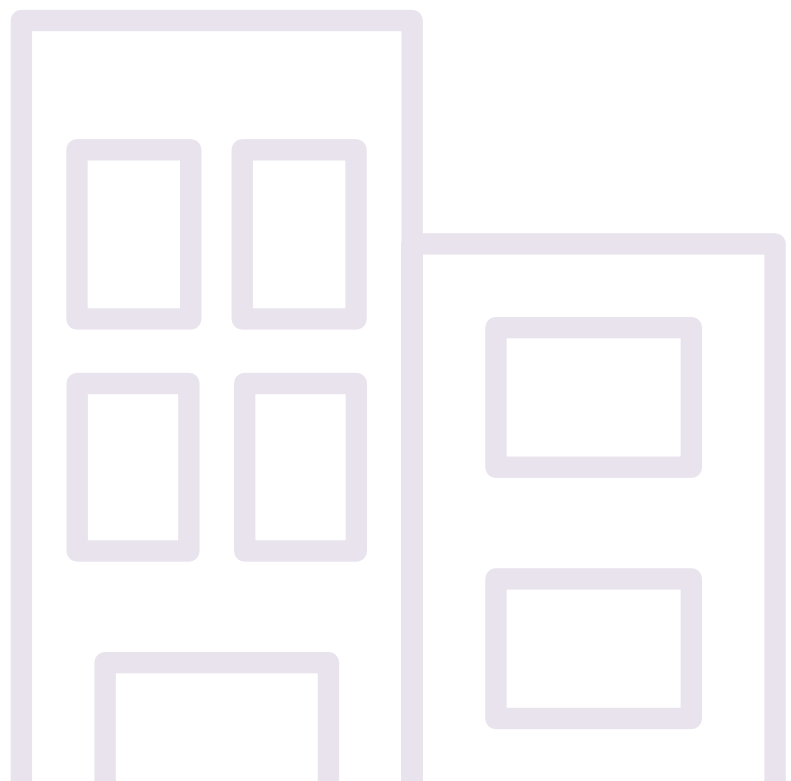
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none">1. Is familiar with procedures for identification of gifted students.2. Knows how to work with students with different personal characteristics.	<ol style="list-style-type: none">1.1 Matches students' characteristics with appropriate ways of work with students.



EXAMPLES OF PROFESSIONAL PRACTICE



- Advises teachers how to identify gifted students.
- Proposes or together with the teacher devises ways to encourage special abilities of gifted students and to motivate students to participate in contests and competitions of different types.
- Explains and demonstrates ways that can help students to use different approaches to learning.



III. WORK WITH PARENTS

THE PEDAGOGUE especially helps parents regarding the type and ways of support they should provide to their child in the learning process, so that the child can develop and use his/her potential, and in terms of raising children in the home (studying habits, use of leisure time, ways of communication with children).

III. WORK WITH PARENTS

Sub-area: INDIVIDUAL AND GROUP COUNSELING AND CONSULTATION WITH PARENTS

THE PEDAGOGUE...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows how to support parents in working with children with special educational needs. 2. Knows the forms and methods of effective parent counseling.	1.1 Helps parents of children with special educational needs to understand the situation of their children and give them the necessary assistance and support. 2.1 Uses different methods for individual and group parent counseling.



EXAMPLES OF PROFESSIONAL PRACTICE



- Informs parents of children with special educational needs about their rights, obligations and benefits they can get, and refers them to relevant institutions for help.
- Conducts individual consultations with parents to support children with special educational needs.
- Organizes and conducts group and individual counseling sessions with parents whose children face learning failure, irregular school attendance and misconduct.

IV. COOPERATION WITH THE COMMUNITY

In the focus of his/her cooperation, **THE PEDAGOGUE** has educational, health, social, scientific, cultural and other institutions that can contribute to better learning and development of students. He/she collaborates with scientific and educational institutions on research and introduction of innovative approaches in educational work.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH THE LOCAL COMMUNITY

THE PEDAGOGUE...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is informed about adequate companies where practical training can be implemented.	1.1 Matches students' characteristics with forms of practical training.



EXAMPLES OF PROFESSIONAL PRACTICE



- Is involved in the process of planning, organization and monitoring of practical training in vocational schools.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

THE PEDAGOGUE has a special role in developing a Program for Novice Teacher in the process of their mentoring. Pedagogues also monitor the effects and keep records of educational staff professional development.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE PEDAGOGUE...



A.	PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B.	PROFESSIONAL ABILITIES AND SKILLS
1.	Is familiar with the core professional competences for teachers.	1.1	Links professional development forms and content with competences required for teachers.



EXAMPLES OF PROFESSIONAL PRACTICE

- Keeps records of teachers' professional development.

VI. ANALYTICAL AND RESEARCH WORK

THE PEDAGOGUE primarily follows, analyzes and explores the educational process as understood in the broadest sense and based on analysis and research findings, proposes measures for improvement of teaching and other forms of educational work in the institution.

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: RESEARCH OF EDUCATIONAL WORK

THE PEDAGOGUE...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with the procedures of conducting action research in teaching.	1.1 Conducts action research to improve teaching.



EXAMPLES OF PROFESSIONAL PRACTICE



- Proposes action research to increase the effectiveness of teaching.
- Participates in action research in teaching.
- Interprets action research findings and proposes further activities.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE PEDAGOGUE has a particular role in the monitoring and promotion of teaching, manner of keeping pedagogical documentation, work with the student community, student organizations and clubs.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

THE PEDAGOGUE...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Knows how the teaching process should evolve. 2. Is familiar with the structure of pedagogical records and documentation and ways of maintaining such records. 	<ol style="list-style-type: none"> 1.1 Uses lesson observation tools and interprets the findings for the next class. develops teaching improvement strategies. 2.1 Organizes and/or implements periodical monitoring of pedagogical records and documents. 2.2 Participates in the enrollment of compulsory school-goers and formation of classes.



EXAMPLES OF PROFESSIONAL PRACTICE



- Observes lessons, analyzes the findings thereof and proposes measures relevant to the entire school.
- Follows the way of keeping pedagogical records and documents, and proposes improvement measures.
- Establishes procedures for recording and ensuring the enrollment of students.

PSYCHOLOGIST'S SPECIFIC COMPETENCES

WORK WITH STUDENTS

THE PSYCHOLOGIST primarily works with students on their emotional development, and on supporting and developing their positive personal characteristics and strengths. He/she recognizes, identifies and works with students who have emotional difficulties, problems with their behavior and adaptation to the environment, but also recognizes, identifies and works with gifted and talented students. To achieve these goals, specifically to better identify students' psychological characteristics, the Psychologist uses validated and standardized tests. Psychologists apply tests according to the Law of Psychological Activity. In doing so, they are guided by the best interests of students and they treat the information obtained through such tests with confidentiality, storing it in a secure place. For the purpose of students' optimal psycho-social development, psychologists organize workshops aimed at developing self-confidence, acceptance of responsibility for their own actions and dealing with various crisis situations.

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE PSYCHOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows validated techniques and strategies to assess and encourage cognitive development. 2. Knows counseling techniques. 3. Knows the principles of work in workshops.	1.1 Helps students to become aware of their own learning process and to develop skills for independent learning. 2.1 Uses student counseling approaches based on identifying students' strengths, developing students' potential and monitoring counseling effects. 3.1 Has the skills to moderate psychological workshops.



EXAMPLES OF PROFESSIONAL PRACTICE



- Assesses students' cognitive potential.
- Assesses psycho-social causes of learning failure.
- Participates in assessing students' preparedness for accelerated progress.
- Implements workshops and individual consultations on learning, etc.
- Implements individual and group counseling sessions with students facing learning failure.
- Implements workshops relevant to improvement of student learning (e.g. learning motivation, critical thinking, creative thinking, problem solving, etc.).



I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows what developmental and situational crises are and knows ways of dealing with them.	1.1 Identifies and appropriately responds to students' crisis situations.
2. Knows validated techniques and strategies to assess and improve students' socio-emotional functioning and students' mental health.	1.2 Uses strategies for dealing with inappropriate student behavior.
3. Knows how medications and drugs (chemical substances) affect the psycho-physical condition and behavior.	2.1 Assesses and monitors the social and personal development of students and provides support for their harmonious development.
	2.2 Contributes to students' personal and social growth and development.
	3.1 Contributes to prevention of addictions.



EXAMPLES OF PROFESSIONAL PRACTICE



- Helps students to cope with crisis situations (illness, death, divorce, domestic violence, etc.).
- Collects data on students' personal and social development (through observation, interviews, surveys, focus groups).
- Collects information on students' work and behavior through lesson observation.
- Implements workshops and other activities with students to prevent various issues related to physical and mental health (e.g. addiction, diets, stress management, coping with violence, antisocial behavior, tackling discrimination, unwanted pregnancy, etc.).
- Intervenes in inappropriate student behavior.
- Develops a strategy to support the psychological development of students, tailored to their specifics and the school.
- Uses personality assessment tests.
- Plans, organizes and conducts workshops on personal growth and development (e.g. self-awareness, self-confidence, awareness of one's rights and responsibilities, recognizing and dealing with emotions, etc.).
- Plans, organizes and conducts workshops on psycho-social skills (e.g. communication skills, conflict resolution, identification of problems and dealing with them, etc.).
- Plans, organizes and implements preventive workshops.
- Identifies and advises students who use psychotropic substances where to seek appropriate help and informs their parents and the relevant services.

I. WORK WITH STUDENTS

Sub-area: PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS

THE PSYCHOLOGIST...



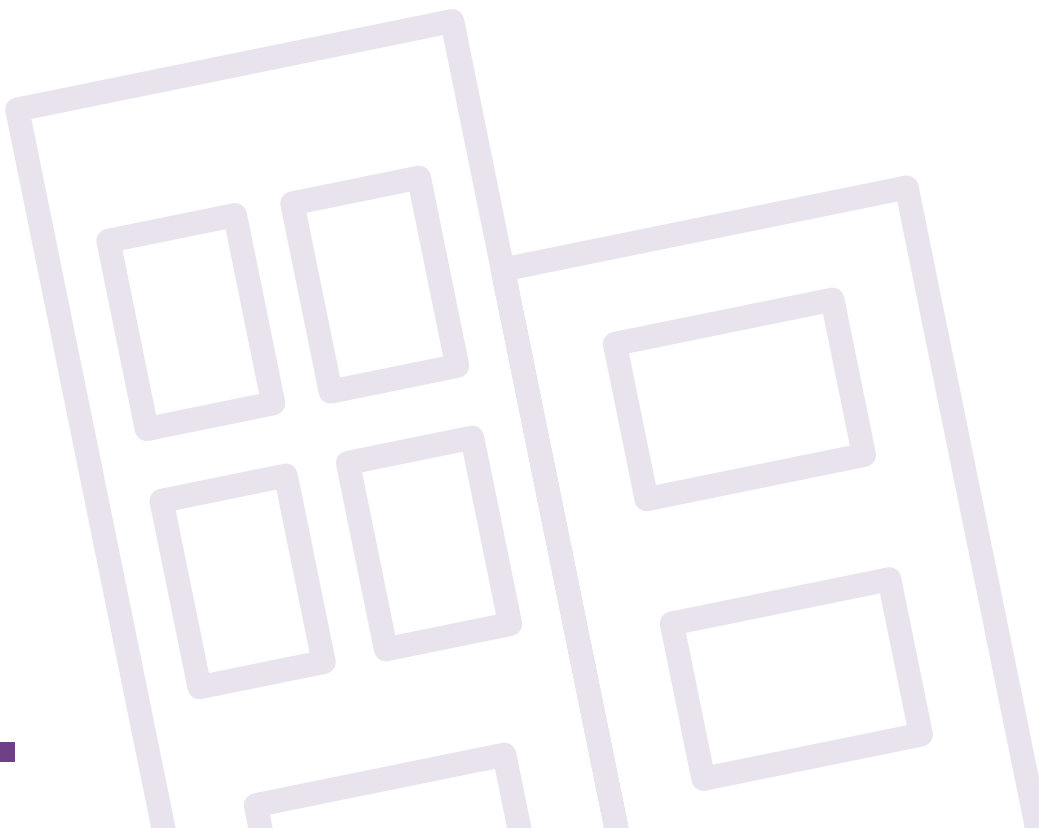
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows psychological measuring instruments used in professional orientation.	1.1 Checks students' general and specific abilities and professional interests. 1.2 Synthesizes the information obtained.



EXAMPLES OF PROFESSIONAL PRACTICE



- Uses tests for professional interests.
- Uses tests for general and special abilities.
- Presents the information in a way accessible to students.



II. WORK WITH TEACHERS

THE PSYCHOLOGIST especially helps teachers in their: working with students, so that they can progress according to their own potential, creating an appropriate work atmosphere, and establishing effective communication with students and among students in the process of teaching and learning.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF-EVALUATION

THE PSYCHOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the principles and methods of effective teaching.	1.1 Provides expert assistance in the preparation and implementation of interactive teaching.
2. Possesses knowledge of external and internal testing of student achievement.	2.1 Provides expert assistance in the preparation and implementation of external and internal testing of student achievement.
3. Knows modern and different methods of monitoring and evaluation and their possibilities and limitations.	3.1 Helps teachers to select and prepare tools for evaluation and self-evaluation of students' achievements and use them appropriately.
4. Is familiar with the prescribed standards of formative and summative assessment.	
5. Has knowledge of psychometrics.	5.1 Does psychometric analysis of knowledge tests.





EXAMPLES OF PROFESSIONAL PRACTICE



- Implements workshops and individual consultations to ensure students' active participation in teaching (e.g. asking questions, exploring, respect for students' interests, etc.).
- Informs teachers about the different types of external testing (objectives, types of tasks, methods of implementation).
- Helps teachers to make sure that students gain experience in different types of exams (oral exams, tests, practice exams).
- Provides guidance on documenting students' achievements (group or individual consultations).
- Implements workshops on quality assessment.
- Provides guidance on the selection of adequate methods for development and use of tools for students' achievement assessment.
- Provides guidance (individual or group consultations) to improve tests based on psychometric analysis.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS

THE PSYCHOLOGIST... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Knows procedures for identification of gifted students. 2. Knows how to work with students with different personal characteristics. 	<ol style="list-style-type: none"> 1.1 Matches students' characteristics with adequate ways of work with students. 1.2 Synthesizes the received information.



EXAMPLES OF PROFESSIONAL PRACTICE



- Advises teachers how to identify gifted students.
- Proposes or together with the teacher devises ways to encourage the special abilities of gifted students and to motivate such students to participate in contests and competitions of different types.
- Explains and demonstrates the ways that can help students to use different approaches to learning.

III. WORK WITH PARENTS

THE PSYCHOLOGIST especially helps parents to recognize and understand their child’s developmental and individual needs, crises in learning and behavior faced by their child, advises them how to develop the necessary skills and ways of communication with children and refers them to the type and ways of providing psycho-social development support.

III. WORK WITH PARENTS

Sub-area: INDIVIDUAL AND GROUP COUNSELING AND CONSULTATION WITH PARENTS

THE PSYCHOLOGIST... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Knows how to support parents in working with children with special educational needs. 2. Knows the forms and methods of effective parent counseling. 	<ol style="list-style-type: none"> 1.1 Helps parents of children with special educational needs to understand the situation of their children and give them the necessary assistance and support. 2.1 Uses different methods for individual and group counseling of parents.



EXAMPLES OF PROFESSIONAL PRACTICE



- Informs parents of children with special educational needs about their rights, obligations and benefits they can get, and refers them to relevant institutions for help.
- Implements individual consultations with parents to support children with special educational needs.
- Organizes and conducts group and individual counseling with parents whose children face learning failure, irregular school attendance and misconduct.

III. WORK WITH PARENTS

Sub-area: INCLUSION OF PARENTS
IN THE LIFE AND WORK OF THE SCHOOL

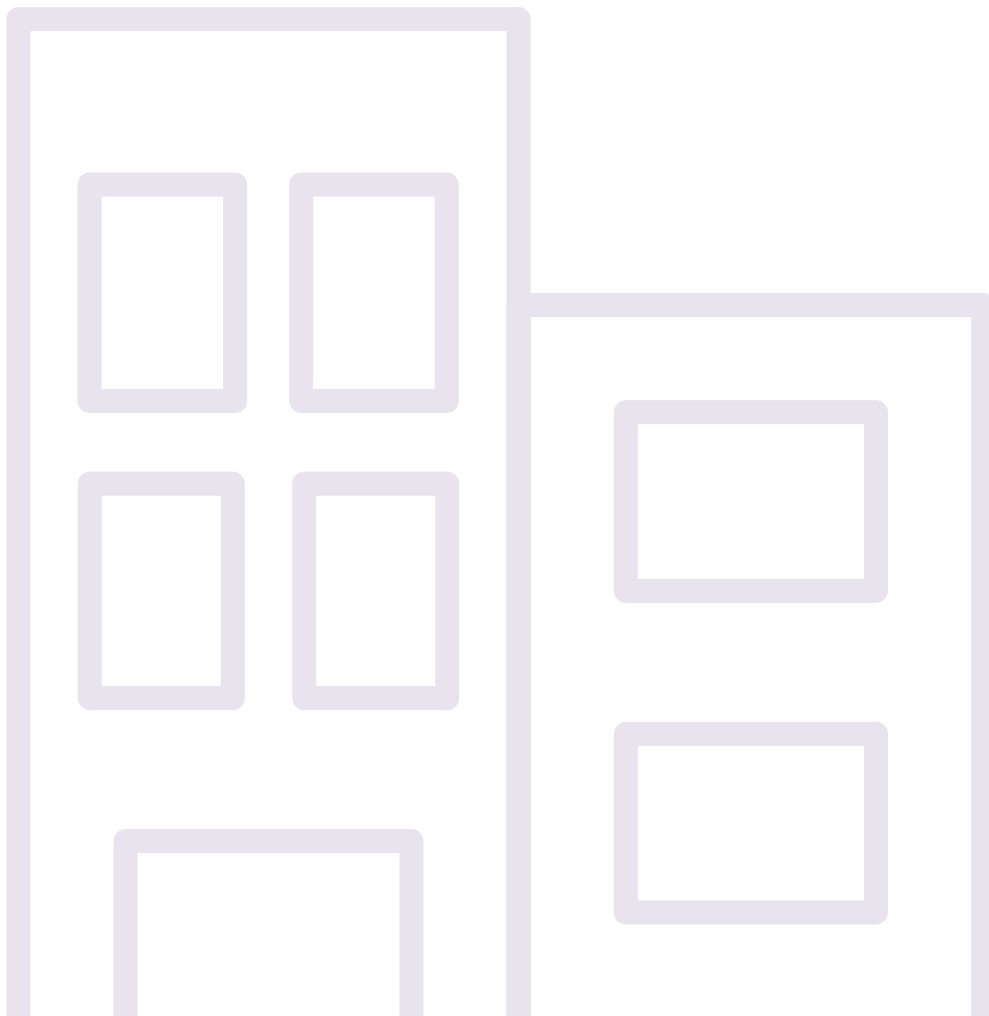
THE PSYCHOLOGIST... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the importance of cooperation with the family for the prevention of negative influences among youth.	1.1 Develops strategies to prevent potential negative influences of the environment on the youth.



EXAMPLES OF PROFESSIONAL PRACTICE

- Together with parents, takes preventive measures to prevent the negative influence of the environment on the youth, and to overcome any difficulties, etc.



IV. COOPERATION WITH THE COMMUNITY


In the focus of his/her cooperation, **THE PSYCHOLOGIST** has educational, health, social, scientific, cultural and other institutions that can contribute to better learning and development of students. Psychologists collaborate with scientific and educational institutions on research and introduction of innovative approaches in educational work.


IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH THE LOCAL COMMUNITY

THE PSYCHOLOGIST... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is informed about the adequate companies where practical training can be implemented.	1.1 Matches student' characteristics with forms of practical training.



 **EXAMPLES OF PROFESSIONAL PRACTICE**

- Is involved in the process of planning, organization and monitoring of practical training in vocational schools.
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V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

THE PSYCHOLOGIST has a special role in developing a Program for Novice Teacher in the process of their mentoring. Psychologists also monitor the effects and keep records of educational staff professional development.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE PSYCHOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with the core professional competences for teachers.	1.1 Links professional development forms and content with competences required for teachers.



EXAMPLES OF PROFESSIONAL PRACTICE



- Keeps records of teachers' professional development.

VI. ANALYTICAL AND RESEARCH WORK

THE PSYCHOLOGIST analyzes and researches the climate in the institution, monitors and analyzes the development of students and makes assessment for their better understanding and taking appropriate measures. He/she often uses standardized psychological measurement instruments and procedures to assess the abilities and other traits of student's personality.

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: RESEARCH OF EDUCATIONAL WORK

THE PSYCHOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the possibilities and limitations of different personality tests and knowledge tests.	1.1 Properly uses psychological tests and interprets test results.
2. Knows psychometric standards.	2.1 Respects psychometric standards in the selection and preparation of measurement instruments.
3. Is familiar with the procedures for conducting action research in education.	3.1 Conducts action research in designing programs for improving students' learning and mental health.



