

PERIOD OF NOVICE (BEGINNER) IN THE TEACHING PROCESS AND THE INITIAL PERIOD OF THE TEACHING PROFESSION

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Abstract

The inclusion of the young teachers in the profession is determined as a phase when an individual becomes a professional teacher from a student teacher. The goal of this reform in the teaching profession is to establish the bases of a program for admission of the young teachers. The training of the mentors is essential for the realization of such reform. In many researches, there are different phases in the professional development of the teachers. In the course of the development we may distinguish the following phases: pre-professional phase, phase of pedagogical internship, phase of development in the profession. The role of the mentors is of great importance in the teaching profession, and they perform the following roles: observers, instructors, analysts, assessors. A goal of the reform in this phase of the teaching profession is to establish the bases of a program for admission of the young teachers. This means focusing on the development of a system for teacher beginners, the goal being their professional development, which is based on the principle of the relation – mentor – young teacher, intern. The educational reform considers this program as a vital part of the efficient management and development of the teaching staff. Many researches distinguish different phases in the professional development of the teachers. We may distinguish the following phases in the course of development: Pre-professional phase; Phase of pedagogical internship; Phase of development in the profession. A mentor needs to be: Observer, Instructor, Analyst, Assessor.

Keywords: *young teachers, mentors, mentorship, pedagogical internship, phases of development, concept of mentorship, roles of a mentor.*