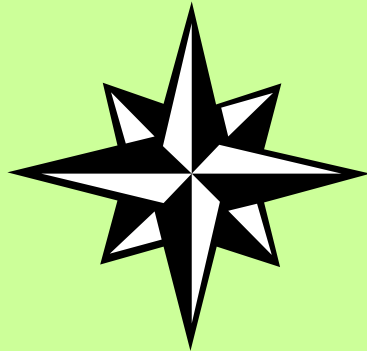


Competences of Geography Teachers and Innovation in Geography Curriculum

Tatjana Resnik Planinc
Faculty of Arts, University of Ljubljana
Slovenia



“... geography teachers should be the proud inheritors of a vibrant and exciting discipline comprising scientists who are seeking ever new ways of telling the story of our world of change and teachers who must be allowed to exercise their wise and discretionary judgement of what is best for their students.” (Lidstone, 1996)





School geography can:

- give young people valuable knowledge.
- accept the challenge of present and future time.
- be based on cognition and methods of work which are important for present (learning about space) and future (management of space) time.
- lead towards correct evaluation and respectful attitude towards local, regional, national and global space.

Slovenian teachers

- a lot of personal and professional energy is lost during different “battles”
- tend to be preoccupied with preservation of geography in primary and secondary syllabi





Educational aims and Slovenian geography syllabi:

- Functional literacy
- Learning about space to develop action competences of students
- Competences for gathering and using the knowledge
- Critical personality
- Sustainable development
- Civic competences and citizens' culture
- Development of national consciousness and readiness to act in inter- and trans-national surroundings
- Capability to sustain the identity and intercultural communication

GEOGRAPHY TEACHERS AND THEIR COMPETENCES:

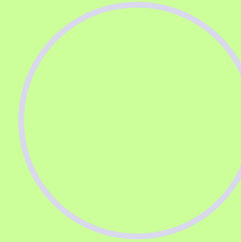
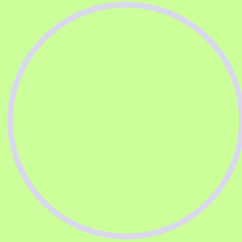
- pure geographical contents,
- sociological, psychological, political and cultural aspects of learning and teaching geography,
- a professionally oriented course should effectively link theory and practice,
- an emphasis on issues of lifelong learning, international comparative education and work-based learning.



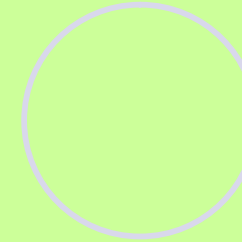
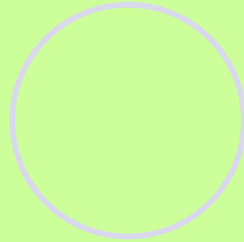
Geography students' evaluation of the groups of competences.

COMPETENCE	ACHIEVED (1 – 4)*	IMPORTANCE (1 – 3)*
Quality didactical and methodical knowledge.	2'71	2'79
Being qualified for a team work (teaching) and cooperation with other teachers and professional co-workers in the educational process.	2'03	2'71
Different roles of a teacher in the classroom, which demand more communicational and organizational knowledge.	2'24	2'71

*acquired (1 (nothing was acquired) – 4 (acquired entirely))
importance (1 (not important) – 3 (very important))



Psychological knowledge which equips them with the know-how.	2'34	2'87
To prepare pupils and students for lifelong learning in the society of knowledge (teach them how to learn).	2'21	2'84
Development of teacher's own professionalism; responsible guidance of personal professional development in the process of lifelong learning.	2'39	2'84
The usage of modern ICT either in formal teaching in classroom or in other professional spheres.	2'92	2'71

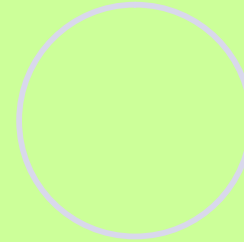
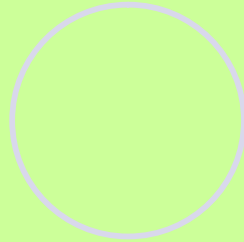


In future work geography educators should be guided by present demands, different educational paths and different professional levels:

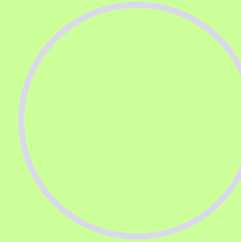
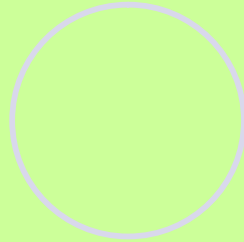
in cooperation, in joint action

a lifelong process of self education and professionalism

the quality education of teachers-to-be

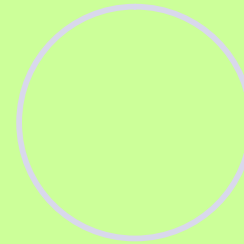
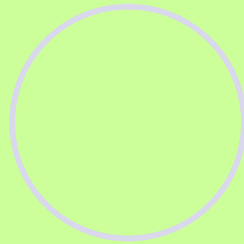


- Higher education disciplines should establish the high quality programmes of study.
- At the same time school curricula should be modernized, thoughtfully structured, purified and interdisciplinary connected.



- The academic study should be matched to the needs of intending teachers, offering a stimulating programme of academic study and practical, professional experience.
- Students should have an opportunity to develop their own knowledge, skills and confidence needed for employment in geographical education-related occupations.





»Geography is the best way to enlighten the man's intellect and knowledge«.

Kant