EXAMPLES OF PROFESSIONAL PRACTICE



- Performs measurements of students' psychological characteristics to research their linkage with students' learning and behavior.
- Identifies and proposes action research to improve students' learning and mental health.
- Implements and/or participates in action research.
- Interprets action research findings and suggests appropriate programs/activities.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE PSYCHOLOGIST has a primary role in: building preventive programs that promote mental and physical health of students and their democratic participation at school, the intervention in school crisis situations, provision of psycho-social and emotional support to everyone involved in the educational process.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

THE PSYCHOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows how the teaching process should evolve. 2. Knows how to properly use psycho-diagnostic instruments.	1.1 Uses lesson observation tools and interprets the findings for the next class, develops teaching improvement strategies. 1.2 Develops strategies for improvement of the instruction. 2.1 Selects and uses those psycho-diagnostic instruments that are appropriate for school work.



EXAMPLES OF PROFESSIONAL PRACTICE



- Observes lessons, analyzes the findings thereof and proposes measures relevant to the entire school.
- Keeps psychological tests and results thereof in a safe place.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL CLIMATE, SAFE ENVIRONMENT
AND DEMOCRATIC PARTICIPATION

THE PSYCHOLOGIST...



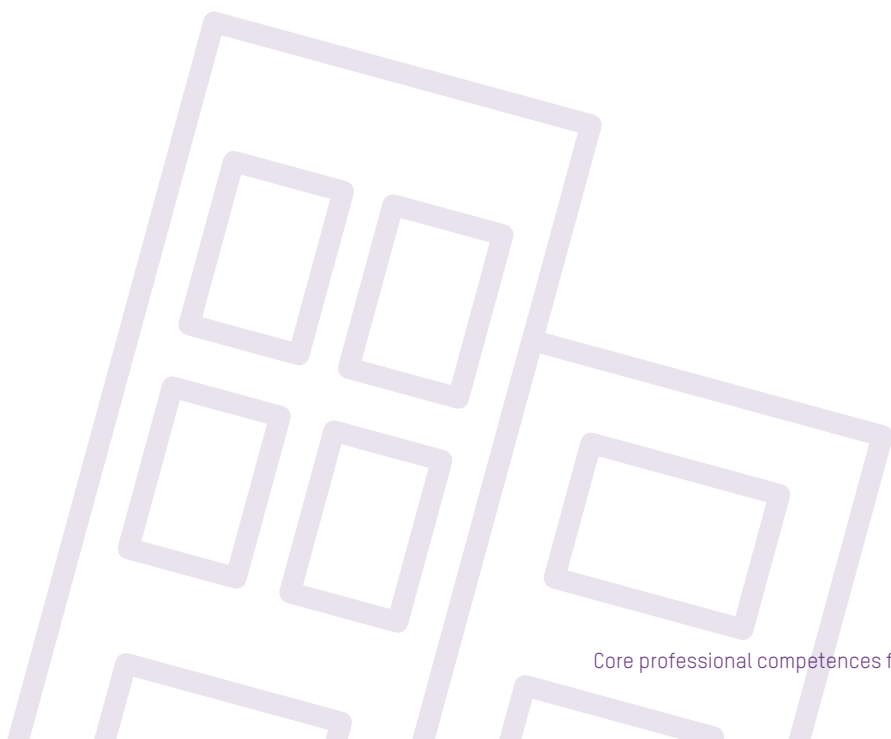
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows different ways to deal with crisis situations at school.	1.1 Uses mechanisms, techniques and strategies for crisis intervention at school. 1.2 Uses conflict resolution skills and develops them in students.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in the development of prevention programs (e.g. strengthening of self-confidence and self-esteem, prevention of undesirable behaviors, learning the social skills, motivation for learning, etc.) for all students, especially those from vulnerable groups.
- Implements workshops on gender equality with both teachers and students.
- In situations of threats or endangering the health or safety of students, he/she gives them appropriate counseling assistance and psycho-social and emotional support.
- Suggests ways and intervenes in resolving conflicts.



SOCIOLOGIST'S SPECIFIC COMPETENCES

WORK WITH STUDENTS

THE SOCIOLOGIST primarily works with students in terms of their socialization, socializing and developing positive values in them. He/she follows, identifies and works with students who have difficulties adapting and accepting the environment, and properly using their leisure time and adapting to the norms of behavior. The Sociologist helps students to get and show greater sensitivity to cultural differences at school, thus leading to ethnocentrism reduction and better mutual understanding. The Sociologist helps students in their interaction, in particular helping them to have successful mutual communication and communication between students and teachers. Within his/her research of reality, the Sociologist also involves students in order for them to develop their teamwork skills and thereby perceive the complexity of society and social phenomena. For this purpose, the Sociologist organizes professional conferences for the students, on topics relevant to their development (such as seminars on cultural diversity, causes and consequences of addiction, modern technology crime, violence, etc.). He/she organizes social activities for students both in the school and out of it, works to improve relations between students of different ethnicities and marginalized groups, and to strengthen cooperation among students.

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENTS' LEARNING

THE SOCIOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows social factors that affect students' learning and achievement. 2. Knows about socio-pathological phenomena among young people.	1.1 Identifies students from socially vulnerable groups and provides them learning support. 2.1 Identifies and assesses students with socio-pathological behavior at school and provides them with adequate support.



EXAMPLES OF PROFESSIONAL PRACTICE



- Organizes various forms of socialization of students (e.g. extra-curricular activities for socializing).
- Informs students about certain phenomena of social life and refers them to the right information and sources thereof.
- Monitors, identifies and works with students who have problems with planning their leisure time, adaptation and anti-social behavior.
- Prepares and implements programs to assist students with asocial and deviant behavior.



I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows what developmental and situational crises are and knows ways of dealing with them.	1.1 Identifies and adequately responds to students' crisis situations.
2. Knows the principles, models and forms of using students' leisure time at school.	1.2 Uses strategies for dealing with inappropriate behavior of students.
3. Knows the importance of structuring one's free time for a positive personality development.	2.1 Supports the organization and realization of students' extracurricular activities at school.
4. Knows the principles, models and forms of using students' leisure time in and out of school.	3.1 Motivates students to actively use their free time.
	4.1 Supports the organization and realization of students' extracurricular activities in and out of school.



EXAMPLES OF PROFESSIONAL PRACTICE



- Helps students to cope with crisis situations (illness, death, divorce, domestic violence, etc.).
- Collects data on students' personal and social development (through observation, interviews, surveys, focus groups).
- Collects information on students' work and behavior by lesson observation.
- Implements workshops and other activities with students to prevent various issues related to their physical and mental health (e.g. addiction, diets, stress management, coping with violence, antisocial behavior, tackling discrimination, unwanted pregnancy, etc.).
- Intervenes in inappropriate student behavior.
- Informs students on extracurricular activities at school.
- Participates and assists in the identification of students' specific needs and interests for the realization of free activities at school.
- Participates in the identification of specific desires and interests of students to participate in extracurricular activities.
- Participates in the implementation of some of the extracurricular activities.
- Helps students to plan and effectively use their leisure time.
- Organizes various forms of student socialization (extracurricular activities for socializing).
- Informs students about extracurricular activities in and out of school.
- Participates and assists in the identification of students' specific needs and interests for realization of free activities in and out of school.
- Participates in the identification of students' specific needs and interests to participate in extracurricular activities in and out of school.
- Participates in the realization of some of extracurricular activities in and out of school.

II. WORK WITH TEACHERS

THE SOCIOLOGIST especially contributes to: the improvement of teachers' work in planning and organizing extracurricular activities, work with social organizations (for Children, Youth, the Red Cross, Scout Association), cooperation with the local community, manufacturing and other community work at school and outside, cooperation with business entities, support for the work of students' community, cooperation with parents, etc.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE SOCIOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the potentials and risks in the learning of students with different socio-cultural backgrounds.	1.1 Helps teachers in their planning to take care of social and cultural characteristics of students' environment and families.
2. Knows the potentials of different extracurricular activities.	2.1 Helps teachers in planning and organizing curricular and extracurricular activities, social organization, cooperation with the local community, social function and operation of the school community, cooperation with parents, etc.



EXAMPLES OF PROFESSIONAL PRACTICE



- Implements workshops or provides individual support to teachers regarding different ways of collecting data on student's social status (living conditions, learning, opportunities for progress).
- Together with teachers, prepares programs for extracurricular activities, cooperation with social organizations, parents.
- Participates in the organization of extracurricular activities.
- Develops tools for monitoring and evaluation of work in curricular and extracurricular activities, social organizations, school community, cooperation with parents.

III. WORK WITH PARENTS

THE SOCIOLOGIST specifically works with parents of students who have problems with socialization, deviant behaviors, disturbed relations with other students and teachers, and advises parents on appropriate ways to deal with such situations and cooperate with the school and relevant institutions.

III. WORK WITH PARENTS

Sub-area: **INDIVIDUAL AND GROUP COUNSELING AND CONSULTATION WITH PARENTS**

THE SOCIOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows how to examine and assess the family environment of the child.	1.1 Assists parents to identify, monitor and address their children’s socio-pathological situations. 1.2 Promotes a healthy lifestyle in the family.



EXAMPLES OF PROFESSIONAL PRACTICE



- Follows and records family situations of students at risk, (i.e. unfavorable) for their development.
- Advises parents on possible ways of solving their socio-pathological situations.
- Together with parents, takes preventive measures to prevent the negative influence of the community on young people and to overcome the difficulties faced.

III. WORK WITH PARENTS

Sub-area: INCLUSION OF PARENTS
IN THE LIFE AND WORK OF THE SCHOOL

THE SOCIOLOGIST... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

1. Understands the importance of cooperation with the family for the prevention of negative influences among youth.

B. PROFESSIONAL ABILITIES AND SKILLS

- 1.1 Develops strategies to prevent potential negative influences of the environment on the youth.

EXAMPLES OF PROFESSIONAL PRACTICE

- Together with parents, takes preventive measures to prevent the negative influence of the environment on the youth and to overcome the difficulties faced, etc.

IV. COOPERATION WITH THE COMMUNITY

THE SOCIOLOGIST primarily collaborates with other professionals, educational institutions, Centers for Social Work, the police, health care institutions, homes for children and youth, sports, humanitarian, non-governmental and other organizations, youth offices and other NGOs and organizations dealing with youth leisure time organization, addictions, prevention of deviant behavior (alcohol, drugs, theft, prostitution, etc.).

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH THE LOCAL COMMUNITY

THE SOCIOLOGIST... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the functional relationships and conflicts of both the school and community.	1.1 Is aware of the influence of home and community on both students and the school.



EXAMPLES OF PROFESSIONAL PRACTICE

- Cooperates with relevant institutions to prevent deviant behavior at school.
- Cooperates with the local community on organized use of free time.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE SOCIOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with the core professional competences for teachers.	1.1 Links professional development forms and content with competences required for teachers.



EXAMPLES OF PROFESSIONAL PRACTICE

- Keeps records of teachers' professional development.



VI. ANALYTICAL AND RESEARCH WORK

THE SOCIOLOGIST collects and analyzes data through which he/she identifies typical situational crisis difficulties and conflicts in the school environment, sociological reasons for the failure of students, difficulties in students' adjustment, examines and studies the prejudices and stereotypes, public opinion in the school, the influence of the media, explores students' socio-cultural needs, the contents of students' activities during leisure time and other sociological phenomena relevant to school life and work.

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: RESEARCH OF EDUCATIONAL WORK

THE SOCIOLOGIST...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with the methodology of sociological research in education.	1.1 Identifies issues relevant to the school and explores them. 1.2 Uses sociological research results in his/her own practice.



EXAMPLES OF PROFESSIONAL PRACTICE



- Conducts research on the position of the individual in the collective. performs action research. explores the reasons for disrupted communication between student-student, student-teacher, teacher-parent. explores the causes of violent behavior, the negative influence of mass media, etc.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE SOCIOLOGIST plays an important role in building a sense of belonging to the school and contributes to its reputation through his/her activities and strengthening the school climate.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

THE SOCIOLOGIST... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with the structure of pedagogical records and documents and ways of maintaining such records.	1.1 Organizes and/or implements periodical monitoring of pedagogical records and documents. 1.2 Participates in the enrollment of compulsory school-goers and formation of classes.



EXAMPLES OF PROFESSIONAL PRACTICE

- Follows the way of keeping pedagogical records and documents, and proposes improvement measures.
- Establishes procedures for recording and ensuring the enrollment of students.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL CLIMATE, SAFE ENVIRONMENT
AND DEMOCRATIC PARTICIPATION

THE SOCIOLOGIST... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

1. Knows the importance of involving all students in the educational process.

B. PROFESSIONAL ABILITIES AND SKILLS

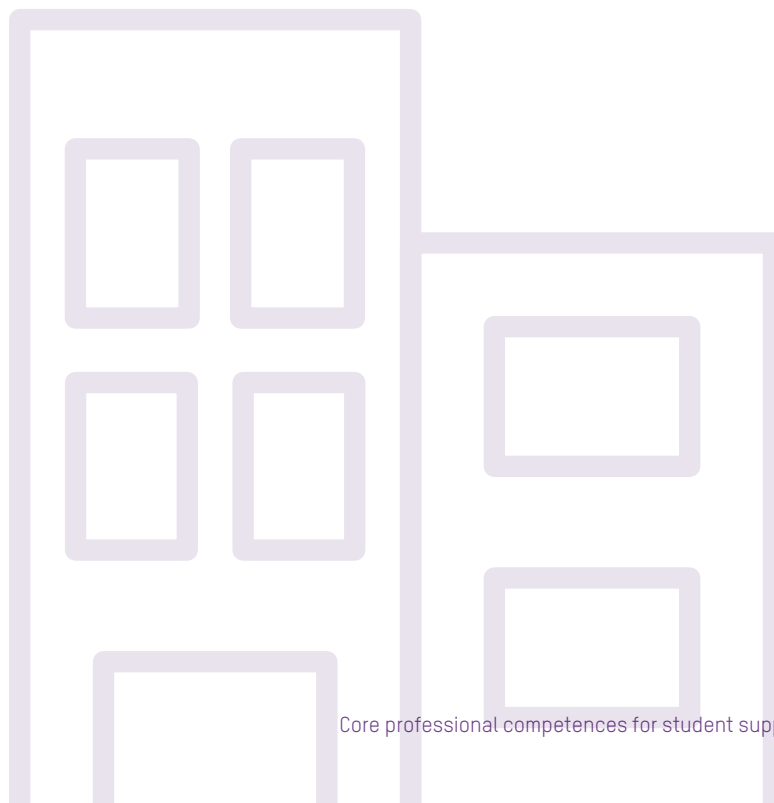
- 1.1 Takes care of the inclusion of students with deviant behavior in activities in and out of school.



EXAMPLES OF PROFESSIONAL PRACTICE



- Informs and advises students from socially vulnerable groups to engage in the work of student communities.
- Helps student communities to make sure that in their work they include students representing the general composition (ethnic, social, etc.) of students.



SOCIAL WORKER'S SPECIFIC COMPETENCES

WORK WITH STUDENTS

THE SOCIAL WORKER is mainly focused on working with students from socially vulnerable groups in order to provide them help, support and integration in the school environment and broader community. The Social Worker works on detection/identification of students in whose cases adverse social conditions in the environment are reflected on students' educational achievement and he/she works to overcome them. He/she conducts individual and group social work with students at social risk and with social problems, as well as social work in the local community in order to provide the necessary support and resources for these students and their families. At the same time, he/she creates and implements programs for social prevention on primary, secondary and tertiary level, in order to prevent social problems among students. He/she also acts as a collaborator and advisor of the expert team and school administration for the purpose of meeting students' social needs.

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE SOCIAL WORKER... 

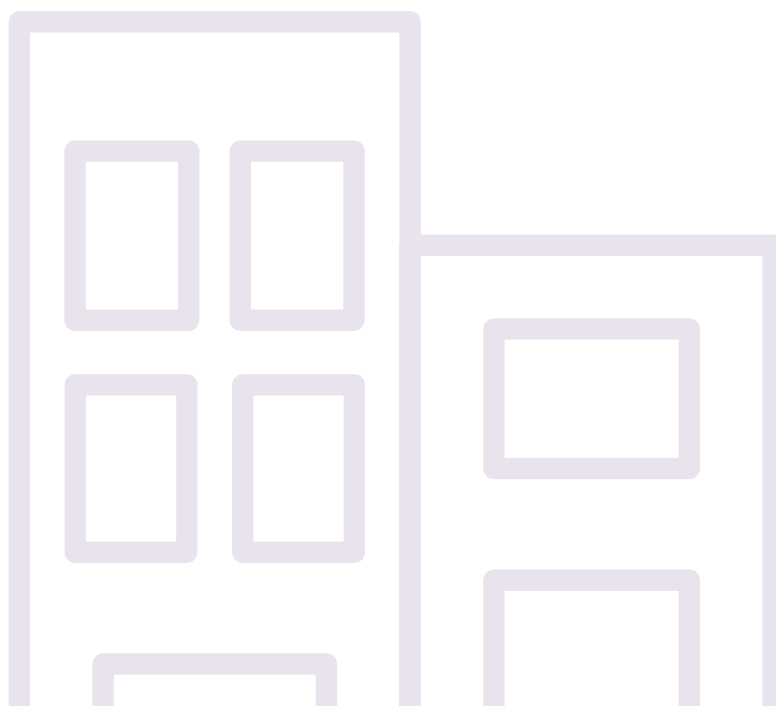
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands human relations, interactions and the impact of social situations on the functioning of the individual. 2. Knows the methods of social work with individuals and social work in the local community.	1.1 Avails of skills for identification and recording of students at social risk with learning difficulties. 2.1 Has skills for identification, organization and utilization of available resources in the school and external environment in order to improve students' educational achievement.



EXAMPLES OF PROFESSIONAL PRACTICE



- Keeps records of and provides help and support for students whose adverse social conditions negatively impact their learning achievement.
- Organizes and implements activities to support students from socially vulnerable groups.
- Initiates support and assistance to students with learning difficulties and poor achievement in cooperation with teachers for additional classes, other students for mentoring support, local community organizations for educational support to students from socially vulnerable groups, Center for Social Work, in order to enhance the social situation of the student, and thus, their learning opportunities.



I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE SOCIAL WORKER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows what developmental and situational crises are and knows ways of dealing with them.	1.1 Identifies and adequately responds to students' crisis situations.
2. Knows about the influence of the family on students' development.	1.2 Uses strategies for dealing with inappropriate behavior of students.
3. Knows systemic approaches and methodologies for social work with an individual, group social work and local community social work.	2.1 Works on the integration of students from different socio-cultural environments.
4. Is familiar with the basics of social work in crisis situations.	3.1 Represents the rights and interests of socially vulnerable students and connects them with the necessary resources to meet their social protection needs.
5. Is familiar with methods for implementation of social prevention programs.	4.1 Provides direct services to improve the social situation of the families students come from.
6. Is familiar with problem-oriented approaches in social work (problem-solving approach, task-oriented approach, solution-focused approach).	5.1 Has skills and applies techniques for assessment, planning and direct and indirect intervention on the student and his/her environment.





EXAMPLES OF PROFESSIONAL PRACTICE

- Helps students to cope with crisis situations (illness, death, divorce, domestic violence, etc.).
- Collects data on students' personal and social development (through observation, interviews, surveys, focus groups).
- Collects information on students' work and behavior by lesson observation.
- Implements workshops and other activities with students to prevent various issues related to their physical and mental health (e.g. addiction, diets, stress management, coping with violence, antisocial behavior, tackling discrimination, unwanted pregnancy, etc.).
- Intervenes in inappropriate student behavior.
- Collects data on students and the conditions in which they live, analyzes and suggests their possible effects on students' learning and behavior.
- With classes and other forms of organization of students, works on accepting the students from socially vulnerable groups.
- Examines students' social conditions.
- Develops a social map of the class.
- Identifies socially vulnerable students and helps them to engage in the educational process.
- Identifies and records students who live in adverse social conditions (students from poor families, families with a problem of unemployment, single parent families, marginalized and discriminated families, migrant families, dysfunctional families, students without parents and parental care, delinquent students, students from families with housing problems and a number of other social problems).
- Applies methods of individual and group social work, support and assistance to students with impairments in their social development where the unfavorable social conditions resulted in problems with socialization or conditioned the emergence of social problems (delinquency, addictions, prostitution, etc.).
- Encourages the formation of support groups among students with similar difficulties and problems.
- Creates and implements programs for prevention of social problems among all students.

II. WORK WITH TEACHERS

THE SOCIAL WORKER especially helps teachers in: ensuring adequate involvement and working with students from socially vulnerable groups and supporting their families.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE SOCIAL WORKER...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the potentials and risks in the learning of students with different socio-cultural backgrounds.	1.1 Helps teachers while planning to take care of social and cultural characteristics of students' environment and families.



EXAMPLES OF PROFESSIONAL PRACTICE



- Implements workshops or provides individual support to teachers regarding different ways of collecting data on student's social situation (living conditions, learning, opportunities for progress).

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT
FOR WORKING WITH STUDENTS

THE SOCIAL WORKER...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows techniques of mediation and conflict resolution in social work.	1.1 Has skills in advocacy, consultation, counseling and mediation in social work.



