

# NOTES AND OBSERVATIONS ON EDUCATION TAKEN FROM FOUR DIFFERENT PERSPECTIVES

- Teacher in elementary school
- Bureaucrat at the Ministry of Education and Science
- Advisor at the Bureau for the Development of Education
- Parent of twins



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In the eyes of my 20-year-work anniversary I had the idea to present my personal views and thoughts on the accumulated experience I have regarding the challenges, the problems and the needs in the area of education and upbringing. In my last, almost twenty years of work experience, spent in institutions which primary activity is educational, have helped me penetrate the many areas in this field. In the years gone by I have had the privilege to analyze the area of education and upbringing from four different perspectives, which I believe, gives me the right to comment and give my personal views and reflections regarding it. Unlike the many participants in the educational processes, I am one of the rare ones, who has had the opportunity to switch jobs and analyze the process of education and upbringing through the eyes of a teacher, myself being one in the elementary school; through the eyes of a bureaucrat, myself being assistant manager in the Elementary and Secondary Education Department and part of the Ministry of Education and Science; through the eyes of an advisor employed at the Bureau for Development of Education (my current working position); and finally, through the eyes of a parent, father of boy twins, sixth graders. The people who work, or have worked, on only one of the previously mentioned work positions, can only perceive the educational process from their perspective, from their point of view, and they base their thoughts and reflections on that particular experience, without the knowledge and the experience of the other previously mentioned working positions.

Accordingly, I have come up with the idea to write down my personal views regarding my experience connected to the problems, challenges and ideas in the area of education and upbringing. The main accent will be on the executive part of the educational process. What is written has no particular categorization or order.

- ❑ Not everyone can and should be a teacher. The person who has decided to do this job should do it as his/her primary job, not as secondary. Teaching is a profession, not a hobby.
- ❑ Everyone who is employed as a teacher at a school should be aware that the school is an institution that is first and foremost created for and addressed to the needs of the students.
- ❑ The teacher should be encouraged and motivated by the idea that his/her teaching will help create the kind of personalities that will contribute to a better tomorrow, towards a prosperous scientifically and technologically advanced society.
- ❑ A teacher who is willing to learn is prepared to teach the students. Imagine how a teacher, who is not willing to advance professionally, is going to motivate the students to learn, when the teacher him/herself does not want to learn.
- ❑ The teacher changes the world through the students, but in order to change the world the teacher needs to change him/herself first.
- ❑ The teacher is not allowed to make mistakes, because the consequences can be far reaching, it is not the same as with the other jobs. For example, if a clothes factory produces a series of flawed shirts, then the shirts can be sold for a minimal price (just for the basic costs), or the shirts can simply be removed and none of them sold, without any big losses. What would happen if a whole generation of students is badly educated? Can they be set aside and isolated from the society? Just imagine the dire consequences of such a mistake.