University "St. Kliment Ohridski" – Bitola
Faculty of Education – Bitola

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TEACHER COMPETENCIES FOR THE IMPLEMENTATION OF AN INTEGRATIVE SYSTEM AND TEAMWORK IN INSTRUCTION

Ana Spasić Stošić
Pedagogical Faculty in Vranje, University of Niš, Republic of Serbia
anastosic974@gmail.com

Aleksandar Stojadinović
Pedagogical Faculty in Vranje, University of Niš, Republic of Serbia
stojadinovicaleksandar@gmail.com

Vesna Zdravković
Pedagogical Faculty in Vranje, University of Niš, Republic of Serbia
vesszdravkovic@gmail.com

Abstract

This paper discusses the competencies teachers need in order to effectively deliver instructional content aligned with the complex requirements of the integrative system in today's class teaching. Overall, such an approach demands from teachers not only solid subject-matter knowledge and curriculum planning skills, but also pedagogical, organizational, and evaluative competencies. Meeting these demanding requirements is possible only through continuous professional development, which also includes strengthening teamwork skills—an indispensable condition for the successful implementation of the integrative methodological system.

Keywords: *integrative system, teacher competencies, teamwork, class teaching*

1. Introduction

Teaching is a systematically organized activity, as systematicity represents one of its fundamental guiding principles. Every form of systematicity implies a coherent whole in which the elements are connected through cause-and-effect relationships.

Integrative teaching is a model used to establish connections between the instructional content of two or more school subjects. This approach removes the boundaries that traditionally separate different disciplines. Within integrative teaching, meaningful links are created between related aspects of various fields of study. The primary aim of this model is to connect complex issues across subjects, leading to an interdisciplinary synthesis of knowledge that enables students to develop a more holistic understanding of the world (Вилотијевић, 2006; Spasić Stošić & Tasić Mitić, 2018). To achieve this goal, teachers draw upon related content from different subjects, integrate it into a unified whole, and present it to students in a comprehensive manner.

The integrative approach is a thematic approach to teaching, as it connects and organizes thematic units and content that are similar or shared across different disciplines (Stojadinović, Zdravković & Vučkovski Minevska, 2022). It is not limited to the transmission of facts but is oriented much more toward problem-solving, formulating questions, and actively seeking answers from one's environment and surroundings (Станишић, 2015).

For the successful implementation of integrative teaching, it is essential that the teacher be equipped to plan and prepare integrative lessons, possess a spirit of inquiry and collaboration, demonstrate creativity, and recognize the importance of holistic learning of instructional content. The effectiveness of integrative teaching also depends on the teacher's personal initiative, creativity, and ability to cooperate. It is particularly important that the teacher engage personally with the topic being taught. Furthermore, teacher motivation is emphasized as a crucial factor in the successful realization of integrative teaching.

2. Teacher Competencies for the Implementation of Integrative Teaching

Teacher competence is a prerequisite for the effective implementation of integrative teaching. Competent teaching involves pedagogical, psychological, and didactic-methodological education background, as well as the teacher's general cultural development and the realization of the prescribed curriculum (Жупљанин, 2013). In the pedagogical literature, different authors identify teacher competencies according to various criteria. For instance, Glasser (2005) highlights three essential dimensions of teacher competence: professional competence, pedagogical-didactic-methodological competence, and work competence. Сузић (2005), on the other hand, proposes a model of twenty-eight competencies for the 21st century, grouped into four domains: cognitive, emotional, social, and work-action competencies.

The Rulebook on Standards of Teacher Competencies and Their Professional Development (2011) outlines categories of competencies related to: subject area, discipline and teaching methodology, teaching and learning, support for student personal development, as well as communication and collaboration. Each of these categories encompasses several domains: knowledge, planning, implementation, evaluation, and professional advancement. From the broad spectrum of competencies defined in the Rulebook, the following text highlights key elements from these domains that are particularly relevant to the implementation of integrative teaching.

In order for a teacher to implement integrative teaching, that is, to effectively apply this methodological system, they must possess adequate knowledge of the scientific discipline to which the subject they teach belongs, as well as an understanding of its connections with other scientific disciplines, in order to establish meaningful integrative links with other fields or subjects. Furthermore, to successfully design integrative lessons, the teacher must demonstrate a creative level of knowledge that enables knowledge transfer—that is, the ability to apply knowledge from one domain to another, thereby generating new understanding based on existing knowledge (Вилотијевић, 2000).

Overall, the knowledge acquired by teachers, primarily during their initial education, encompasses subject-specific, pedagogical-psychological, and didactic-methodological competencies. In this way, teachers develop applied-operational knowledge, that is, knowledge they utilize in concrete educational practice. Naturally, this foundation of knowledge and competencies is further expanded through continued professional work, which entails ongoing professional development and lifelong learning.