EXAMPLES OF PROFESSIONAL PRACTICE



- Conducts advisory and consultative work with teachers for more efficient work with students at social risk.
- Includes teachers in the implementation of social prevention programs.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT
FOR WORKING WITH PARENTS

THE SOCIAL WORKER...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows techniques of mediation and conflict resolution in social work with parents.	1.1 Has skills for consultation, counseling and mediation with parents from families at social risk.



EXAMPLES OF PROFESSIONAL PRACTICE



- Implements advisory and consultative work with teachers in order to adopt an adequate approach to parents and prevent difficulties in socialization that occur in families at social risk.
- Performs advisory and consultative work with teachers for more effective work with parents of students from families with social problems.
- Includes teachers in the implementation of social prevention programs with parents.
- Mediates in dealing with conflicts between a teacher and a parent/group of parents.

III. WORK WITH PARENTS

THE SOCIAL WORKER especially works with parents from socially vulnerable groups, helping them to realize their rights to social protection and to establish a network of social support, as well as to maintain adequate communication and cooperation with the school. He/she also works on the implementation of social prevention programs intended for parents.

III. WORK WITH PARENTS

Sub-area: INDIVIDUAL AND GROUP COUNSELING AND CONSULTATION WITH PARENTS

THE SOCIAL WORKER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with approaches to working with families and individual cases.	1.1 Provides social support to families. 1.2 Represents the rights and interests of parents to students from families at social risk and connects families with the necessary resources. 1.3 Has skills to assess, plan and directly or indirectly intervene in families at social risk, and uses appropriate techniques (eco-map, gene-gram, culture-gram, etc.).



EXAMPLES OF PROFESSIONAL PRACTICE



- Uses methods of individual and group social work with parents of students from families at social risk who need additional support in their learning and have socialization problems.
- Encourages the formation of self-help groups among parents who face similar social difficulties.
- Helps in the realization of social rights and benefits from the social security system.
- Implements social prevention programs for parents.
- Performs counseling of parents and if necessary, refers them to professional services in the field of social protection.
- Initiates and manages counseling centers for parents or family centers for parent support.
- Performs professional inspection of the home of families of students who show early signs of social problems or are already facing a social problem.

III. WORK WITH PARENTS

Sub-area: TRAINING OF PARENTS

THE SOCIAL WORKER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Recognizes the role of education of parents to improve students' educational achievement and prevent social problems.	1.1 Creates, implements and evaluates programs in the area of social prevention.



EXAMPLES OF PROFESSIONAL PRACTICE



- Organizes debates on topical social issues.
- Organizes and involves parents in workshops to identify/overcome social risks and their impact on children's learning development.

III. WORK WITH PARENTS

Sub-area: INCLUSION OF PARENTS
IN THE LIFE AND WORK OF THE SCHOOL

THE SOCIAL WORKER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the modalities of cooperation between the school and family.	1.1 Motivates and involves parents from families at social risk in the work of the school.



EXAMPLES OF PROFESSIONAL PRACTICE



- Helps to ensure the cooperation of parents through the involvement of their representatives in various working and other bodies and school boards.
- Advocates for parents from families at social risk to be adequately involved in the work of the school.
- Helps to ensure continuous improvement of the cooperation between students' families and the school.

IV. COOPERATION WITH THE COMMUNITY

THE SOCIAL WORKER cooperates with: the Center for Social Work, sports, humanitarian, non-governmental and other organizations, social and health institutions, religious organizations, the private sector, the police and municipality in order to provide assistance and support to students and their families in a social need situation and support of program activities realized by the social worker at the school. By applying the methods of social work in the local community, he/she animates the community, mobilizes support and develops cooperation between the local community and the school.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH THE LOCAL COMMUNITY

THE SOCIAL WORKER...



A.	PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B.	PROFESSIONAL ABILITIES AND SKILLS
1.	Knows the methodology of social work in the local community.	1.1	Uses different models of social work in the local community (social development, social planning, social action and empowerment).



EXAMPLES OF PROFESSIONAL PRACTICE



- Works with the local community to meet the social protection needs of socially vulnerable categories of students and their families.
- Works on the initiation and establishment of cooperation, negotiation, advocacy, community activation, mobilization of resources, initiating joint projects regarding the needs for implementation of social nature program activities in the school.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH PROFESSIONAL INSTITUTIONS AND ORGANIZATIONS

THE SOCIAL WORKER...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Has knowledge in the area of network social work.	1.1 Is able to establish network cooperation with external organizations and institutions.



EXAMPLES OF PROFESSIONAL PRACTICE



- Cooperates with the municipal government to provide assistance and support to socially vulnerable students and to involve the municipal administration in the support of programs implemented by the social worker at the school.
- Collaborates with the Center for Social Work to provide specialized and professional assistance to students and families with social problems.
- Collaborates with social institutions (homes for children without parents and parental care, homes for educationally neglected children, etc.).
- Cooperates with the religious and private sector to provide support for school program activities for students from families at social risk.
- Cooperates with NGOs that carry out social programs, in order to include students in them, and to involve NGOs in the implementation of preventive programs implemented by the social worker at the school.



VI. ANALYTICAL AND RESEARCH WORK

THE SOCIAL WORKER, through the implementation of qualitative and quantitative social research, gathers data used to perceive the social composition of students and analyze the relations and influences between social factors and student progress. He/she analyzes the social situation at the institution in order to determine the possible causes of some educational problems and the failure of individual students, and proposes measures for their overcoming.

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: RESEARCH OF EDUCATIONAL WORK

THE SOCIAL WORKER... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the basics of research methodology of social work in education.	1.1 Has skills to implement qualitative and quantitative social research. 1.2 Has skills to develop tools required for the implementation of social research.



EXAMPLES OF PROFESSIONAL PRACTICE



- Follows and examines the reasons for behavior problems, educational neglect, lack of discipline and student failure, which are conditioned by the family and social status.
- Prepares tools (questionnaires, checklists, etc.) and conducts action research regarding social work in education.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE SOCIAL WORKER contributes to building a positive climate in the school through programs for enrichment of school social life, as well as to ensure social inclusion on an equal basis without discrimination on any ground for all students. He/she also engages in making proposals and recommendations for systemic changes in the school operation where such operation negatively impacts the school social climate, socialization of students and their educational achievement.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

THE SOCIAL WORKER...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with the basics of planning, programming and evaluation of social work in schools.	1.1 Uses techniques for programming and evaluation of social work with individuals and families.



EXAMPLES OF PROFESSIONAL PRACTICE



- Keeps records of students who are in a social need situation (files, analyses, specialist referrals to institutions).
- Maintains documents on the cooperation with the family and social welfare institutions.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL CLIMATE, SAFE ENVIRONMENT
AND DEMOCRATIC PARTICIPATION

THE SOCIAL WORKER... 

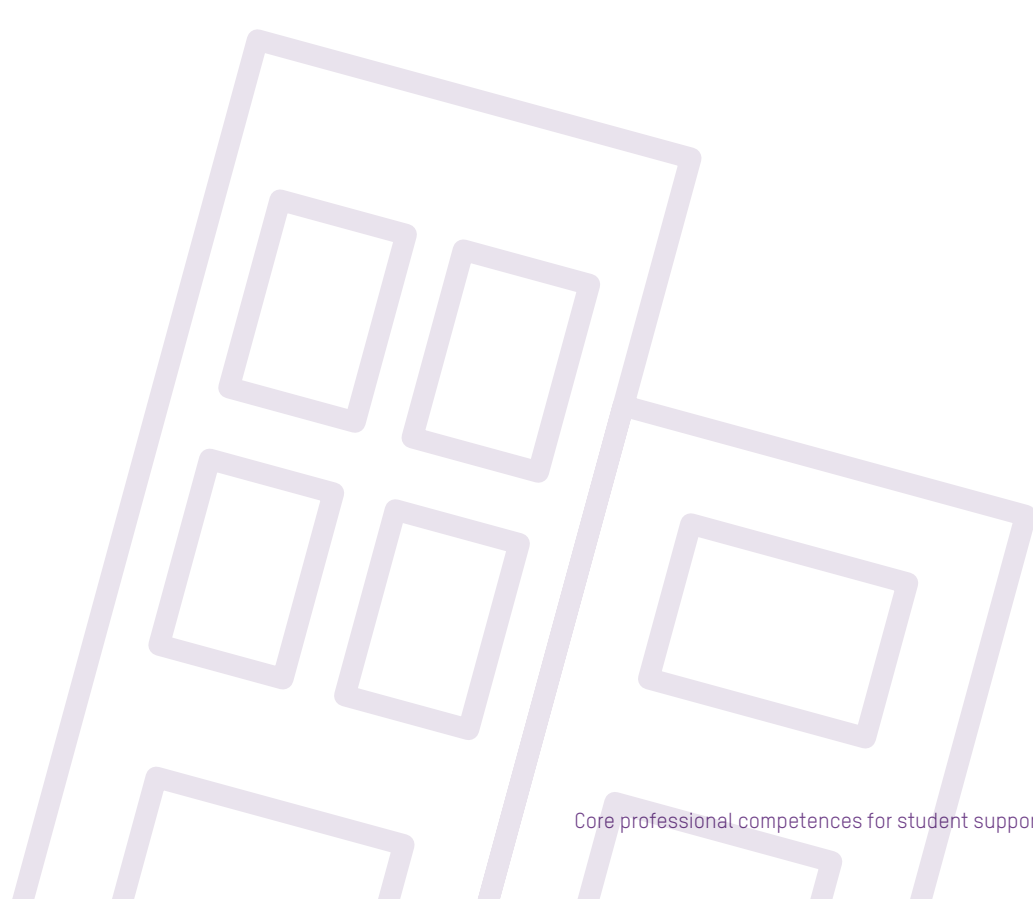
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows social risks of families that lead to the exclusion of students from the educational process.	1.1 Represents the rights of vulnerable and marginalized individuals and groups. 1.2 Works to ensure the full coverage of students from families at social risk.



EXAMPLES OF PROFESSIONAL PRACTICE



- Ensures adequate social inclusion of marginalized groups in school life.
- Works with families at social risk on ensuring the inclusion of their children in the educational process.
- Provides data on socio-economic conditions of students' families and regularly updates them.
- Participates in the structuring of classes and groups (extracurricular and other activities) based on predetermined data on their social situation.



SPECIAL EDUCATOR'S SPECIFIC COMPETENCES

WORK WITH STUDENTS

THE SPECIAL EDUCATOR primarily works with students with special educational needs⁷, detects and assesses⁸ their specific needs and provides support in their process of learning and advancement. In order to ensure access to the curriculum content and more effective learning, the Special Educator uses a variety of appropriate techniques, methods, strategies, rehabilitation procedures and adequate assistive technology. At the same time, the Special Educator together with the Inclusion Team continuously monitors student's achievements according to individual goals and objectives set in the Individual Educational Plan and participates in the creation of an inclusive culture, inclusive policy and practice at the school.

7 Students with special educational needs that Special Educators work with are Category A students and Category B students with specific learning disabilities (dyslexia, dysgraphia and dyscalculia) as defined by the OECD regarding students who need additional educational support. According to this definition, students who need additional support in education are grouped into three categories:

A. "Students with special needs or impairments seen as organic disorders in medical terms, that can be attributed to organic pathology (for example, in terms of sensory, motor or neurological impairments). Educational needs are considered to arise primarily from problems attributable to these disorders".

B. "Students with impairments or disorders in behavior, emotionalism, or with specific learning difficulties. Educational needs are considered to arise primarily from problems in the interaction between the student and the educational context" and

C. "Students who need special support in education because of unfavorable socio-economic, cultural and/or linguistic factors. The supplementary assistance refers to the need to compensate for disadvantages attributable to these factors." Students with Disabilities, Learning Difficulties and Disadvantages: Policies, Statistics and Indicators

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8 According to the International Classification of Functionalities (ICF) <http://www.who.int/classifications/icf/en/>

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE SPECIAL EDUCATOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Possesses knowledge of the specific characteristics of students with special educational needs. 2. Possesses knowledge of appropriate techniques and strategies for assessment of educational needs of students with special educational needs. 	<ol style="list-style-type: none"> 1.1 Provides adequate support and monitors the progress of students with special educational needs. 2.1 Uses differentiation and individualization in order to provide access to educational content. 2.2 Uses assistive technology in working with students with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE

- Identifies and provides adequate support to students according to their educational needs.
- Coordinates the preparation of an IEP.
- Provides direct assistance to students with special educational needs in their learning.
- Plans and uses assistive technology to work with students, and includes such technology in the IEP.
- Adjusts the support according to the findings of progress monitoring.

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE SPECIAL EDUCATOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Possesses the knowledge to monitor the effects of IEP. 	<ol style="list-style-type: none"> 1.1 Participates in/reviews the IEP. 1.2 Identifies the need for additional support services.





EXAMPLES OF PROFESSIONAL PRACTICE

- Synthesizes and interprets the data obtained from all members of the Inclusion Team and relevant institutions offering services.
- Organizes special education support.
- Coordinates the involvement of external professionals.

I. WORK WITH STUDENTS

Sub-area: PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS

THE SPECIAL EDUCATOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the specific characteristics of students with special educational needs and the range of adequate occupations for students with special educational needs.	1.1 Provides support in the proper choice of occupations.



EXAMPLES OF PROFESSIONAL PRACTICE

- Advises students with special educational needs on adequate professions.
- Performs individual and group counseling to students with special educational needs regarding the right choice of further education or profession.

II. WORK WITH TEACHERS

THE SPECIAL EDUCATOR supports teachers in working with children with special educational needs, with a special emphasis on the Individual Educational Plan development and implementation, as well as the appropriate involvement of these students in regular classes and other educational activities.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE SPECIAL EDUCATOR... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows appropriate ways of modification and adaptation of teaching and space, and assessment of achievements according to the IEP.	1.1 Prepares/selects methods, techniques, means of work and assessment instruments appropriate to the type of special educational needs and goals and objectives set in the IEP and student's learning style.



EXAMPLES OF PROFESSIONAL PRACTICE



- Provides professional assistance to teachers in the selection/preparation of tools for assessing the knowledge of students with special educational needs.
- Provides guidance on the necessary modifications and adaptations in teaching aimed at student's full participation and achievement.
- Provides guidance (group or individual counseling) on documenting the achievements of students with special educational needs.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS

THE SPECIAL EDUCATOR... 

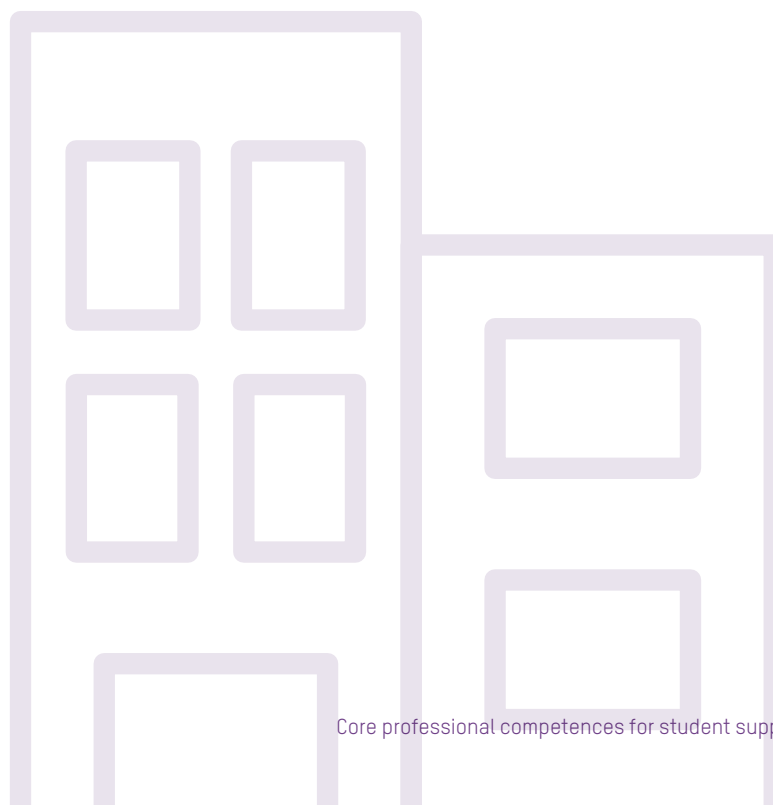
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with the characteristics of students with special educational needs.	1.1 Strengthens the capacity of teachers to recognize and work with these students.



EXAMPLES OF PROFESSIONAL PRACTICE



- Provides expert assistance to teachers through individual or group meetings and training to identify students with special educational needs and strategies for working with them.
- Develops forms, through which teachers make a functional assessment of the current level of development of students and track their progress.



III. WORK WITH PARENTS

THE SPECIAL EDUCATOR, through his/her counseling work and direct support to parents of children with special educational needs, enables them to understand and accept the specific needs and abilities of their child and, in collaboration with the School Team, guides them to work on the sustainability and development of what the child knows and can do.

III. WORK WITH PARENTS

Sub-area: INDIVIDUAL AND GROUP COUNSELING AND CONSULTATION WITH PARENTS

THE SPECIAL EDUCATOR... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows how to support parents in working with children with special educational needs. 2. Knows the specifics of effective counseling for parents of children with special educational needs.	1.1 Helps parents of children with special educational needs to understand the situation of their children and give them the necessary assistance and support. 2.1 Uses different methods of individual and group counseling for parents of children with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE



- Informs parents of children with special educational needs about their rights, obligations and benefits they can get, and refers them to relevant institutions for help.
- Implements individual consultations with parents to support children with special educational needs.
- Instructs parents to work with their children at home.

IV. COOPERATION WITH THE COMMUNITY

THE SPECIAL EDUCATOR collaborates with educational, health, social institutions, and specialized institutions that contribute to the development and learning of children with special educational needs. He/she can cooperate with other schools in the near environment in order to provide advisory assistance in respect of children with special educational needs.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH THE LOCAL COMMUNITY

THE SPECIAL EDUCATOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is informed about adequate companies where practical training can be implemented.	1.1 Matches students' characteristics with the forms of practical training.



EXAMPLES OF PROFESSIONAL PRACTICE



- Is involved in the process of planning, organization and monitoring of practical training in vocational schools.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE SPECIAL EDUCATOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows core professional competences for teachers.	1.1 Connects professional development forms and contents with the competences required for teachers.



EXAMPLES OF PROFESSIONAL PRACTICE



- Keeps records of teachers' professional development.

VI. ANALYTICAL AND RESEARCH WORK

THE SPECIAL EDUCATOR collects data on the number of students with special educational needs in the school, keeps a register thereof and regularly updates it. He/she uses the resulting data for comparative analyses regarding the increase or decrease in the number every year, for developing plans to equip the school with teaching aids and materials and for professional development of teachers. The Special Educator also analyzes the development of an inclusive school climate and the inclusion of students with special educational needs in curricular and extracurricular activities.

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: RESEARCH OF EDUCATIONAL WORK

THE SPECIAL EDUCATOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Is familiar with the procedures of conducting action research in teaching.	1.1 Conducts action research to improve teaching.



EXAMPLES OF PROFESSIONAL PRACTICE



- Proposes action research to increase the effectiveness of teaching.
- Participates in action research in teaching.
- Interprets action research findings and proposes further activities.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE SPECIAL EDUCATOR has a primary role in building an inclusive climate and culture of acceptance of children with special educational needs.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

THE SPECIAL EDUCATOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the structure of records and documentation for students with special educational needs and ways of keeping such documentation.	1.1 Organizes and/or realizes periodical monitoring of the preparation of records and documentation on students with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE



- Follows the way of keeping records and documentation on students with special educational needs and proposes measures for its improvement.
- Establishes procedures for recording the files of students with special educational needs.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL CLIMATE, SAFE ENVIRONMENT
AND DEMOCRATIC PARTICIPATION

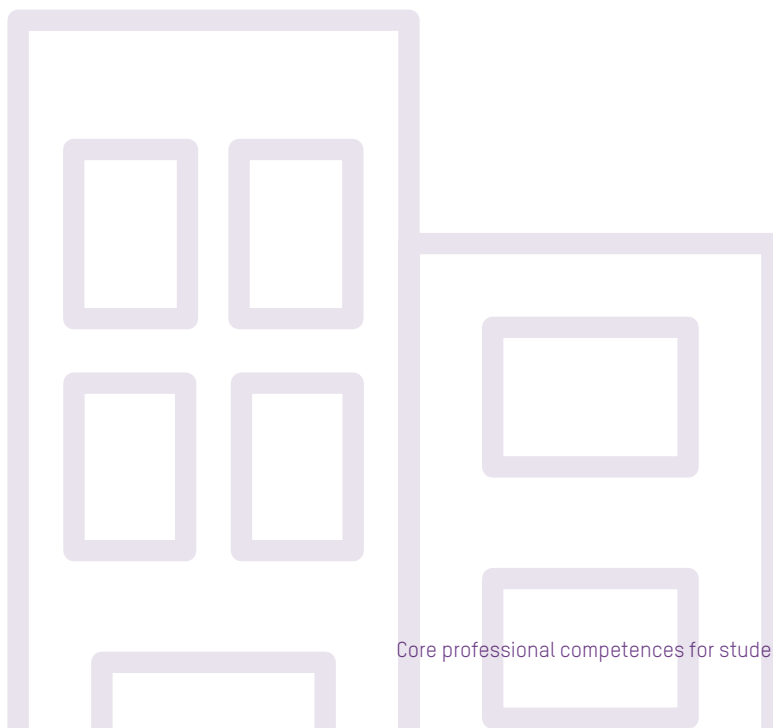
THE SPECIAL EDUCATOR... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the importance of including students with special educational needs in all school activities.	1.1 Takes care of proper inclusion of students with special educational needs in the activities of student communities.



EXAMPLES OF PROFESSIONAL PRACTICE

- Informs and advises students with disabilities on how to engage in relevant activities of student communities.
- Helps student communities to accept students with disabilities.



LIBRARIAN'S SPECIFIC COMPETENCES

WORK WITH STUDENTS

In his/her work with students, in addition to providing various sources of learning and guidelines for their use, **THE LIBRARIAN** organizes and engages in various extracurricular activities (library, literary or drama club, young writers' clubs, etc.). It is particularly important for him/her to possess competences and provide support (individual and using different group activities) to students in order to develop their skills of reading literature with different purposes for different needs, and research skills using various sources of information (written, electronic).

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

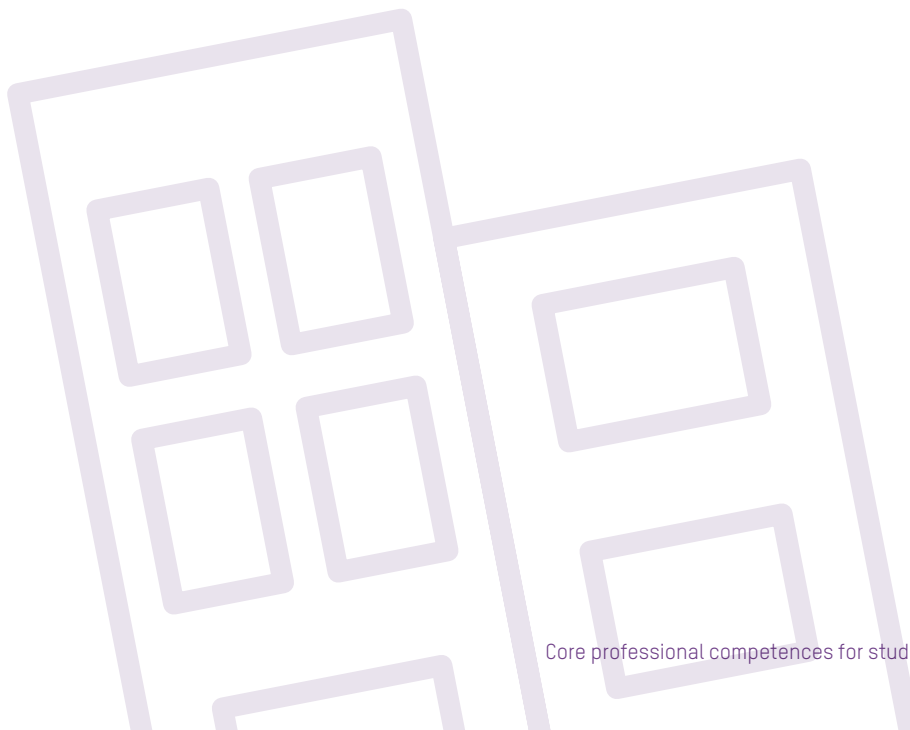
THE LIBRARIAN... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows appropriate learning strategies and supports students in their learning according to their individual characteristics.	1.1 Is sensitive to the different educational needs of students, is able to identify and provide appropriate support.
2. Knows the factors that affect learning and motivation of students.	1.2 Connects learning theories with searching and using of information.
3. Knows methods and techniques of working with students and successfully advising them to read and learn.	2.1 Builds high personal standards for success and positive attitude towards reading and learning among students.
4. Knows the cultural specifics of the environment where the school is located.	2.2 Identifies potential negative factors in learning and takes them into account while working with students.
5. Has some basic knowledge of the languages of instruction in the school and foreign languages taught at school.	3.1 He/she matches student support and learning approaches with students' specific needs.
6. Knows the principles of work in workshops.	4.1 Is able to select appropriate materials to meet the needs of different users.
7. Knows effective reading and learning strategies and techniques.	5.1 Is able to find and offer literature in both the school teaching languages and foreign languages taught at school.
	6.1 Has skills to moderate educational workshops.
	7.1 Helps students to develop skills of independent reading and learning.




EXAMPLES OF PROFESSIONAL PRACTICE

- Recommends adequate literature to support learning of curriculum content or free literature.
- Monitors students' progress in the use of information and gives appropriate guidance.
- Encourages and supports students to apply for contests and competitions.
- Collects data on cultural background and habits of students (performs surveys, interviews, focus group discussions) and takes into account the information on their culture of reading, using sources of information, etc.
- Uses various tools to gather information about interests and learning styles of students in reading and learning.
- Recommends adequate literature to meet students' interests and learning styles.
- Uses different approaches to working with students (individual, group, studying the literature, discussions, debates).
- Provides materials in different languages, on different cultures, ethnicities, religions, etc. in order to enable people in the community to get to know each other better.
- Informs and refers students to the necessary literature in different languages of instruction.
- Implements creative, literary workshops (e.g. for reading, writing, research through the Internet, using multimedia, etc.).
- Individually and/or collectively teaches students how to use various research resources.
- Guides students to critically and analytically read and evaluate different content and information sources.



I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE LIBRARIAN... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Understands the challenges in communication and cooperation with members of different cultures with different values and experiences. 2. Knows the importance of reading for personal and social development and knows different ways to motivate reading. 3. Knows models and forms of conducting extracurricular activities related to reading and writing. 4. Knows current releases in literature (scientific and artistic) for children/youth. 	<ol style="list-style-type: none"> 1.1 Communicates with students in a way that provides support and confidence. 1.2 Bases his/her communication with students on respect and care, promoting positive values, attitudes and behaviors expected of them. 2.1 Uses different approaches for motivating and developing reading interests. 2.2 Develops skills for analytical and critical reading. 3.1 Organizes different extracurricular reading and writing activities. 4.1 Selects materials of different formats to support reading for learning and reading for pleasure.



EXAMPLES OF PROFESSIONAL PRACTICE



- Applies mechanisms that allow the student to get support from the Student support staff member whenever needed (students are informed about the type of support they can get from the Librarian).
- Actively listens and respects the views, opinions and interests of students.
- Uses different types of strategies and approaches in individual and group communication with students.
- Teaches students how to read different genres.
- Guides students to read with understanding.
- Promotes reading for leisure and for lifelong learning.
- Recommends texts with/for various purposes to students and discusses with them so that they can build a personal view.
- Is a model of a motivated and passionate reader.
- Participates in the organization and realization of extracurricular reading and writing activities (competitions, reading clubs, meetings with writers, literary readings, drama clubs, young writers' clubs, etc.).
- Recommends students adequate literature (according to content, format) in accordance with their needs and interests.

II. WORK WITH TEACHERS

THE LIBRARIAN has a unique position. On the one hand, he/she is well familiarized with the latest publications relevant to the educational work at school, and on the other hand, he/she has sufficient information about the resources necessary to realize teaching. It allows him/her, while working with teachers, to provide them support in the selection of, and ideas for, using relevant materials from the library in the realization of both curricular and extracurricular activities.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE LIBRARIAN...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the potential of different sources of knowledge.	1.1 Provides professional support to teachers to use different sources of knowledge.
2. Knows about the specialties of different publishers in publishing.	2.1 Proactively seeks and follows the latest publications and editions relevant to education work.
3. Is familiar with concept documents and has general knowledge of curricula and syllabi related to the level of education he/she works in.	3.1 Links the resources available in the library with curricular and extracurricular programs.
4. Understands the uniqueness/individuality of students.	4.1 Respects the uniqueness/individuality of each student and matches their needs with appropriate learning resources.





EXAMPLES OF PROFESSIONAL PRACTICE



- Helps teachers to select and use different sources of knowledge (multimedia, books, etc.) by organizing workshops, giving individual advice, etc.
- Views catalogs, visits fairs, bookstores.
- Selects and purchases new books for the library.
- Informs teachers of new titles relevant to educational work (prepares catalogs, bibliographies, personally informs teachers, etc.).
- Advises teachers, organizes workshops.
- In cooperation with the teaching staff, creates a Work Plan for the Librarians' Club.
- Helps teachers to make the appropriate choice of learning materials.
- Helps teachers in the classroom to develop skills of using various information sources.
- Proposes provision of adequate resources for all students including students with special educational needs.
- Helps the Team preparing IEPs to select learning materials.
- Meets students' specific requests and needs.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS

THE LIBRARIAN... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows how to work with students using different literature.	1.1 Matches students' characteristics and interests with appropriate literature selection.



EXAMPLES OF PROFESSIONAL PRACTICE



- Proposes, or together with the teacher, devises ways to develop special abilities of gifted students and motivate students to participate in contests and competitions of different types.
- Explains and demonstrates ways that can help students to use books and other printed publications in learning and mastering the subject matter.

III. WORK WITH PARENTS

In his/her work with parents, **THE LIBRARIAN**, on the one hand, helps them in the selection of appropriate literature for their child’s learning or reading for pleasure, and on the other hand, includes them in library activities such as enrichment of book stocks and more adequate use thereof.

III. WORK WITH PARENTS

Sub-area: TRAINING OF PARENTS

THE LIBRARIAN... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Knows ways and forms of communication with parents. 2. Understands the importance of cooperation with parents. 	<ol style="list-style-type: none"> 1.1 Is able to adapt communication to different characteristics of parents. 2.1 Uses different ways to involve parents in various activities in the library.



EXAMPLES OF PROFESSIONAL PRACTICE



- Both individually and collectively advises parents to make an adequate choice of literature and learning materials (books, educational games, CDs, etc.) for their child.
- Educates parents on how to support the interests and reading skills in their children.
- Includes parents in enriching the library stocks of books and educational materials, including educational games.
- Lends books and other materials to parents.
- Involves parents in the implementation of activities in the library (literary readings, presentations on books, arrangement of the library, etc.).

IV. COOPERATION WITH THE COMMUNITY

THE LIBRARIAN develops an extensive professional cooperation with other libraries and publishing houses in order to enrich the library with appropriate library materials and provide students and school staff materials that are not present in the library, but can be found in the libraries he/she cooperates with.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH PROFESSIONALS INSTITUTIONS AND ORGANIZATIONS

THE LIBRARIAN... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Has knowledge of library operations and related activities. 2. Is familiar with the specifics of various types of libraries.	1.1 Is able to set up a network of cooperation with external organizations and institutions engaged in activities associated with libraries, publishing houses, books, etc. 2.1 Is able to use information from different types of libraries.



EXAMPLES OF PROFESSIONAL PRACTICE



- Collaborates with the Institute of Library Activities at the Faculty of Education and other higher education institutions.
- Collaborates with libraries from the local community and beyond.
- Cooperates with non-governmental organizations, publishing houses and other organizations and institutions which in their activities have books as the main subject of interest.
- Provides materials for school needs from other libraries.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

THE LIBRARIAN has a particularly important role in terms of professional cooperation by creating a collection of teaching materials (in hard-copy or an electronic form) that teachers have developed and can be used by other teachers. He/she creates such collection together with teachers. It is kept in the library, and he/she promotes and provides its utilization. His/her role in educating teachers to respect copyright (using and quoting various sources) is also crucial.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: **INDIVIDUAL PROFESSIONAL DEVELOPMENT**

THE LIBRARIAN... 

A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the complexity of the profession Librarian-Student support staff member and the need for lifelong learning.	1.1 Uses the knowledge acquired through professional development (formal, non-formal and informal education and learning) to improve his/her own practice.
2. Understands the importance of personal professional development.	2.1 Identifies the need for personal professional development using standards and results of self-reflection on his/her own work.
3. Knows the competences and standards of his/her own student support staff profile.	
4. Understands the importance of planning for his/her own professional development.	
5. Knows effective ways and possibilities for personal and professional development.	5.1 Assesses and identifies needs for enhancing his/her own practice.
6. Is informed about professional librarians' associations.	6.1 Collaborates with student support staff members and professional associations in and out of school.
7. Knows the code of ethics of the profession.	





EXAMPLES OF PROFESSIONAL PRACTICE



- Continuously improves the management and organization of the library.
- Follows professional literature and information relevant to education and upbringing.
- Introduces new ways of working with teachers and students.
- Plans, keeps records and possesses evidence (Personal Plan, certificates, training attended and conducted, self-reflection notes, etc.) on his/her own professional development.
- Participates in various group (training, conferences, seminars, etc.) and individual (literature search, reading professional publications, research of various Internet resources, etc.) forms of professional development in and out of school.
- Participates in various activities of professional associations, social networks and forums in order to improve his/her work.
- Acts in accordance with the code of ethics of the profession.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE LIBRARIAN...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the importance of professional cooperation at school.	1.1 Establishes professional relations at work.
2. Understands the potential of learning materials developed by teachers.	2.1 Promotes sharing of learning resources developed by teachers.
3. Knows how to extract and use information from various printed and digital sources.	3.1 Provides professional support to teachers related to the library and information use.



EXAMPLES OF PROFESSIONAL PRACTICE



- Collaborates with the school principal, student support staff members, teachers and other staff.
- Collaborates with students, teachers, school administration and parents in the development and implementation of the Library Work Program.
- Together with teachers, selects and arranges the prepared teaching resources, keeps them in the library and offers them to be used by others at school.
- Holds training/workshops for colleagues on how to teach students in their classes to find and use different types of information.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE LIBRARIAN plays a key role in the development of the library as a center of learning and exchange of professional information for all. For this purpose he/she arranges for it to be readily available for use both in terms of physical aspects and in terms of different users' needs. The Librarian organizes various activities to enrich the library book stocks, and also different activities for the use thereof.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE, ORGANIZATION AND SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION

THE LIBRARIAN...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the importance of the library as a center for learning and using different sources of information.	1.1 Organizes the library as a center of learning and exchange of information at school.
2. Knows various types of materials and resources for learning and implementation of curricula and syllabi at school.	2.1 Evaluates learning resources in different formats and on different media.
3. Understands social and psychological factors that influence the use of resources by professional staff and students.	2.2 Is able to link school development policies with the resources required for their implementation.
4. Knows and understands multimedia products, local and other networks and online library services.	3.1 Uses different ways to raise the interest of students, staff and parents in using the library.
5. Understands that when planning school activities, one needs to consider the specifics of the environment where the school is located.	4.1 Refers students and staff to use multimedia products and online library services.
6. Knows different ways of writing and presentation of content.	5.1 Organizes events related to the library that reflect the school curriculum and the specifics of the community.
7. Is familiar with the possibilities of using different information and communication technologies including new technologies.	6.1 Is able to assess and choose the most adequate way to present information.
8. Knows about diversity among people and communities (culture, physical appearance, etc.).	7.1 Is able to use ICT to create, store, find, share and organize information and communication.
	8.1 Promotes sensitivity to and acceptance of diversity.



9. Knows and understands the rules of management and organization of the school library.	9.1 Organizes the library to be easily accessible to users.
	9.2 Provides access to library material in an electronic way.
	9.3 Refers students to use the library.
10. Is familiar with library operations, purchase of books, periodical issues, magazines, newspapers, etc.	10.1 Promotes the library based on the findings on the effects of its previous work (library use, satisfaction and effects of the use).
	10.2 Performs professional treatment, i.e. cataloging, classification and sorting of book stocks.
11. Is familiar with software for library operations and its advantages.	11.1 Uses a computer system (COBBISS, etc.).
12. Knows the safety regulations of the library and understands the importance of establishing a security system.	12.1 Adjusts the security system to the conditions at the school.
	12.2 Ensures compliance with the code of conduct in the library.
13. Knows the legislation on copyright and quoting rules.	13.1 Promotes respect for copyright and proper quotation



EXAMPLES OF PROFESSIONAL PRACTICE



- Refers students and staff to library resources.
- Prepares materials to promote the library in various forms.
- Organizes learning activities that require the use of different resources.
- Presents the products of the activity of students in the library.
- Selects appropriate sources (books, magazines, electronic resources) for specific programs).
- Evaluates materials together with teachers.
- Chooses quality materials for delivery of relevant content in teaching and extracurricular activities, and offers them to teachers to use.
- Organizes promotional activities for the library (promotional material, information on the website, presentations at teacher-parent meetings, presentations at school events, etc.).
- Uses multimedia products and online library services.
- Prepares guidelines and other materials for different types of users to use multimedia products and online library services.
- Participates in the preparation of school development and annual programs.
- Is involved in school activities (e.g. celebrations, ceremonies).
- Participates in the preparation and publication of school promotional materials.



- Helps teachers and students to choose the ways of presenting different content (curricular, extracurricular, project, promotional).
- Participates in editing the school website.
- Uses ICT in daily work and provides guidance to others to use it.
- Offers students a range of opportunities to use a variety of media.
- Arranges the space of the library so that it presents such diversity.
- Helps students find information to answer their questions related to different cultures, faiths, races, religions, communities, etc.
- Organizes the library space to be physically easily accessible to users.
- Creates an informative corner regarding the novelties in the library (where new book editions, magazines and other publications are exhibited).
- Provides information materials (written, graphic, electronic, etc.) on how to use the library.
- Organizes materials according to users' age, interests and needs (e.g. by area, genre, etc.).
- Harmonizes the lending of books and materials with the organization of students and teachers' work.
- Familiarizes students with the organization of the library.
- Introduces students to using catalogs and books.
- Teaches students how and where to find the information they need.
- Prepares an Annual Plan and Program of Library Work in accordance with the School Work Program.
- Checks book stocks for possible damage and proposes writing-off and possible replacement with new books.
- Labels, marks and keeps inventory of books.
- Refers students and teachers to use the electronic library software.
- Denotes library material with bar codes and has an overview of library material.
- Works according to school safety rules.
- Informs and insists on respecting the rules of conduct in the library.
- Serves as an example of security rules observance.
- Instructs teachers and students on how to use copyright.



**PROFESSIONAL
STANDARDS**
for
**STUDENT SUPPORT
STAFF - MENTOR**

COMMON COMPETENCES FOR STUDENT SUPPORT STAFF – MENTOR

BASELINES

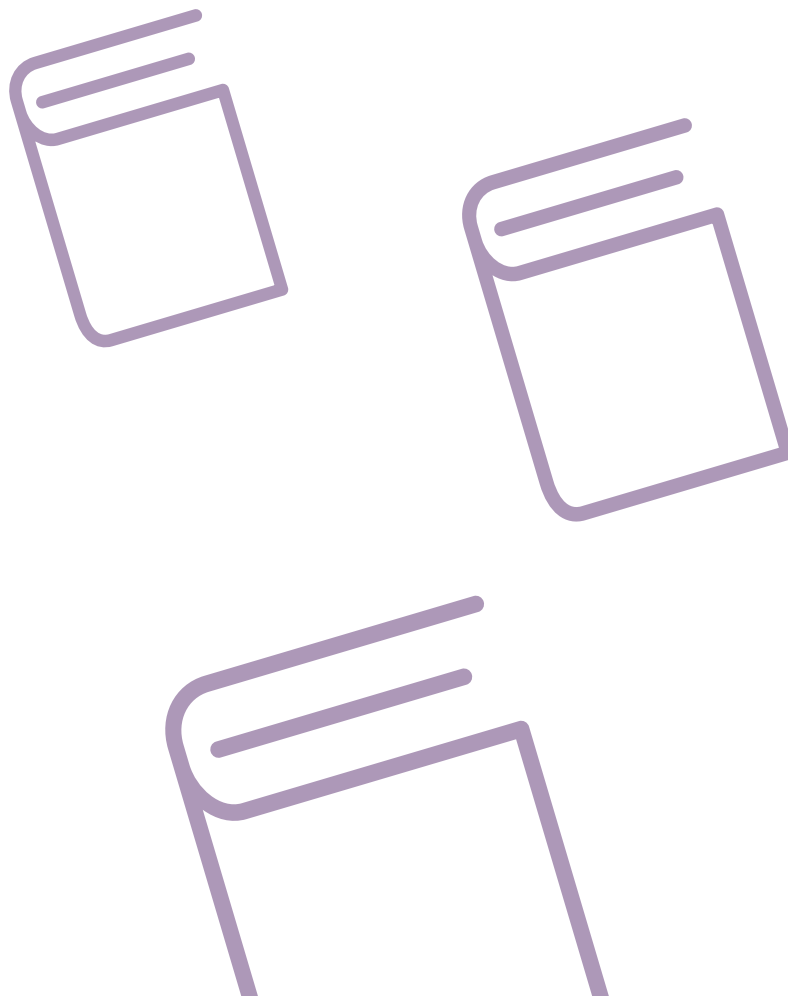
A number of student support staff members, through their work, initiative and engagement in the school are especially prominent and are a real example of good practice for other colleagues. Their priority is not only the completion of their work commitments, but quality completion thereof. Professional standards for Student Support Staff - Mentor are prepared to serve as a basic document on which other documents supporting the process of title advancement will be built.