It is a fact that planning the teaching process using the integrative system is an exceptionally demanding task. Therefore, in addition to being familiar with the curriculum of the subjects they teach, teachers should also have a thorough understanding of the curricula of other subjects represented in class teaching, which are taught by other teachers, such as Religious Education, Civic Education, and Foreign Language.

It is crucial for teachers to plan lessons with respect for individual differences among students, creating a dynamic classroom environment based on interaction and the appreciation of diversity. This also requires the application of multicultural principles in the planning of integrative teaching.

Based on the Rulebook on Standards of Teacher Competencies and Their Professional Development (2011), it can be observed that, within the implementation of lessons designed according to the integrative system, a teacher should: connect instructional content with students' prior knowledge and experiences, as well as their present and future needs, using examples from everyday life, content from other fields, current achievements, and scientific developments; link and organize the content of one or more subjects into thematic units; apply various forms of work and activities in accordance with the knowledge and experiences that students possess; engage students in diverse activities and participate in teamwork.

Through the outlined aspects essential for the implementation of integrative teaching, the key elements of this system are encompassed: connecting instructional content, linking students' prior knowledge with new material, creating thematic units, and applying modern technology. In addition, within integrative teaching, the teacher should encourage all students to remain cognitively engaged and active. Cognitive engagement implies that "a student should think independently, process new knowledge, form judgments and conclusions autonomously, test what has been learned in practice, and

think critically about all matters“ (Јукић, 2005: 75). While these guidelines may appear overly ambitious for class teaching, teacher competence for the effective realization of the integrative system necessarily includes the ability to guide and foster students' cognitive activation.

A very important aspect of implementing integrative teaching concerns student motivation. In essence, motivation represents a key element in initiating integration within the teaching process. It drives learning and is determined by its direction, intensity, and persistence (Baker & Wigfield, 1999). Understood in this way, motivation must have a clearly defined orientation—that is, a goal toward which it is directed—the amount of effort a student is willing to invest in fulfilling their needs and interests, and the level of perseverance in maintaining this effort. The greater the intensity, the more effort a student will devote to accomplishing tasks. Persistence reflects the duration of maintaining a given level of effort in a particular direction. For the effective realization of integrative teaching, it is therefore necessary to create conditions that foster students' intrinsic motivation, which in turn contributes to building a positive classroom climate. In this way, the entire teaching process becomes both more productive and more effective.

Within the domain related to the assessment and evaluation of integrative teaching, teachers are expected to: monitor and evaluate the achieved horizontal and vertical connections between content; observe and assess different aspects of student learning and progress through the use of varied evaluation techniques; and evaluate their own work by analyzing and tracking student motivation, satisfaction, classroom engagement, independence, and perseverance. Each of these elements of teacher competence in the domain of assessment and evaluation contributes to the overall effectiveness of the teaching process based on the integrative system. It is particularly important to emphasize the role of self-assessment, as it fosters the teacher's development as a reflective practitioner.

In addition to the aspects already mentioned, for a teacher to successfully implement instruction based on the idea of integration, it is necessary that they: engage in continuous professional development within both the subject discipline and the fields of didactics and educational technology; enhance their pedagogical practice through the analysis of student achievement; broaden their knowledge of children's psychophysical and social development, as well as motivation; and develop skills for effective teamwork.

Another way in which teachers can enhance the quality of their instruction is by keeping up to date with scientific and professional literature, which is particularly important for the implementation of the integrative system. Another opportunity for professional development is participation in webinars. These courses not only provide insight into new and innovative solutions in the field of teaching but also enable teachers to share experiences with colleagues, thereby improving their own practice.

3. Teacher Competencies for the Implementation of Teamwork

In scholarly literature, a team is often described as a type of formal organization of a shared work or business process, united by common goals and the interests of its members, as well as a shared mission and tasks (Maddux, 1992). Teamwork, in turn, is defined as a collaborative process that enables individuals to achieve outstanding results (Scarnati, 2001). Further, the literature emphasizes that a team is characterized by a common goal or purpose, where all members are able to develop effective interpersonal relationships in order to contribute to the achievement of the defined objective. A team should operate in an environment that fosters the exchange of knowledge and skills. Many authors (Bradley & Frederic, 1997; Luca & Tarricone, 2001; Oliver, 2001) believe that one of the essential elements of teamwork is the focus of individuals on a shared goal. Across these definitions, the term "shared" is consistently highlighted, relating to collective work and collective objective.

Teamwork in schools represents an important means of supporting the organizational process of learning, that is, it assumes that teachers should gain experience through collaboration, and that, by using the newly acquired knowledge, they are able to improve their instructional practice (Elkjaer, 2003). This definition may serve as a basis for conceptualizing teamwork among teachers in primary education when designing instruction founded on an integrative system. If we begin with the premise that a team is a small group oriented toward shared goals and interests, then in this context teachers

constitute a group striving to implement instruction in accordance with the requirements of integration. The aim is the creation of well-planned and well-executed teaching, as well as the intellectual engagement of students. Within contemporary instruction based on the integrative approach, for a teacher to be effective, it is essential that they perceive themselves as part of a team and actively engage in teamwork within the educational process (Gerlach, 2002).