This section presents the competences that a student support staff member has to possess to gain the title of Student Support Staff - Mentor. They are an upgrade of Core Professional Competences and represent a sort of criteria expected to be met by only a part of student support staff members, i.e. those who serve as examples of good practice and consequently advance in their titles.

The definition of these standards was guided by the concept of Student Support Staff - Mentor as a practitioner who throughout his/her work, has developed and perfected the Core Professional Competences for Student Support Staff, and who performs his/her activities and responsibilities at better and higher levels. Because of his/her experience, proved work and gained confidence, the Student Support Staff - Mentor is especially able to support teachers in their

work, and also give a significant contribution in all areas of school work as a whole. He/she has a vision of the direction in which the school should move, develops strategies, and is committed to improving the educational work at the local level. Therefore, his/her work is recognized in the school and local community. He/she is a reflective practitioner who reviews his/her practice and shows interest in novelties in the profession and education, and is consistently dedicated to professional development.

These Standards put greater emphasis on common standards rather than the standards of special profiles of student support staff members, because it was deemed that engagement at local and national levels requires competences that are similar in each profile of student support staff and present an upgrade of professional competences specific to the particular expert profiles.



WORK WITH STUDENTS

THE STUDENT SUPPORT STAFF - MENTOR possesses profound knowledge of the development of children and youth and has more developed skills to work with students than the student support staff member. He/she works on more sensitive issues faced by individuals or groups of students, whereby he/she applies newer approaches based on new scientific knowledge and in a more in-depth manner. In making decisions he/she can rely on his/her experience and intuition, but his/her decisions are primarily based on evidence of the validity and effectiveness of interventions undertaken. He/she devotes greater attention to strategic approaches and prevention activities and takes initiatives to improve the school in order to make it a better place for students' learning and development. For this purpose, he/she continuously reviews current practices and changes them, if necessary. His/her work has promoted him/her as an expert who helps students not only to cope with the difficulties encountered, but also to enhance the qualities, skills and abilities that will be important to them later in life. He/she takes care of the wellbeing of students and represents their interests by directly or indirectly providing optimal conditions for learning and development.

He/she continuously improves his/her practices and constantly learns and finds creative solutions to the problems faced at work.

The Mentor Psychologist is particularly expected to be competent to develop a system for identifying, monitoring and supporting the work with gifted students and **the Mentor Special Educator** is expected to be able to develop such system of work with students with special educational needs, thus contributing to the general commitment that all students shall have conditions for maximum development.

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Ensures that all students have equal opportunities to succeed, using approaches to improve their learning based on the latest scientific knowledge.
2. Develops approaches to building an inclusive school.



EXAMPLES OF PROFESSIONAL PRACTICE

- Adapts and/or creates tools and methods to monitor students' learning progress.
- Creates and implements workshops with students to whom he/she demonstrates new and effective learning methods and techniques.
- Evaluates the effectiveness of programs and practices and facilitates the process of improving student achievement.
- Implements diagnostic assessments (educational attainment, cognitive processes, learning methods and styles, etc.) for the purpose of direct support to students.
- Works on projects and research with and for students with special educational needs, multiethnic integration and/or socio-economic inclusion within the school.
- Manages the Inclusive Education Team.
- Assesses the validity, adequacy and effectiveness of interventions undertaken.
- Starts initiatives and undertakes activities for diversity to be recognized and respected in the school and wider community.



I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Develops a strategy to support students' development, tailored to the specifics of both the students and the school.





EXAMPLES OF PROFESSIONAL PRACTICE

- Uses situational analysis to assess the needs and design appropriate actions.
- Uses innovative methods and techniques for evaluation and advisory work with students.
- Manages teams for support and monitoring of students' development.
- Plans and coordinates strategic approaches to monitoring and support of students' development, adapted to the school specifics.
- Participates in monitoring the adequacy of approaches and changes occurring as a result of such approaches.
- Designs school level approaches to the development of life skills in students (e.g. leadership, humanity, oratory, entrepreneurship, etc.).
- Trains students in peer education and mediation.

I. WORK WITH STUDENTS

Sub-area: PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS

THE STUDENT SUPPORT STAFF MEMBER...



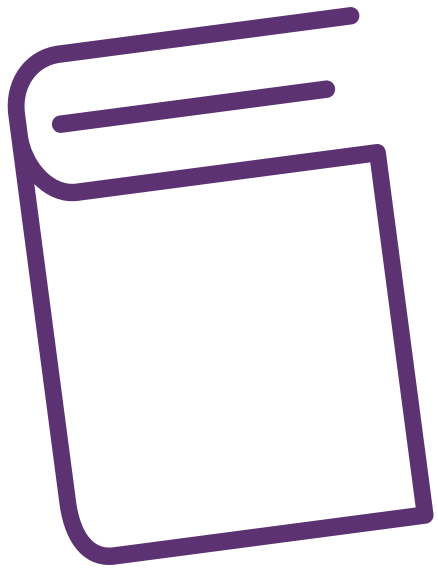
COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Promotes the process of professional orientation and career guidance at school.



EXAMPLES OF PROFESSIONAL PRACTICE

- Plans and creates methods and approaches for professional orientation and career guidance of students in all phases of their education.
- Provides guidance to teachers on how to implement activities in regular classes and extracurricular activities.



WORK WITH TEACHERS

THE STUDENT SUPPORT STAFF - MENTOR is an initiator and promoter of innovative approaches in teaching, whereby he/she manages teams to introduce innovation, motivates teachers to modernize their work and supports them in using new work activities and effective practices, and encourages them to seek creative solutions to the challenges of working with students and meet the needs of all students. Through his/her work, he/she has set him/herself in the collective as a supporter and facilitator of teachers' work and teachers feel free to seek his/her support. He/she helps them to become reflective, autonomous practitioners, but also to know how to present their successful practice in front of others. In addition, each student support staff member profile makes sure that findings in the area of their narrower specialty are taken into account.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF EDUCATIONAL PROCESS AND SELF - EVALUATION

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Promotes innovative approaches and models of instruction planning and other forms of upbringing and educational work.
2. Creates/implements innovative didactic and methodical projects at school.



EXAMPLES OF PROFESSIONAL PRACTICE

- Helps teachers with didactic and methodological conceptualization of teaching.
- Helps teachers in planning and implementation of lesson observation.
- Participates in team planning and programming of educational work in terms of his/her expertise (methodical aspects, individual characteristics of students, social environment, innovative approaches, etc.).
- Gives guidelines on how to use reflective skills for analyzing and improving the practice.
- Manages a professional team that implements an innovative project at school.
- Is a member of certification teams for implementation of innovative approaches in teaching.
- Holds certificates for application of the knowledge/skills gained in projects.



II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Contributes to creating a positive environment for students at school.
2. Creates a climate of acceptance of diversity and constructive management of crisis situations.
3. Integrates the knowledge about students' characteristics, progress and development.





EXAMPLES OF PROFESSIONAL PRACTICE

- Helps Class Teachers in their planning and selection of educational and preventive activities with students.
- Helps teachers and Class Teachers in constructive conflict resolution in class.
- Designs activities for the teacher to do with students.
- Advises teachers on how to respond to crisis situations among students.
- Acquaints teachers with previous knowledge and other relevant characteristics of new students (when moving to upper classes and secondary education) and provides guidance on the work.
- Monitors compliance of program requirements with students' age characteristics and makes recommendations on their harmonization.
- Provides guidance to new teachers about the way of teaching of certain categories of students.





III. WORK WITH PARENTS⁹

THE STUDENT SUPPORT STAFF - MENTOR has better communication skills than the student support staff member. Experience in working with students' parents, as well as the continuous update on the latest approaches to working with parents have sensitized the Student Support Staff - Mentor to the point that he/she recognizes the potentially unpleasant situations and responds adequately to them, while his/her successful work makes him/her recognizable among parents and in the local community. As in other areas, here also he/she is innovative and creates new ideas and approaches to possible cooperation, counseling and education of parents towards successful performance of their parental role.

⁹ The term "parent" also includes a legal representative, guardian.

III. WORK WITH PARENTS

Sub-area: INDIVIDUAL AND GROUP COUNSELING AND CONSULTATION WITH PARENTS

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Recognizes conflict parent-school situations and responds to them.
2. Improves information about parents.
3. Anticipates possible resistance by parents and works to overcome it.



EXAMPLES OF PROFESSIONAL PRACTICE



- Mediates in the resolution of possible misunderstandings/conflicts between parents and educational staff or parents and students.
- Uses scientifically based and proven methods and approaches of advisory work with parents/families.
- Participates in activities at the local level to inform parents about various issues related to education.
- Adjusts communication depending on the situation and previous experiences.

III. WORK WITH PARENTS

Sub-area: TRAINING OF PARENTS

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Follows modern parenting trends.



EXAMPLES OF PROFESSIONAL PRACTICE



- Creates educational workshops for parents.
- Presents/demonstrate modern parenting trends through training, meetings, publications, etc.

III. WORK WITH PARENTS

Sub-area: INCLUSION OF PARENTS
IN THE LIFE AND WORK OF THE SCHOOL

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Improves collaboration between the school and family.



EXAMPLES OF PROFESSIONAL PRACTICE

- Informs his/her colleagues about school approaches to the implementation of innovations in the education system and ways of informing parents about them.
- Initiates and organizes projects for parental involvement in school life and work.





IV. COOPERATION WITH THE COMMUNITY

THE STUDENT SUPPORT STAFF - MENTOR takes the initiative in cooperation with the local community on issues relevant not only to the school, but also the community. He/she approaches the issues of cooperation with the community in a systematic way and due to his/her previous successful cooperation, such initiatives are taken with understanding and acceptance. He/she actively seeks to implement school policies and practices, and promotes them into the wider community. Through all this, along with the dissemination of his/her knowledge and experience through various media, the Student Support Staff – Mentor has gained a reputation as an expert in his/her field whose opinions are respected by the people.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH THE LOCAL COMMUNITY

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Initiates and develops partnership with the community on issues relevant to community education.



EXAMPLES OF PROFESSIONAL PRACTICE



- Develops procedures on the manner of planning, organization and implementation of activities and their monitoring and evaluation (lectures, debates, festivals, exhibitions, academies, competitions, etc.).
- Has a leading role in cooperation projects with the local community (initiator, manager, coordinator).
- Presents his/her expertise and experience to the general public.
- Informs the local community about some topical issues in the area of education and provides support on issues within his/her field.



V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

THE STUDENT SUPPORT STAFF – MENTOR has exceeded the phase of routine work and is looking to enhance his/her work by acquiring knowledge of the latest practices in the profession, but also by analyzing his/her own work. He/she identifies the topics/areas of work that need to be professionally mastered, and therefore, gets deeper in certain areas. Thus, he/she systematically plans his/her own professional development and selects the most appropriate content, forms and methods. Because he/she has personally confirmed the importance of professional development for successful work, the Student Support Staff – Mentor stands for all school staff to improve by building a professional development system in the school, where he/she coordinates, trains, monitors and refers staff to various forms of professional development.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: INDIVIDUAL PROFESSIONAL DEVELOPMENT

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Evaluates his/her own professional activities in terms of effects and enhances them.



EXAMPLES OF PROFESSIONAL PRACTICE

- Develops tools for reflection and self-evaluation and shares the experiences from his/her own professional development and professional practice.
- Follows professional literature for in-depth study of specific and emerging issues in the field and uses it in his/her work.
- Attends training to achieve higher competences (more specific skills in the field, mentor training, management, research).



V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT
AND COOPERATION IN THE SCHOOL

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Helps teachers and student support staff to acquire core competences.
2. Establishes a system for professional development of school teaching staff.

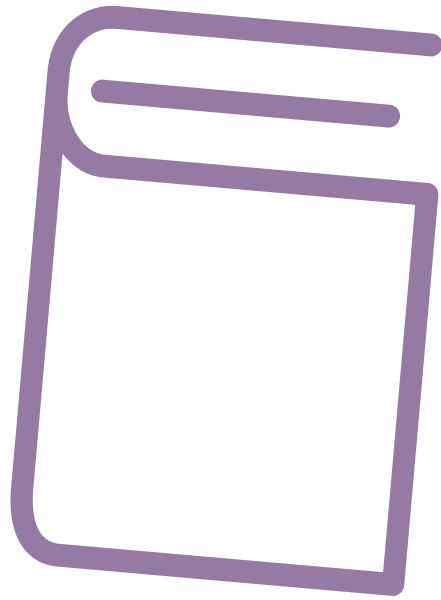
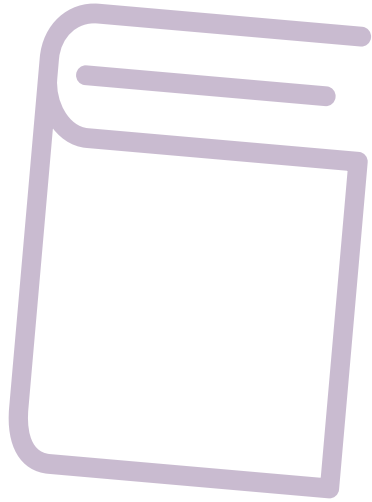




EXAMPLES OF PROFESSIONAL PRACTICE

- Organizes, informs and disseminates knowledge and skills acquired from attending seminars and training.
- Mentors teachers, student support staff and students.
- Plans, creates, organizes and implements internal training.
- Keeps records and possesses evidence of professional development of teachers in the school.
- Participates in the certification of teachers to work in certain programs/projects.
- Manages school teams working to enhance educational work.
- Initiates and runs learning communities in his/her field, both at the school and regionally.
- Prepares a Program for Professional Development of School Teaching Staff.
- Manages the School Professional Development Team.
- Organizes support for teachers to implement activities related to professional development.
- Shares knowledge, understanding and skills to support professional development.
- Monitors professional development effects at the school.
- Prepares models for planning and monitoring of various forms of professional development at the school level.





VI. ANALYTICAL AND RESEARCH WORK

THE STUDENT SUPPORT STAFF – MENTOR has elevated analytical and research work to a level higher than routine collection and analysis of data from pedagogical records kept at the school and from minor surveys conducted to enhance educational work. He/she behaves like a researcher – gathers evidence of what works and what does not work in the school, and under what conditions, works in a team and manages teams to investigate current educational work issues in the school, and makes conclusions and proposals for educational activity improvement based on evidence. In pedagogical practice studies, he/she asks questions of broader professional interest that require a more complex methodological design and statistical processing, while he/she presents the findings thereof to the wider professional public. He/she can critically evaluate research conducted by others and the conclusions they have arrived at.

If he/she performs research independently, then it is usually in-depth research on specific issues in his/her narrower field, and when he/she works in a team, which should be more common, then each student support staff member ensures adequate studying of the aspect they are competent for (pedagogical, psychological, sociological, and special education aspect), which enables a comprehensive analysis of the problem.

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: RESEARCH OF EDUCATIONAL WORK

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

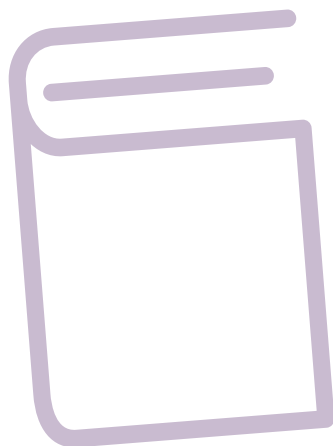
1. Identifies relevant issues and conducts research to improve the quality of the educational process.



EXAMPLES OF PROFESSIONAL PRACTICE



- Designs research on basic issues of wider interest.
- Participates in the work of the team conducting research.
- Interprets and presents data to the wider professional public.



VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Not only does **THE STUDENT SUPPORT STAFF - MENTOR** have a position at the school which gives him/her an insight into the entire work, but his/her professional knowledge and experience gained enable him/her to view the situations with a certain wisdom and approach the matter strategically. He/she knows that the school is not a static organization, but it is constantly changing along with changes in education and wider society. He/she attempts to make the school a better place for learning and working, primarily through the development of prevention strategies, programs and interventions, linking them in a single school system by which the school becomes recognizable.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Follows and analyzes the changes in education.
2. Develops and implements educational policies at the school.
3. Uses the results of school work evaluation to raise the quality of the educational process.



EXAMPLES OF PROFESSIONAL PRACTICE

- Is an author of articles/papers which analyze/explain national policies in education.
- Lectures in seminars/workshops at the school on topics related to education reforms.
- Is a member of teams/working groups for preparation of processes, procedures, and programs at school.
- Proposes and coordinates the implementation of new organizational solutions in educational work.
- Prepares assessments, action plans.
- Is a member of the Team drafting the school Development Program.
- Participates in the conceptualization and realization of innovative school projects.



VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

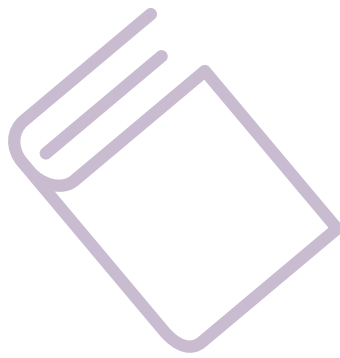
1. Develops strategies for creating a safe and positive learning environment.
2. Contributes to creating a positive and non-discriminatory school climate and communication.
3. Designs the process of crisis intervention at school.





EXAMPLES OF PROFESSIONAL PRACTICE

- Develops a school policy on school violence prevention.
- Creates school procedures and intervention procedures.
- Coordinates the implementation of policies, procedures and actions for creating a safe and positive learning environment.
- Undertakes activities to prevent and overcome conflicts.
- Starts initiatives and undertakes activities to make diversity recognized and respected at school and in the wider community.
- Participates in the preparation of a plan for intervention in crisis situations at school.
- Contributes to the psychological preparation of students and teachers to react in crisis situations.



SPECIFIC COMPETENCES FOR MENTOR STUDENT SUPPORT STAFF - PEDAGOGUE

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE PEDAGOGUE...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Improves the system for response to crisis situations among students at school.



EXAMPLES OF PROFESSIONAL PRACTICE



- Creates and develops preventive programs (e.g. strengthening self-confidence and self-esteem, prevention of undesirable behaviors, social skills learning, learning motivation, etc.) for all students, especially those from vulnerable groups.
- Creates and implements workshops for prevention programs implementation.
- Monitors the effects of program implementation.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING,
IMPLEMENTATION OF THE EDUCATIONAL PROCESS
AND SELF-EVALUATION

THE PEDAGOGUE...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Develops a school policy for quality assessment.
2. Understands conceptual approaches in different external national and international assessments, and analyzes the results thereof.
3. Uses methodologies for evaluation of textbooks and other teaching materials.





EXAMPLES OF PROFESSIONAL PRACTICE



- Analyzes and evaluates the assessment practice at the school.
- Uses the findings of school assessment and scientific knowledge of effective assessment in designing the school assessment policy.
- Participates in the evaluation of educational work results.
- Participates in the preparation and leveling of assessment criteria.
- Explains to teachers the conceptual approaches in different external national and international assessments.
- Helps teachers to use the results of external assessments (both national and international) in order to enhance teaching and learning.
- Refers to the way of using tools and procedures for evaluating textbooks and other learning resources.
- Uses the evaluation results to make recommendations on the selection of textbooks and teaching materials.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Promotes the work with gifted students.
2. Matches the class dynamics with classroom management.



EXAMPLES OF PROFESSIONAL PRACTICE



- Explains and demonstrates the ways that can help students to use different approaches to learning.
- Follows the process of changes in teacher's work and provides guidelines on improving the manner of work.
- Develops a class sociogram and analyzes it.
- Introduces new teachers to the dynamics of the class they will work with and provides work guidelines.
- Refers new teachers to new approaches and strategies of classroom work.

SPECIFIC COMPETENCES FOR MENTOR STUDENT SUPPORT STAFF - PSYCHOLOGIST

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Creates a system of identification, monitoring and support of gifted students in the school.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in developing/adapting instruments for identification of gifted students.
- Implements workshops and individual consultations with gifted students (meta-cognitive strategies, motivation, social skills, etc.).
- Monitors the progress of gifted students.

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Improves the system of response to crisis situations among students at school.



EXAMPLES OF PROFESSIONAL PRACTICE



- Creates and develops preventive programs (e.g. strengthening self-confidence and self-esteem, prevention of undesirable behaviors, social skills learning, learning motivation, etc.) for all students, especially those from vulnerable groups.
- Creates and implements workshops for prevention program implementation.
- Monitors the effects of program implementation.

II. WORK WITH TEACHERS

Sub-area: TEACHERS SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Develops a school policy for quality assessment.
2. Understands conceptual approaches in different external national and international assessments, and analyzes the results thereof.



EXAMPLES OF PROFESSIONAL PRACTICE



- Analyzes and evaluates the assessment practice at the school.
- Uses the findings of school assessment and scientific knowledge of effective assessment in designing the school assessment policy.
- Participates in the evaluation of educational work results.
- Participates in the preparation and leveling of assessment criteria.
- Explains to teachers the conceptual approaches in different external national and international assessments.
- Helps teachers to use the results of external assessments (both national and international) to enhance teaching and learning.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Promotes the work with gifted students.
2. Matches the class dynamics with classroom management.



EXAMPLES OF PROFESSIONAL PRACTICE



- Explains and demonstrates the ways that can help students to use different approaches to learning.
- Follows the process of changes in teacher's work and provides guidelines on improving the manner of work.
- Develops a class sociogram and analyzes it.
- Introduces new teachers to the dynamics of the class they will work with and provides work guidelines.
- Refers new teachers to new approaches and strategies of classroom work.

SPECIFIC COMPETENCES FOR MENTOR STUDENT SUPPORT STAFF - SOCIOLOGIST

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Improves the system of response to crisis situations among students at school.



EXAMPLES OF PROFESSIONAL PRACTICE



- Creates and develops preventive programs (e.g. strengthening self-confidence and self-esteem, prevention of undesirable behaviors, social skills learning, learning motivation, etc.) for all students, especially those from vulnerable groups.
- Creates and implements workshops for prevention program implementation.
- Monitors the effects of program implementation.

SPECIFIC COMPETENCES FOR MENTOR STUDENT SUPPORT STAFF – SPECIAL EDUCATOR

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE SPECIAL EDUCATOR...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Creates a system for identification, monitoring and support of students with special educational needs at school.



EXAMPLES OF PROFESSIONAL PRACTICE



- Monitoris progress and develops approaches to working with students with special educational needs.
- Prepares/adapts tools for identification of students with special educational needs.

II. WORK WITH TEACHERS

Sub-area: TEACHERS SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE SPECIAL EDUCATOR... 

COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Develops a school policy for quality assessment.
2. Understands conceptual approaches in different external national and international assessments, and analyzes the results thereof.
3. Promotes effective methods and approaches to working with students with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE



- Analyzes and evaluates the assessment practice at the school.
- Uses the findings of school assessment and scientific knowledge of effective assessment in designing the school assessment policy.
- Participates in the evaluation of educational work results.
- Participates in the preparation and leveling of assessment criteria.
- Explains to teachers the conceptual approaches in different external national and international assessments.
- Helps teachers to use the results of external assessments (both national and international) to enhance teaching and learning.
- Prepares and implements teaching activities in order to demonstrate the methods and approaches to working with students with special educational needs.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE SPECIAL EDUCATOR... 

COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Enhances teachers' work with children with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE



- Develops projects and initiatives to improve theoretical knowledge and practical skills of teachers to work with students with special educational needs.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION (PLANNING, MONITORING OF EDUCATIONAL WORK, PEDAGOGICAL RECORDS AND DOCUMENTATION, EVALUATION)

THE SPECIAL EDUCATOR...



COMPETENCES OF STUDENT SUPPORT STAFF - MENTOR

1. Develops an inclusive school policy and strategy of work with students with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE



- Develops a monitoring and recording system through which teachers will monitor and record the progress of students with special educational needs towards achieving the goals set out in their IEPs.
- Develops administrative procedures for effective communication and data exchange with relevant institutions.
- In all strategic documents of the school, inserts the aspects of inclusive education of students with special educational needs.

SPECIFIC COMPETENCES FOR MENTOR STUDENT SUPPORT STAFF – LIBRARIAN

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING



THE LIBRARIAN...

PROFESSIONAL COMPETENCES

1. Links up learning theories with the ways of using information to solve problems and think critically.
2. Uses innovative approaches to training students how to read with understanding and explore sources of information.
3. Relates cross-subject goals in concept and program documents with activities at the library.



EXAMPLES OF PROFESSIONAL PRACTICE



- Refers students to the use of various information sources in problem solving.
- Organizes activities with students regarding critical evaluation of information from different areas and sources.
- Teaches students to provide arguments for their attitudes and opinions.
- Organizes various forms of group work with students for reading fiction.
- Organizes research on various topics through the study of literature and other information sources with students.
- Uses different methods to working with students (demonstrates, teaches, supports activities initiated by students themselves, etc.).
- When planning the library work, incorporates cross-subject goals and selects appropriate materials and activities to achieve them.
- Implements activities involving cross-subject goals.

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT



PROFESSIONAL COMPETENCES

1. Uses different ways to motivate reading.



EXAMPLES OF PROFESSIONAL PRACTICE

- Organizes various activities to motivate reading (reader of the month, writing book reviews, competitions, reading clubs, research clubs, etc.).



II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION



PROFESSIONAL COMPETENCES

1. Promotes and provides conditions for equal access.
2. Helps teachers to use a variety of strategies in order to improve reading within the regular teaching process taking into account students' different needs and interests.



EXAMPLES OF PROFESSIONAL PRACTICE

- Develops a policy of equal access to resources in the library and monitors its implementation.
- Assesses the library in terms of its access for different users, reasons of insufficient use of the library by certain categories of potential users, etc., makes proposals to overcome such situation, takes concrete actions, etc.
- Undertakes specific actions to overcome the physical, social and intellectual barriers that prevent equal access to resources and services.
- Helps teachers to find and use materials that are appropriate to students' age, cognitive and social characteristics.
- Organizes workshops for teachers to use strategies of reading comprehension for various types of texts.
- Organizes study groups with teachers to incorporate reading strategies during instruction.



II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS



PROFESSIONAL COMPETENCES

1. Helps teachers to innovate the use of new media and information sources in teaching.



EXAMPLES OF PROFESSIONAL PRACTICE



- Advises teachers, organizes workshops.
- Demonstrates the innovative use of new media and encourages teachers to use such media.
- Suggests teachers where they can incorporate new information sources in teaching.

III. WORK WITH PARENTS

Sub-area: TRAINING OF PARENTS



PROFESSIONAL COMPETENCES

1. Improves collaboration between the school and family.



EXAMPLES OF PROFESSIONAL PRACTICE



- Informs parents about the new educational information sources.
- Initiates and organizes projects for parental involvement in school life and work.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH PROFESSIONAL INSTITUTIONS AND ORGANIZATIONS



PROFESSIONAL COMPETENCES

1. Initiates and develops partnerships with the community on issues relevant to community education.



EXAMPLES OF PROFESSIONAL PRACTICE



- Implements joint activities with other institutions and organizations to promote reading.
- Develops procedures regarding the planning, organization and implementation of activities and their monitoring and evaluation (lectures, debates, exhibitions, competitions, etc.)
- Has a leading role in cooperation projects with the local community (initiator, manager, coordinator).
- Presents his/her expertise and experience to the general public.
- Informs the local community about some topical education issues and provides support regarding issues within his/her field.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: INDIVIDUAL PROFESSIONAL DEVELOPMENT



PROFESSIONAL COMPETENCES

1. Evaluates his/her professional activities in terms of effects and enhances them.



EXAMPLES OF PROFESSIONAL PRACTICE



- Prepares tools for reflection and self-evaluation and shares experiences from his/her own professional development and professional practice.
- Follows professional literature for an in-depth study of specific and emerging issues in the field, and uses it in his/her work.
- Attends training to achieve higher competences (more specific skills in the field, mentor training, management, research).
- Conducts regular needs assessments in terms of the library, using research tools such as questionnaires, focus groups, interviews, etc.
- Conducts action research to improve his/her own work.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE LIBRARIAN...



PROFESSIONAL COMPETENCES

1. Promotes innovative approaches to the use of information technology and other information sources.
2. Knows how to access and is able to provide information from complex databases.



EXAMPLES OF PROFESSIONAL PRACTICE

- Makes suggestions for improving school work.
- Shares knowledge and information with teachers and management.
- Prepares guidelines and instructions on the use of various information sources in teaching.
- Provides materials from other domestic and foreign libraries for school needs.



VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE LIBRARIAN...



PROFESSIONAL COMPETENCES

1. Matches novelties in information source databases (TED, on-line courses, didactic electronic materials, etc.) with learning needs.
2. Is able to develop Work Programs for the library, putting it at the center of learning and information exchange at the school.
3. Motivates and trains students to volunteer at the library.
4. Builds a strategy and organizes activities for enrichment and use of book stocks and the library as a learning resource.
5. Organizes the library as a resource center for professional materials and getting ideas for development of professional materials.





EXAMPLES OF PROFESSIONAL PRACTICE

- Gets informed about the content and features of specific databases.
- Informs on and refers to the ways of using new databases.
- Promotes the library as a learning center for everyone in the school and wider community.
- In the development of the Work Program, cooperates with students, teachers, school administration and parents to meet their needs.
- Presents the librarian's work to the students.
- Selects students interested in volunteering at the library.
- Develops a Training Program for students.
- Actively involves students in the realization of library's activities.
- Helps students to prepare materials for the presentation of their work and the library's work.
- Establishes a system and uses different ways to increase book stocks (e.g. donations from publishing houses and individuals, fund-raising activities for equipping the library).
- Together with teachers, makes regular evaluation and selection of professional materials according to the needs, abilities and interests of students and employees and the specific features of the school and its environment.
- Organizes a sales "Book Fair" at the school.
- Organizes donations.
- Finds sponsors.
- Includes teachers, students and parents in activities for increasing the book stocks.
- Provides ideas for innovative uses of the library.
- Defines the mission and priorities of the library.



**PROFESSIONAL
STANDARDS**
for
**STUDENT SUPPORT
STAFF - ADVISOR**

COMMON COMPETENCES FOR STUDENT SUPPORT STAFF - ADVISOR

BASELINES

This part presents the competences that the student support staff member who has already attained the title of Mentor should possess in order to obtain the title of Student Support Staff - Advisor. They represent an upgrade of Core Professional Competences for Student Support Staff and Standards for Student Support Staff - Mentor and are a sort of criteria which are expected to be met only by a fraction of the most prominent student support staff members who will thus advance in their title.

The definition of these standards was guided by the conceptualization of Student Support Staff - Advisor as a practitioner who throughout his/her work has developed and perfected the Core Professional Competences for Student Support Staff and Standards for Student Support Staff - Mentor, and has further developed professionally and showed that he/she is competent to engage beyond the level of the school by getting involved in the preparation of national documents, strategies and projects, disseminating knowledge through writing brochures, manuals, books, moderating training, participation in informative TV and radio shows, etc.

During the preparation of standards, more attention was paid to the common standards rather than the standards for specific profiles of student support staff, because it was considered that engagement at local and national levels requires competences that are similar for each student support staff profile and are an upgrade of professional competences characteristic of specific professional profiles.

The ultimate goal of Professional Standards for Student Support Staff - Advisor is to contribute to high quality engagement of the Student Support Staff - Advisor that transcends everyday work at the school, thus contributing to better quality work at all schools.



WORK WITH STUDENTS

THE STUDENT SUPPORT STAFF - ADVISOR is highly competent in his/her subject field and demonstrates practice which is a good example of working with students and which can be recommended at the system level. He/she possesses in-depth skills in direct work with students, his/her approaches to work are innovative, based on new scientific research or his/her own proven practices, he/she is dedicated to advocating policy changes that affect students at either regional or national level, and therefore, he/she presents the knowledge and skills of working with students to the wider professional community and is a leader of change. The extensive experience enables him/her a broader perspective, so his/her views, attitudes, understandings and commitments exceed the learning and wellbeing of students at the school and are applicable to a broader regional and national context. He/she stands for more effective learning and development of all students, as demonstrated by developing local or national programs and interventions for student support, publishing examples from practice, participating in the preparation of national documents and the like. Each of the profiles of student support staff members insists that documents of systemic nature, in whose preparation he/she was involved, should incorporate the knowledge of his/her core expertise and ensure unity of approaches in working with students.

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Designs and implements innovative approaches to assessment and monitoring of students' progress.
2. Promotes modern learning approaches to the wider professional community.
3. Promotes the improvement of effective learning policies, approaches and methods derived from research and/or verified in practice.
4. Contributes to the inclusion of students in the wider community.



EXAMPLES OF PROFESSIONAL PRACTICE



- Is a member of the team that creates methods, strategies and tools to monitor student progress at the national level.
- Develops programs and interventions to support students in their learning at the local and/or national level and participates in their evaluation.
- Explores, adapts and develops approaches to support student learning.
- Evaluates the effectiveness of individual and systemic interventions regarding students' learning.
- Publishes examples from his/her own practice and research in professional journals or posts on official (refereed) websites.
- Participates in teams for development of effective learning approaches and methods.
- Participates in surveys for assessment/evaluation of effective learning approaches and programs applied.
- Presents research findings at professional meetings, in books, publications, articles, professional journals, manuals, etc.
- Participates in the preparation of documents for improvement of inclusive education at both national and local levels.
- Participates in projects and initiatives at national and local levels for the inclusion of students with special educational needs in the school and wider environment.
- Participates in working groups for development of instruments for identification of special educational needs at the national level.

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT
OF STUDENT DEVELOPMENT

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Develops innovative approaches to monitor and support students' development.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in professional teams at the local or national level to design programs for student support.
- Participates in the implementation and evaluation of the effectiveness of programs implemented locally or nationally.

I. WORK WITH STUDENTS

Sub-area: PROFESSIONAL AND CAREER
ORIENTATION OF STUDENTS

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Explores and promotes new approaches to professional orientation and career guidance.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in drafting strategic and program documents for professional orientation and career guidance.
- Participates in the development of new approaches and tools for professional orientation and career guidance.
- Participates in the evaluation of effects of approaches applied to professional orientation and career guidance at the national or local level.



II. WORK WITH TEACHERS

THE STUDENT SUPPORT STAFF - ADVISOR is not only respected and highly esteemed by teachers at the school, but is also recognized as a highly qualified and acknowledged professional in the wider community. In the course of his/her work, he/she has gained enough experience and confidence to be able to support teachers in their work, not just those from his/her school, but also teachers from the region or the country. He/she achieves this through participation in drafting concept documents, authorship of articles/analyses, preparation of didactic and methodical materials, participation in systemic interventions, etc. In the preparation of documents of general interest that enhance teacher performance, the Student Support Staff - Advisor is expected to deliver a profound contribution in terms of his/her own professional field.

II. WORK WITH TEACHERS

Sub-area: TEACHERS SUPPORT FOR PLANNING,
IMPLEMENTATION OF THE EDUCATIONAL PROCESS
AND SELF - EVALUATION

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Drafts concept and program documents at the national level.
2. Promotes didactic and methodical aspects of teaching.



EXAMPLES OF PROFESSIONAL PRACTICE



- Is a member of teams drafting concept documents in education.
- Is an author/co-author of analyses and evaluations of certain aspects in the educational system at the national level.
- Is an author of articles that analyze/explain national policies in education.
- Participates in teams drafting the curricula.
- Prepares technical didactic and methodical materials that are favorably reviewed (good practice examples).
- Is an author/co-author of manuals, instructions, guidelines, teaching aids, etc. that promote teaching.
- Is a reviewer of textbooks and other learning resources.
- Is an author/coauthor of approved textbooks and work materials for students.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT
FOR WORKING WITH STUDENTS

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Contributes to the development and evaluation of system interventions/changes at the school, municipality or region.



EXAMPLES OF PROFESSIONAL PRACTICE



- Evaluates the effectiveness of national programs and modifies them based on findings.
- Implements systemic interventions/changes in the school and/or municipality/city.
- Evaluates the effects of actions taken.

III. WORK WITH PARENTS¹⁰

THE STUDENT SUPPORT STAFF - ADVISOR is known among parents as someone who contributes to students' learning and development and is kept informed of all developments/issues relevant to students' lives. His/her involvement goes beyond successful consultations with parents in the school, because by writing manuals, participating in the preparation of concept documents or educational shows, writing in popular magazines and on websites, he/she is active and has an impact on a larger scale in society.

¹⁰ The term "parent" also includes a legal representative, guardian.

III. WORK WITH PARENTS

Sub-area: INDIVIDUAL AND GROUP COUNSELING
AND CONSULTATION WITH PARENTS

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Identifies new effective approaches to advising parents and applies them in practice.



EXAMPLES OF PROFESSIONAL PRACTICE

- Is an author/reviewer of a manual for parents in the educational activity.
- Participates in drafting concept documents on work with parents.



III. WORK WITH PARENTS

Sub-area: TRAINING OF PARENTS

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Educates both parents and the general public on issues related to parenting through the mass media.



EXAMPLES OF PROFESSIONAL PRACTICE

- Is an author of a handbook for parents (i.e. good parenting).
- Participates in educational TV/radio programs.
- Writes about parenting in popular magazines and on websites.
- Hosts schools for parents.



IV. COOPERATION WITH THE COMMUNITY

THE STUDENT SUPPORT STAFF - ADVISOR is not only an initiator, but also an innovator, and this is reflected in his/her involvement in the community, where he/she constantly finds ways to initiate and organize projects to improve both school and community life. He/she is recognized as an initiator of cooperation with the community characterized by new content and ways of cooperation. He/she is proud of the achievements of his/her school, so therefore, uses every opportunity to promote the school in the community and connect community residents firmly with the school.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH THE LOCAL COMMUNITY

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

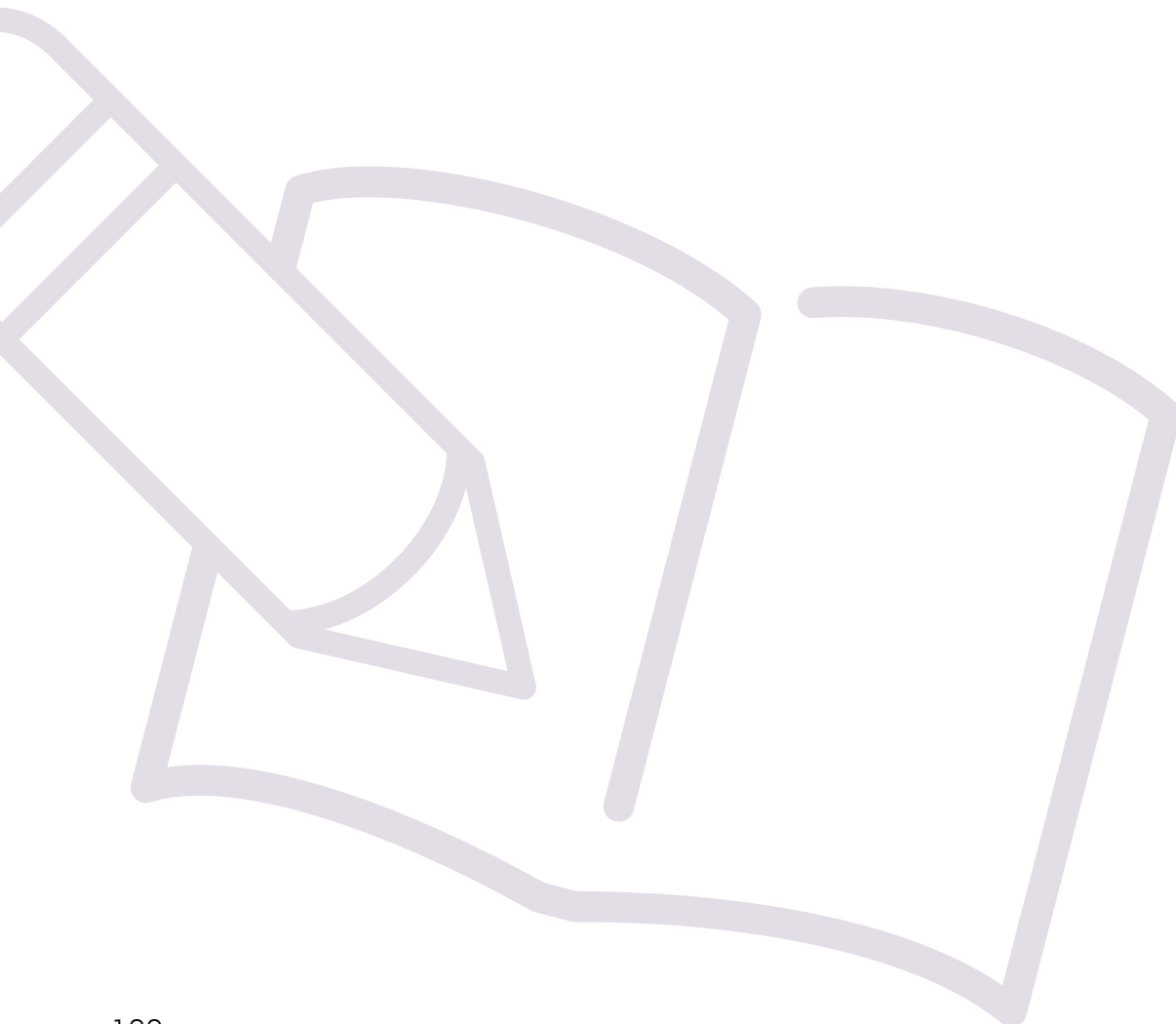
1. Identifies new areas and ways of cooperation with the community and takes the lead in their implementation.



EXAMPLES OF PROFESSIONAL PRACTICE



- Initiates, prepares and organizes projects with the local community to improve student achievement and community.
- Builds a strategy and promotes the work of the school and student achievement in the wider community. life.
- Organizes and holds seminars, panel discussions and workshops to promote partnerships between schools and community institutions.



V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

THE STUDENT SUPPORT STAFF - ADVISOR is an example of a professional who continuously invests a lot in his/her professional development. As a result, he/she acquires further formal education and is involved in various forms of informal education. Because of his/her experiences and knowledge about professional development of student support staff members and other educational staff, he/she engages in the preparation of strategic documents on professional development at the national level. The Student Support Staff - Advisor has competences and various experiences in forms of teaching staff professional development that go beyond the school. Therefore, his/her colleagues, student support staff members and teachers appreciate his/her competence in many areas and perceive him/her as someone who is there to help them in their professional development.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: INDIVIDUAL PROFESSIONAL DEVELOPMENT

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Develops and implements strategies and documents for professional development at the regional and national level.
2. Continuously develops his/her scientific knowledge.



EXAMPLES OF PROFESSIONAL PRACTICE



- Is a member of working groups for preparation of professional development documents of regional and national interest.
- Presents expert knowledge he/she has acquired through research in professional publications (magazines, books, manuals) or at professional conferences.
- Takes part in the work of the body for evaluation of professional and career advancement of his/her fellow teachers/student support staff members.
- Participates in the selection, adaptation and development of instruments for evaluating teachers/student support staff members.
- Makes proposals to improve the role (competences, programs, status, professional organization) of his/her own profile of student support staff.
- Develops professionally by acquiring academic titles (specialization/master's degree/doctorate).
- Uses various forms of informal professional development regarding the novelties in his/her profession.
- Participates in national and international professional conferences.
- Participates in professional and study tours.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT
AND COOPERATION IN THE SCHOOL

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Helps teachers to acquire higher competences.
2. Contributes to the professional development of fellow student support staff members.
3. Initiates cooperation between schools for the purpose of professional development.





EXAMPLES OF PROFESSIONAL PRACTICE

- Helps mentor teachers to develop a mentoring program and monitors its implementation.
- Is an author or co-author of a Program for Professional Development of Teachers and Student support staff (Student support staff members).
- Implements training outside school.
- Assists teachers in conducting action research and preparing a presentation of the findings thereof, as well as in writing various types of papers.
- Shares his/her own best practices with colleagues for the purpose of their professional development.
- Administers his/her own website/blog for the exchange of information and experience in the profession.
- Initiates regional/national cooperation of student support staff.
- Implements training, workshops, consultations for his/her fellow student support staff members at the national level.
- Advises and encourages colleagues to use the opportunities for learning and professional development.
- Manages the work of professional bodies, clubs and/or associations of student support staff members at the regional and national level.
- Organizes various forms of exchange of good practices to promote professional and career development of teachers and student support staff members at the community level.





VI. ANALYTICAL AND RESEARCH WORK

THE STUDENT SUPPORT STAFF - ADVISOR possesses highly technical competences for more complex studies and research on educational work. He/she knows how to use scientific and research procedures and findings that will contribute to the explanation of certain phenomena and situations and decision-making at the system level. He/she has developed skills for performing more complex research drafts that also require more complex statistical analyses, which makes him/her a valuable resource for other educational institutions engaged in research and is often hired for various projects, studies, analyses, etc. The Student Support Staff - Advisor critically analyzes data regarding the situation in the educational system, if necessary does new meta-analyses and presents the findings thereof and based on them, makes proposals for systemic improvements. In his/her narrower subject field, he/she performs more complex research relevant to education in a broader context (national or international).

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: ANALYSIS AND ASSESSMENT
OF EDUCATIONAL WORK

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Makes a critical review/analysis of existing conditions in education.



EXAMPLES OF PROFESSIONAL PRACTICE



- Designs analyses, interprets results and presents them to the general public.
- Does meta-analyses of data and publishes the findings thereof.
- Analyzes the situation and policies in education and their consequences, and presents the findings thereof.

VI. ANALYTICAL AND RESEARCH WORK

Sub-area: RESEARCH OF EDUCATIONAL WORK

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Works on research projects in collaboration with other professional national and international institutions.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in the development and standardization of measuring instruments.
- Holds training on research project implementation in the educational process.
- Publishes the research results in national and international journals.
- Participates in teams (both national and international) for research carried out by other educational institutions (e.g. BDE, VET Centre, colleges, etc.).
- Performs meta-analysis of research results in a given area presented in international and national research studies.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

In addition to managing the processes of long-term planning of strategies and policies for different areas at the school level, because of his/her competence and innovation, **THE STUDENT SUPPORT STAFF - ADVISOR** also engages in the development of strategic and concept documents at the national level. Not only does he/she have success in the creation of a stimulating and safe environment in his/her school, but he/she also advocates for a safe community involving other schools and members of the local community. In addition to his/her push for inclusion of students at school, he/she also stands for their inclusion in the wider community by initiating projects for inter-school cooperation or cooperation activities with the local community.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE AND ORGANIZATION
(PLANNING, MONITORING OF EDUCATIONAL WORK,
PEDAGOGICAL RECORDS AND DOCUMENTATION,
EVALUATION)

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Analyzes and develops concept and strategic documents in education.
2. Develops projects for improvement of educational work at both regional and national levels.
3. Runs the process of development planning at school.
4. Improves school policies for assessment.



EXAMPLES OF PROFESSIONAL PRACTICE



- Coordinates school initiatives for improvement of curricula and syllabi.
- Is a member of teams drafting concept documents in education.
- Is an author/co-author of analyses and evaluation of individual aspects of the educational system nationwide.
- Is a member of the team that manages innovative projects nationwide.
- Presents experiences of implemented innovations in the professional literature, media, professional meetings, conferences, seminars.
- Participates in international projects.
- Is an author/co-author of approved projects that promote educational work.
- Coordinates activities to link the prepared strategic and development plans.
- Organizes monitoring and evaluation of the School Development Program implementation.
- Prepares a report on the evaluation of the Development Program in individual areas.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL CLIMATE, SAFE ENVIRONMENT
AND DEMOCRATIC PARTICIPATION

THE STUDENT SUPPORT STAFF MEMBER...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Promotes activities to create a safe and positive environment for students at the local level.
2. Contributes to the inclusion of students in the wider community.



EXAMPLES OF PROFESSIONAL PRACTICE



- Initiates, organizes and implements joint activities for inter-school cooperation of students and teachers for the purpose of safety.
- Initiates, organizes and implements joint activities with the local community for students' safety.
- Proposes and performs activities to involve students in the local community life and work regardless of their ability, background and socio-economic status.
- Participates in the preparation of documents for the improvement of inclusive education at both local and national levels.



SPECIFIC COMPETENCES FOR ADVISOR STUDENT SUPPORT STAFF – PEDAGOGUE

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE PEDAGOGUE...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Develops programs for prevention and crisis intervention with students.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in the drafting of national level strategic documents for crisis intervention with students.
- Works in national teams on identification and prevention of crisis situations among students and on support provision.

II. WORK WITH TEACHERS

Sub-area: TEACHERS SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE PEDAGOGUE... 

COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Promotes national assessment.



EXAMPLES OF PROFESSIONAL PRACTICE

- Participates in teams for development of standardized knowledge tests.
- Participates in the design and preparation of documents for external national assessments.



II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS

THE PEDAGOGUE... 

COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Participates in systemic changes to adapt the work of teachers to the needs and abilities of students with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE

- Is a member of expert teams for creation of approaches to working with gifted students.
- Is an author/co-author of manuals for working with students with special educational needs (gifted students, students with disabilities, socially disadvantaged students, with specific learning difficulties, etc.).



SPECIFIC COMPETENCES FOR ADVISOR STUDENT SUPPORT STAFF – PSYCHOLOGIST

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE PSYCHOLOGIST...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Develops a system of work with gifted students.



EXAMPLES OF PROFESSIONAL PRACTICE



- Implements activities for identification, support and rewarding of gifted students in the community.
- Participates in the development and implementation of a program of work with gifted students at the local level.
- Participates in the preparation of national level program and strategic documents for work with gifted students.

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE PSYCHOLOGIST... 

COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Develops programs for prevention and crisis intervention with students.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in the development of national level strategic documents for crisis intervention with students.
- Works in national teams on identification and prevention of crisis situations among students and on support provision.

II. WORK WITH TEACHERS

Sub-area: TEACHERS SUPPORT FOR PLANNING,
IMPLEMENTATION OF THE EDUCATIONAL PROCESS
AND SELF - EVALUATION

THE PSYCHOLOGIST... 

COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Promotes national assessment.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in teams for development of standardized knowledge tests.
- Participates in the design and preparation of documents for external national assessments.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Participates in systemic changes to adapt the work of teachers to the needs and abilities of students with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE



- Is a member of expert teams for creation of approaches to working with gifted students.
- Is an author/co-author of manuals for working with students with special educational needs (gifted students, students with disabilities, socially disadvantaged students, with specific learning difficulties, etc.).

SPECIFIC COMPETENCES FOR ADVISOR STUDENT SUPPORT STAFF – SOCIOLOGIST

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Develops programs for prevention and crisis intervention with students.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in the development of national level strategic documents for crisis intervention with students.
- Works in national teams on identification and prevention of crisis situations among students and on support provision.

SPECIFIC COMPETENCES FOR ADVISOR STUDENT SUPPORT STAFF - SPECIAL EDUCATOR

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING

THE SPECIAL EDUCATOR...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Develops a system of work with students with special educational needs.



EXAMPLES OF PROFESSIONAL PRACTICE



- Implements activities for identification and support of students with special educational needs in the community.
- Participates in the drafting of program and strategic documents, and rulebooks of work with students with special educational needs.

II. WORK WITH TEACHERS

Sub-area: TEACHERS SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE SPECIAL EDUCATOR...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Promotes national assessment.



EXAMPLES OF PROFESSIONAL PRACTICE

- Participates in teams for development of standardized knowledge tests.



II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS

THE SPECIAL EDUCATOR...



COMPETENCES OF STUDENT SUPPORT STAFF - ADVISOR

1. Participates in systemic changes to adapt the work of teachers to the needs and abilities of students with special educational needs and learning difficulties.



EXAMPLES OF PROFESSIONAL PRACTICE

- Is an author/co-author of manuals for work with students with special educational needs and specific learning difficulties.
- Participates in the development of procedures for teachers' work with students with special educational needs and specific learning difficulties.



SPECIFIC COMPETENCES FOR ADVISOR STUDENT SUPPORT STAFF – LIBRARIAN

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING



PROFESSIONAL COMPETENCES

1. Promotes modern approaches to using the library as a learning center in the wider professional community.
2. Promotes improvement in policies, approaches and methods for effective learning in the library resulting from research and/or verified practice.



EXAMPLES OF PROFESSIONAL PRACTICE



- Explores, adapts and develops approaches to support students' learning in the library.
- Evaluates the effectiveness of individual and systemic interventions in the way of using the library.
- Publishes examples from his/her own practice and research in professional journals or posts them on official (refereed) websites.
- Participates in teams for development of approaches and methods of effective learning.
- Participates in research for assessment/evaluation of effective learning approaches and programs applied.
- Presents research findings in professional conferences, books, publications, articles, professional journals, manuals, etc.

IV. COOPERATION WITH THE COMMUNITY

Sub-area: COOPERATION WITH PROFESSIONAL INSTITUTIONS AND ORGANIZATIONS

THE LIBRARIAN...



PROFESSIONAL COMPETENCES

1. Identifies new areas and ways of cooperation with the community and takes the lead in their implementation.
2. Contributes to the development and evaluation of systemic interventions/changes in the school, municipality or region.



EXAMPLES OF PROFESSIONAL PRACTICE



- Initiates, develops and organizes projects with the local community to improve student achievement and community life.
- Builds a strategy and promotes the work of the school and students' achievement in the wider community.
- Organizes and holds seminars, panel discussions and workshops to promote partnerships between schools and community institutions.
- Evaluates the effectiveness of national programs and modifies them based on the findings.
- Implements systemic interventions/changes in the school and/or municipality/city.
- Evaluates the effects of actions taken.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: INDIVIDUAL PROFESSIONAL DEVELOPMENT

THE LIBRARIAN...



PROFESSIONAL COMPETENCES

1. Continuously develops his/her scientific and professional knowledge.



EXAMPLES OF PROFESSIONAL PRACTICE



- Professionally develops acquiring academic titles (specialization/master's degree/doctorate).
- Uses various forms of informal professional development regarding the novelties in his/her profession.
- Participates in national and international professional meetings.
- Participates in professional and study tours.

V. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE LIBRARIAN...



PROFESSIONAL COMPETENCES

1. Initiates cooperation with librarians from other schools to share knowledge and improve work.
2. Contributes to the professional development of fellow librarians.



EXAMPLES OF PROFESSIONAL PRACTICE



- Participates in regional teams/clubs/librarians' professional bodies.
- Shares his/her own best practices with colleagues for the purpose of their professional development.
- Administers his/her own website/blog for the exchange of information and experience in the profession.
- Initiates regional/national cooperation of student support staff members.
- Implements training, workshops, consultation for fellow student support staff members nationwide.
- Advises and encourages colleagues to use the opportunities for learning and professional development.
- Manages the work of clubs and/or associations of student support staff members at both regional and national levels.

VII. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE LIBRARIAN...



PROFESSIONAL COMPETENCES

1. Analyzes and develops concept and strategic documents in education.
2. Develops projects aimed at improving the educational work at both regional and national levels.
3. Initiates, plans and organizes the networking of school libraries and other libraries.





EXAMPLES OF PROFESSIONAL PRACTICE

- Coordinates school initiatives for improvement of curricula and syllabi.
- Is a member of teams drafting concept documents in education.
- Is an author/co-author of analyses and evaluation of individual aspects of the education system nationwide.
- Is a member of the team that manages innovative projects nationwide.
- Presents experiences of implemented innovations in professional literature, media, professional meetings, conferences, seminars.
- Participates in international projects.
- Is an author/coauthor of approved projects that promote educational work.
- Participates in the development of networks for exchange of information and resources.
- Drafts proposals and plans for networking of schools at the municipal level.
- Analyzes the cooperation between school libraries and makes suggestions for improvement.



**PROFESSIONAL
COMPETENCES**
for **STUDENT SUPPORT
STAFF ASSISTANT FOR
PRACTICAL LESSONS
IN SECONDARY SCHOOLS**

INTRODUCTION

These professional competences for student support staff were prepared by a working group composed of representatives from schools and the Vocational Education and Training Center. The Core Professional Competences for Teachers and Student Support Staff were taken into consideration in their development.

Professional competences for student support staff assistant for practical lessons define the values, knowledge and skills they should possess to successfully perform their work. Description is given of the competences that student support staff assistant for practical lessons should have from the time of completion of their internship and after successfully passing the professional (internship) exam until the end of their professional career. When defining them, care was taken to include competences relating to the overall professional engagement of student support staff assistant for practical lessons, i.e. work with students, teachers and the school in general. The role of student support staff members was mainly considered in terms of their providing support to teachers for successful implementation of instruction, while with student support staff who directly work with students, in terms of supporting students' learning and development.

In the preparation of competences, the idea for teamwork among teachers and student support staff assistant for practical lessons was put forward.

Common competences necessary for most professions in the 21st century, such as using information technology, knowledge of foreign languages, etc. are not mentioned, because it is expected that student support staff members will possess them to a level that allows their use in everyday work.

Competences relating to professional knowledge and skills are organized into four areas and each area consists of several sub-areas. There, certain competences can belong to several areas. In those cases, the competence is given in one area only, i.e. it is mentioned only once and does not appear again in another area.

Professional knowledge and skills and examples of activities are grouped into the following areas:

I. WORK WITH STUDENTS

- Support of student learning.
- Monitoring and support of student development.

II. WORK WITH TEACHERS

- Teacher support for planning, implementation of the educational process and self-evaluation.
- Teacher support for working with students.

III. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

- Individual professional development.
- Supporting professional development and cooperation in the school.

IV. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

- School structure and organization and school climate, safe environment and democratic participation.

PROFESSIONAL VALUES

EVERY STUDENT CAN LEARN AND DEVELOP

The student support staff member directly involved in teaching believes that, although students are unique individuals and vary in terms of their abilities, approaches to learning, experiences, interests and motivation, they all can learn and develop. He/she is convinced that students' potential will develop if students are motivated to make proper effort, which will result in a feeling of success. It will enhance confidence and motivation to learn. He/she considers that, if teaching meets the interests and needs of students and enables the acquisition of knowledge that is relevant to them, they will learn with pleasure and dedication and will consider their potential as something that can be improved, and it will help them develop as successful individuals and community members. He/she is convinced that the democratic approach to students will encourage them to view the Student support staff member as someone who offers help and support. These convictions should be particularly manifested by student support staff members who work directly with students.

DEDICATION TO THE PROFESSION

The student support staff assistant for practical lessons, although basically not trained to work in education, loves his/her profession, is willing to work with young people, believes in their abilities and is happy with the success they achieve. He/she is convinced that he/she is not only a teacher's associate, but should show concern for students' learning and development, be open to communication and help and give students support when they need it. He/she believes that the profession he/she does is important not only for students, but for society as well, and believes that positive changes in students lead to positive change in society as a whole. He/she deems that no matter how good something is, it can always be

better, so he/she views challenges in the profession as an opportunity to improve teaching practices.

COOPERATION

The Student support staff member believes that for successful students' learning and development, it is important to establish a partner relationship among all in the school. He/she and the teachers will share the same goals for student learning, they will exchange information, agree approaches and strategies, complement each other, and their communication will be based on mutual respect and trust. He/she is convinced that through professional cooperation with his/her colleagues, he/she can contribute to higher student achievements and promotion of the school.

EQUALITY, INCLUSION AND SOCIAL JUSTICE

The Student support staff member is sensitive to diversity among students and is willing to accept students as individual personalities different from others, regardless of their abilities. He/she believes that students will want to learn and love the profession for which they are trained if they feel accepted by everyone and therefore, he/she strives to create an environment in which every diversity is accepted and respected. He/she deems that the documents on the rights of people and children, and on anti-discrimination, as well as the principles of social justice should be consistently applied in everyday life and he/she shows this by making just and fair decisions.

WORK WITH STUDENTS

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS is involved in teaching, gives support to students in developing their skills for successful use of modern equipment and devices, adequate use of teaching resources in the laboratory, specialized classrooms or workshops for practical training. It is particularly important that through his/her individual approach, the Student Support Staff Assistant for Practical Lessons should motivate students to achieve better results.

The student support staff member outside teaching contributes to assisting in practical training actions and procedures and through his/her communication with the vocational teacher suggests using appropriate equipment and means of protection.

It is particularly important for the student support staff assistant for practical lessons to maintain adequate portfolios of students

I. WORK WITH STUDENTS

Sub-area: SUPPORT OF STUDENT LEARNING¹¹

THE STUDENT SUPPORT STAFF ASSISTANT
FOR PRACTICAL LESSONS ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the concepts of student cognitive development.	1.1 Assesses students' preparedness to engage in work with modern equipment and devices that are part of a laboratory, specialized classroom or workshop in order to perform practical training and adequately attend such training.
2. Knows basic learning strategies with appropriate teaching resources used to develop skills in the area of practical training, according to individual characteristics.	2.1 Recognizes the diverse educational needs of students. 2.2 Provides support in working with adequate teaching resources for practical training performance.
3. Is familiar with methods and techniques of working with students and their successful guidance for work with adequate teaching resources in the process of practical training.	3.1 Reconciles students' specific needs in the process of practical training. 3.2 Recognizes new technologies adequate for the implementation of practical training process.
4. Knows the factors that motivate students in their work with appropriate teaching resources in the development of skills.	4.1 Builds a positive attitude to working with appropriate teaching resources in the development of skills.
5. Knows the basic principles of inclusive education.	5.1 Recognizes the need for an adequate approach to inclusion.
6. Is familiar with models and forms of mastering the practical training work tasks.	6.1 Organizes activities to clarify the practical training tasks in cooperation with the practical training teacher.
7. Knows how to keep records of student progress in the process of practical classes.	7.1 Assesses and records student's performance.

¹¹ This sub-area relates to student support staff members directly involved in teaching.



EXAMPLES OF PROFESSIONAL PRACTICE



- Uses appropriate methods to prepare students for their involvement in work with modern equipment and devices that are part of a laboratory, specialized classroom or workshop for practical training performance.
- Demonstrates actions, procedures and processes with adequate teaching resources.
- Monitors students' progress in practical training and gives students appropriate guidance in accordance with their individual characteristics.
- Guides students individually and/or as a group on how to use various techniques to work with appropriate teaching resources in order to develop skills in the relevant field.
- Enables effective cooperation with and between students.
- Finds a way to present new technologies applicable to practical training.
- Implements different types of individual and group work, in cooperation with the practical training teacher.
- Encourages and supports students' applications for contests and competitions.
- Applies an adequate approach to students with special educational needs.
- Prepares Hand-outs with practical training contents, in collaboration with the practical training teacher.
- Uses a method of demonstrating the finished product and production phases of the same.
- Keeps a portfolio of practical training.

I. WORK WITH STUDENTS

Sub-area: MONITORING AND SUPPORT OF STUDENT DEVELOPMENT

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS ...



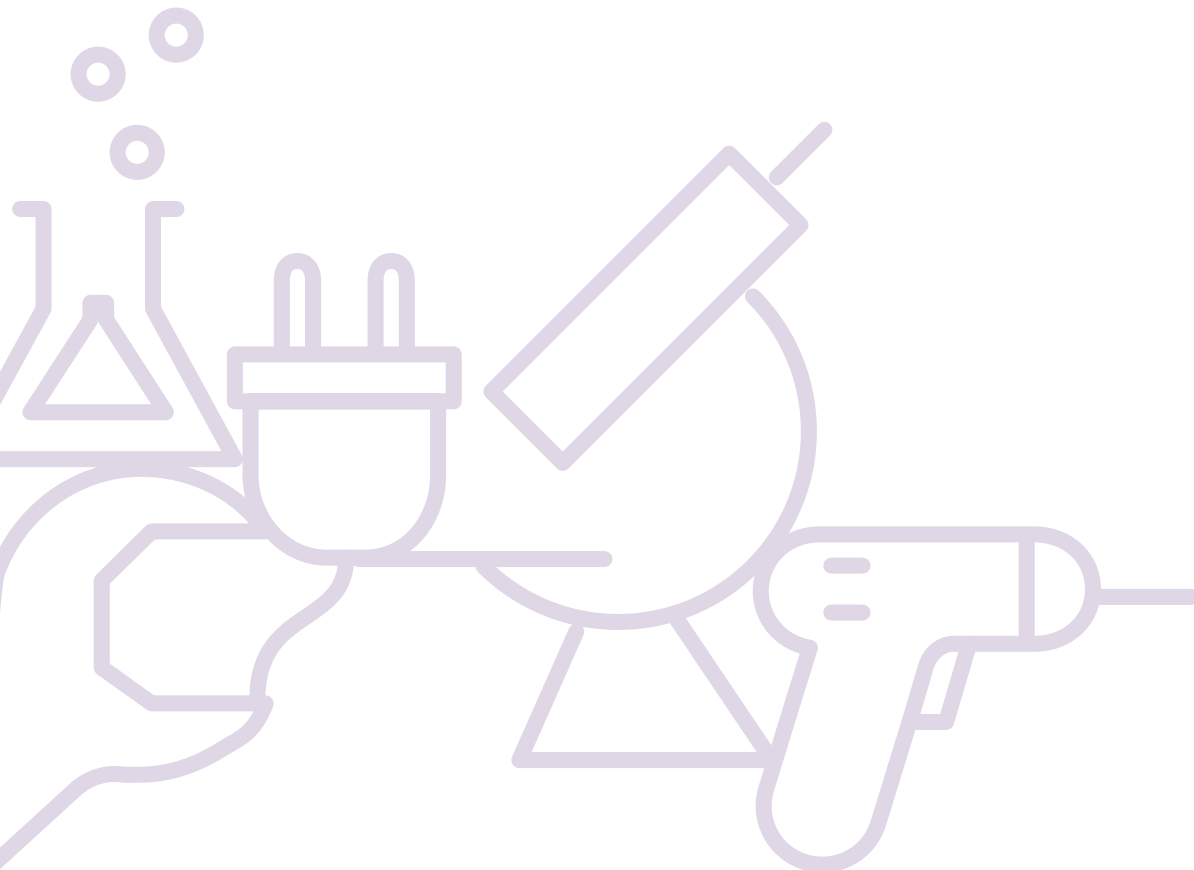
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the principles of work in a laboratory, specialized classroom and workshop for practical training. 2. Knows the operation and importance of modern equipment and devices that are part of the laboratory, specialized classroom or workshop for practical training performance.	1.1 Is competent to demonstrate work in the laboratory by applying the basic principles and methods of protection and self-protection. 1.2 Applies the basic principles and methods of protection and self-protection while working in a laboratory, specialized classroom and workshop for practical training. 2.1 Identifies components. explains the features and use of equipment and devices. explains the work process. 2.2 Takes care of maintenance and proper use of the equipment and devices.
SPECIFIC COMPETENCIES FOR STUDENT SUPPORT STAFF IN TEACHING	
3. Recognizes the challenges in communication and cooperation with members of different cultures, and with different values and experiences.	3.1 Communicates with students and teachers in a way that ensures support and confidence. 3.2 Communicates with respect and attention, promoting positive values, attitudes and behaviors.





EXAMPLES OF PROFESSIONAL PRACTICE

- Assists in actions and procedures while conducting practical classes.
- Suggests using adequate equipment and means of self-protection and protection of macro and micro environment.
- Uses various teaching aids to familiarize students with the basic parts and features of equipment and devices.
- Demonstrates the process of work with equipment and devices.
- Performs procedures of maintenance and proper use of equipment, devices and machines.
- Specific competencies for student support staff in teaching.
- Practices mechanisms that allow the student to develop confidence and gain support.
- Actively listens to and respects the views, opinions and interests of students.
- Uses different approaches in individual and group communication with students.
- Communicates with the vocational teacher as part of the Practical Training Team.



II. WORK WITH TEACHERS

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS should, on the one hand, know the practical training curricula and syllabi well, and on the other, have sufficient information on the resources available for the realization of practical training. This allows him/her, while working with teachers, to provide support in the selection of ideas and ways of using relevant resources for the implementation of practical training.

The student support staff assistant for practical lessons who is directly involved in teaching monitors communication in the classroom and gives feedback to the teacher.

II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR PLANNING, IMPLEMENTATION OF THE EDUCATIONAL PROCESS AND SELF - EVALUATION

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
<ol style="list-style-type: none"> 1. Is familiar with the curricula for the vocational education in which he/she works. 2. Knows the features and purpose of teaching resources¹² required to implement the practical training program. 3. Knows various sources of new materials and technologies necessary to deliver practical training. 4. Is familiar with procurement and record-keeping of teaching resources required and spent for the implementation of practical training programs. 	<ol style="list-style-type: none"> 1.1 Identifies a curriculum and syllabus for practical training of the educational profile for which he/she implements practical classes. 2.1 Determines the resources available in the laboratory, specialized classroom and workshop depending on practical training curriculum objectives. 2.2 Identifies educational resources according to their characteristics. 2.3 Uses teaching resources properly. 3.1 Seeks and follows the developments in technology characteristic of the profession in order to improve practical training. 3.2 Informs teachers about different sources of materials and technologies. 4.1 Procures the teaching resources required for practical training program implementation.
SPECIFIC COMPETENCIES FOR STUDENT SUPPORT STAFF IN TEACHING	
<ol style="list-style-type: none"> 5. Understands the uniqueness/individuality of students. 6. Knows the principles of establishing a positive socio-emotional climate in a laboratory, specialized classroom and workshop for practical classes. 	<ol style="list-style-type: none"> 5.1 Respects the uniqueness/individuality of each student and matches their needs with appropriate ways of skills development. 6.1 Contributes to establishing a positive socio-emotional climate in a laboratory, specialized classroom and workshop for practical classes.

¹² Resources mean: substances, laboratory inventory, reagents, instruments, analysis samples, apparatus, etc.



EXAMPLES OF PROFESSIONAL PRACTICE

- In cooperation with the teaching staff, creates weekly and daily work plans and organizes different activities to develop students' skills.
- By daily and weekly work planning, he/she organizes work in accordance with the syllabus.
- Selects the teaching resources required for practical training program implementation.
- Helps in the selection of appropriate teaching resources for practical training program implementation based on daily and weekly work plans/helps in the selection of appropriate teaching resources for the implementation of specific practical tasks.
- Allocates adequate teaching resources to workplaces.
- Suggests ways of selecting and using different sources of materials and technologies.
- Informs teachers about the latest technological developments for the purpose of successful curriculum implementation.
- In cooperation with the teacher, drafts a list of resources required for practical training program implementation.
- Orders/receives the teaching resources required for practical training program implementation.
- Keeps records of the teaching resources required for practical training implementation on an ongoing basis.
- Fills out Inventory Lists of teaching resources required and spent.
- Proposes teachers adequate resources needed for students, including students with special educational needs.
- Helps teachers in the selection of teaching resources depending on their students' specific needs.
- Meets students' specific requests and needs.
- Monitors class students' behavior during practical training and breaks, and gives feedback to the teacher in order to improve the socio-emotional climate in the workshop/laboratory/specialized classroom.



II. WORK WITH TEACHERS

Sub-area: TEACHER SUPPORT FOR WORKING WITH STUDENTS¹³

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows how to work with students using various teaching resources.	1.1 Uses students' abilities and interests with a selection of adequate teaching resources.
2. Knows about the impact of social and cultural factors on education.	2.1 Promotes respect for diversity and democratic values.
	2.2 Stands for respecting the personality of each student.
3. Knows the principles of good communication between students and teachers and among students themselves.	3.1 Provides support to teachers in order to establish good communication between students and teachers and among students themselves.
4. Knows the safety-at-work rules.	4.1 Applies safety-at-work rules while working in a workshop/laboratory.
	4.2 Provides students with adequate occupational safety support and protective means and equipment.
5. Knows work hazards and protective means and equipment.	



EXAMPLES OF PROFESSIONAL PRACTICE



- Demonstrates the way of proper use of teaching resources.
- Intervenes in the event of improper use of teaching resources.
- Identifies students with different abilities to use and handle teaching resources.
- Suggests the teacher ways of developing students' abilities and motivating students to participate in contests and competitions of different types.
- Introduces new ways of working and collaboration with teachers and students.
- Helps the teacher to work with students with different cultural and social factors within a group and individually.
- Helps the teacher in the process of preparation and work in the class that has students from vulnerable groups.
- During group work, he/she organizes subgroups with students with cultural and social differences (mixed groups).
- Presents a positive role-model for teachers in their use of communication skills.
- Advises teachers about communication with a particular group of students.
- Monitors communication in the workshop, laboratory and classroom, and gives feedback to the teacher.
- Introduces students to the safety-at-work rules while working in the workshop, laboratory.
- Provides guidance on occupational safety and demonstrates the use of protective means and equipment.
- Intervenes in case of accident.

¹³ This sub-area relates to student support staff members directly involved in teaching.

III. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS plays an important role regarding the professional cooperation part in terms of planning and implementation of practical training. This cooperation concerns the selection and preparation of teaching resources, and adequate storage and usage thereof. He/she also works with the teacher in terms of recording and record-keeping of students' performance.

III. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: INDIVIDUAL PROFESSIONAL DEVELOPMENT

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the complexity of the position of student support staff and the responsibilities it brings.	1.1 Applies the knowledge acquired through professional training (formal, non-formal and informal education and learning) that enables him/her to develop his/her existing and acquire new competences and skills required for advancing his/her own work.
2. Understands the importance of planning for his/her own professional development.	2.1 Identifies the needs for personal professional development using his/her professional competences, the results of self-reflection on his/her own work, and the needs arising from new trends in science.
3. Knows the professional competences required for his/her profile of Student support staff member.	4.1 Identifies adequate forms of professional development to improve his/her own working practices.
4. Knows effective ways and opportunities for personal and professional development.	5.1 Cooperates with Student support staff members in the respective vocation.
5. Knows the sources for obtaining information relevant to the profession (magazines, etc.).	5.2 Uses literature from different sources in order to promote both personal and professional development.
6. Knows the code of ethics of the profession/school.	6.1 Acts in accordance with the code of ethics of the profession.





EXAMPLES OF PROFESSIONAL PRACTICE

- Assesses the efficiency of his/her own work.
- Continuously improves the management and organization of his/her work premises (laboratory, workshop, specialized classroom, etc.).
- Performs self-evaluation of his/her own competences and identifies the competences required for further professional development.
- Based on his/her self-evaluation, he/she prepares an individual professional development plan.
- Implements activities, keeps records and possesses evidence (personal plan, certificates, training attended and conducted, self-reflection notes, etc.) of his/her own professional development.
- Participates in various group (training, conferences, seminars, etc.) and individual (literature search, reading professional publications, research of various Internet resources, etc.) forms of professional development in and out of school.
- Participates in various activities of professional associations, social networks and forums in order to improve his/her work.
- Follows information related to technological development and new developments in science important for education and practical training implementation.
- Continuously improves regarding new tools and devices.
- Is an example (role-model) of ethical behavior.

III. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

Sub-area: SUPPORTING PROFESSIONAL DEVELOPMENT AND COOPERATION IN THE SCHOOL

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS ...

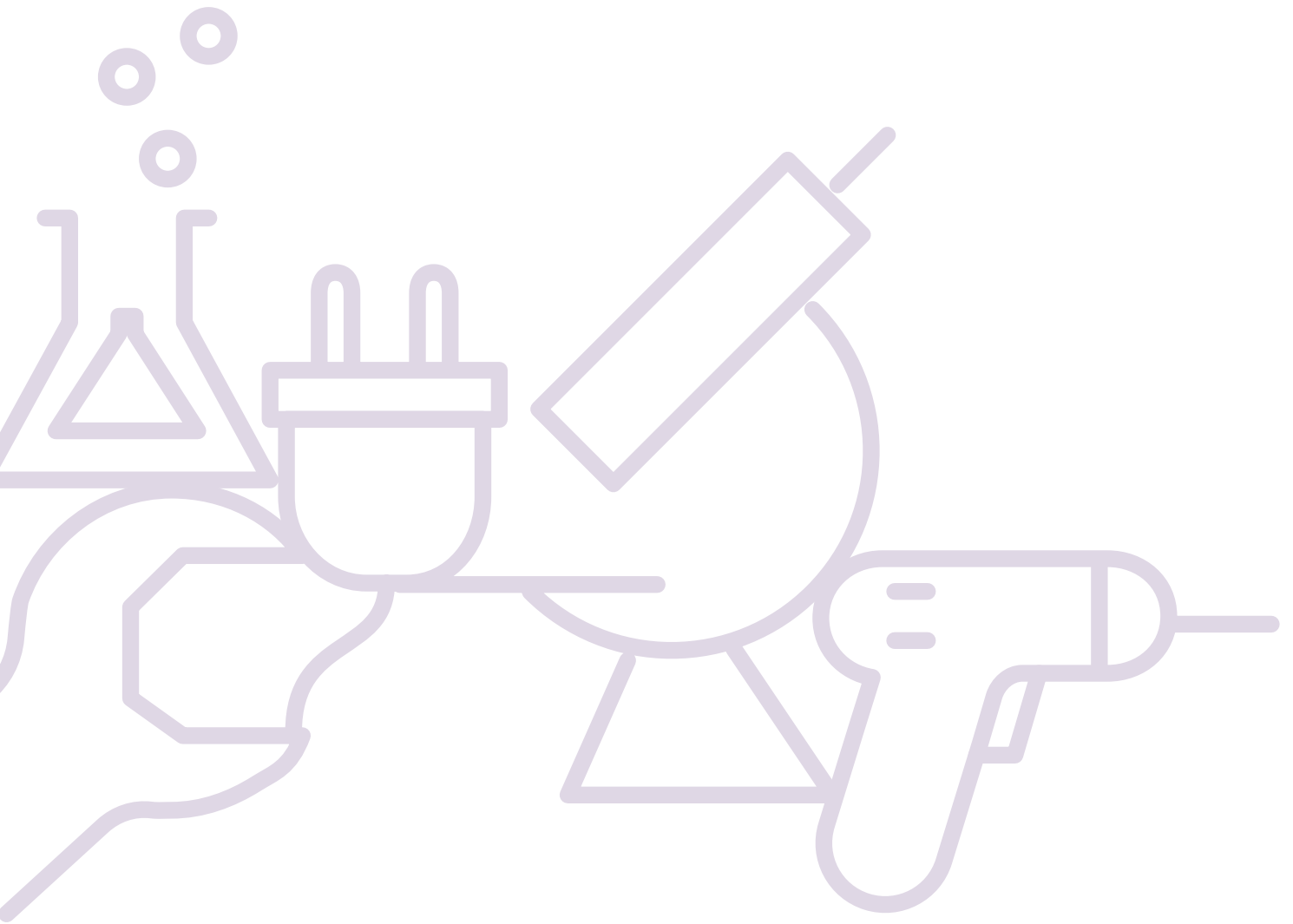


A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Understands the importance of professional cooperation at school.	1.1 Establishes professional relations at work.
2. Understands the importance of cooperation with the teacher and professional teachers' body aimed at raising the quality of practical training.	2.1 Uses expert information and experiences, and advice to improve his/her own work and raise the quality of practical training.
3. Inquires about teaching content related to promoting resources that can be used in teaching.	3.1 Proposes new resources (materials, means, tools, etc.) in accordance with technological development and new trends in science.



EXAMPLES OF PROFESSIONAL PRACTICE

- Collaborates with the school principal, student support staff, teachers, technical service for procurement of materials and other employees.
- Cooperates with teachers in doing the annual and thematic planning of practical training for the implementation of practical training curriculum.
- Applies innovation in his/her work, thus stimulating and motivating teachers.
- Together with teachers, selects and prepares teaching resources, stores and uses them adequately.



IV. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS knows the specifics of the environment where the school is located and the particularities of the sub-system of education in which he/she works. He/she contributes to the school promotion, brings a positive and warm atmosphere in the school, laboratory, specialized classrooms and workshops for practical training. Through his/her behavior, he/she serves as an example of respecting the safety rules on the premises. He/she works economically and avails of appropriate teaching resources.

IV. SCHOOL STRUCTURE, ORGANIZATION AND CLIMATE

Sub-area: SCHOOL STRUCTURE, ORGANIZATION AND SCHOOL CLIMATE, SAFE ENVIRONMENT AND DEMOCRATIC PARTICIPATION

THE STUDENT SUPPORT STAFF ASSISTANT FOR PRACTICAL LESSONS ...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	B. PROFESSIONAL ABILITIES AND SKILLS
1. Knows the organizational structure of the school.	1.1 Is guided by the general principles of the system of education and upbringing.
2. Knows various types of materials and resources for learning and implementation of school curricula and syllabi.	2.1 Suggests learning resources with different formats and different media.
3. Knows that when planning school activities, specific work conditions should be taken into account.	3.1 Organizes events related to the laboratory, specialized classroom or workshop for practical training performance.
4. Knows different methods and ways of working in the laboratory, specialized classroom or workshop for practical training performance.	4.1 Is able to pinpoint the most appropriate way of using work methods in the laboratory, specialized classroom or workshop for practical training performance.
5. Is familiar with the possibilities of using different information and communication technologies including new technologies.	5.1 Is able to use ICT to create, store, retrieve, share and organize information and for communication.
6. Knows about diversity among people and communities (culture, physical appearance, etc.).	6.1 Promotes sensitivity to acceptance of diversity.
7. Knows and understands the rules of practical classes.	7.1 Organizes physical accessibility for conducting practical classes.
	7.2 Ensures access to equipment, machinery and supplies.
	7.3 Instructs students how to properly behave in the laboratory, specialized room or workshop for practical training performance.
8. Knows the safety regulations in the laboratory, specialized classroom or workshop for practical training performance and understands the importance of establishing a safety system.	8.1 Ensures adherence to the code of conduct in the laboratory, specialized classroom or workshop for practical training performance.
9. Takes care of the working environment.	9.1 Uses energy and natural resources prudently.
	9.2 Takes care of safety conditions in the laboratory, specialized classroom and/or workshop.
10. Understands the importance of providing appropriate atmosphere and conditions for free constructive expression of opinion by students regarding their work in the laboratory.	10.1 Encourages an appropriate atmosphere and conditions for students' democratic participation in the work in laboratories, specialized classrooms and workshops.
11. Knows the principles of professional communication and cooperation at the school.	11.1 Contributes to the creation of a climate of support and cooperation.
12. Applies environmental standards at work.	12.1 Takes care of environmental protection and energy and resource saving.
SPECIFIC COMPETENCES FOR STUDENT SUPPORT STAFF IN TEACHING	
13. Supports cooperation with parents.	13.1 Is able to formulate different levels of student achievement in practical training.





EXAMPLES OF PROFESSIONAL PRACTICE

- Works with the vocational teacher as a team in the practical training process.
- Recommends appropriate sources of information in close connection with practical training, in accordance with the syllabus.
- Consults and takes instructions from the vocational teacher regarding the types of learning materials and resources.
- Engages in activities of the laboratory, specialized classroom or workshop for practical training performance.
- Participates in drafting teaching aids and school promotional materials.
- Uses ICT in his/her daily work.
- Indicates to students opportunities to use a variety of media.
- Arranges the space in the laboratory, specialized classroom or workshop for practical training so that he/she brings diversity closer.
- Organizes the space in the laboratory such that it is physically easily accessible to users.
- Ensures access to equipment, machinery and supplies for the respective thematic unit.
- Organizes materials, machines and equipment in accordance with the process and methods, students' needs and vocational teacher.
- Introduces students to the organization of space.
- Directs students how and where to find the necessary materials.
- Works according to school safety rules.
- Informs and insists on complying with the rules of conduct in the laboratory, specialized classroom or workshop for practical training performance.
- Serves as an example of respecting safety rules.
- In the realization of practical training, uses energy sources (electricity, flame) and other resources economically.
- Establishes the conditions for safe implementation of teaching.
- Makes proposals for using a variety of opportunities for student participation in practical classes.
- Participates and supports activities for mutual respect.
- Participates in various school teams.
- Shows respect for colleagues and students.
- Participates in drafting guidelines on rational energy and resource use.
- Takes care of safe storage, keeping and disposal of waste.
- Attends meetings with parents organized by the class teacher in order to inform them on students' progress.