In the following section, we will present several research projects that highlight how collaboration within teams can serve as an important resource for teachers' professional development and for enhancing instruction based on the idea of integration. The literature (Little, 2003; Minnett, 2003) emphasizes that teacher collaboration in teams entails joint planning, preparation, implementation, and evaluation of teaching. In practice, this means that teachers exchange ideas and communicate with one another regarding the delivery of lessons, thereby achieving higher-quality instruction. Instruction improves when teachers are given the opportunity to apply ideas developed through teamwork, particularly in collaboration with colleagues both within and beyond the school context (Lieberman & Miller, 2000). These authors highlight the positive effects of teamwork, noting that teaching grounded in team collaboration and the integrative system fosters greater productivity in lesson design, a richer recognition of diversity and variety, and an enhanced capacity to adapt to contemporary educational demands (Talbert & McLaughlin, 2002). Within the framework of integrative teaching, recognizing and bringing together diverse perspectives into a coherent whole is of particular importance.

In addition, it is important to emphasize the key characteristics of teamwork that are essential for the implementation of an integrative approach to teaching. These include: commitment to team success and shared goals—team members should be dedicated, motivated, and engaged, with the aim of achieving the highest possible standards; cohesion among team members—the team should foster an environment in which collective contributions exceed what individuals could accomplish on their own; interpersonal skills—these involve the ability to engage in open discussion on all matters with fellow team members; open communication and constructive feedback—active listening and recognition of individual contributions are vital, and members should be willing both to give and to receive constructive criticism while providing authentic feedback; appropriate team composition—this is fundamental to creating a successful team, as members need to be fully aware of their specific roles and understand what is expected of them in terms of contribution; commitment to team processes, leadership, and accountability—each member must take responsibility for their input and its impact on the team (Васић, 2004).

Based on the above, it can be concluded that mastering the skill of teamwork enables the development of professional competence and equips teachers to adopt new methodological approaches in the instructional process. By forming a team, teachers collectively generate innovative ideas for implementing teaching grounded in the integrative system. This approach requires well-developed social and intercultural competencies, including the ability to establish and maintain interpersonal relationships, communicate effectively, and demonstrate a willingness to work toward shared goals (Ђурановић, 2007). Moreover, these competencies are manifested in specific emotional and cognitive abilities—such as flexible behavior and communication, empathy, motivation to adapt, and openness to alternative perspectives (Hrvatić, 2007). In short, a team functions most effectively when the knowledge and expertise of its members are complementary and are applied in alignment with the objectives they seek to achieve.

Teamwork among teachers emerges as a necessary practice within the contemporary educational system, particularly when delivering instructional content designed according to the principles of integration. Given the complexity and multifaceted nature of implementing the integrative system in the teaching process, such collaborative work can significantly enhance the effectiveness of applying this methodological approach in class teaching.

Teacher teamwork begins with the formation of a group and a working or team meeting, during which specific expectations and goals are shared. It is important to note that each team member should share some of their prior experiences within the teaching process, particularly those shaped according to the principles of integration. The first stage involves defining a specific instructional unit to be implemented using the integrative system. Following this, teachers should identify the advantages and

limitations of applying this system to the selected instructional unit. Teamwork entails that each teacher assumes responsibility for a portion of the work in which they feel sufficiently skilled and competent. In practice, this means that each teacher selects a domain aligned with their preferences or expertise. For example, a teacher with an interest in musical arts or natural sciences contributes to the team by providing information and ideas within that domain. Collaborative work among teachers includes joint preparation for the delivery of the instructional unit, shared allocation of tasks, coordinated implementation according to the agreed-upon plan, joint analysis, and shared responsibility for the outcomes (Бjедов, 2004).

In the following section, we will present several conceptual methodological approaches for teacher teamwork through the application of the integrative system in lesson implementation. It is important to emphasize that the goals defined within the team, in these cases, are short-term and relate exclusively to the execution of one instructional unit.

One possible example could be an integrative day centered around a single theme—for instance, "Spring." Prior to implementation, several teachers meet in a team meeting to determine how they will plan and deliver the chosen instructional theme. During this meeting, teachers also assign roles: one teacher may be responsible for the Serbian language part, another for science and social studies, a third for the arts, a fourth for folk traditions, and so on. Naturally, during the team meeting, teachers collaboratively propose solutions for all areas and, according to their own affinities, select one area to focus on. Each teacher then prepares their designated area, which is implemented in the lesson based on the concept of interdisciplinary connections. During instruction, teachers rotate between classes using a station method: the teacher responsible for one area, after completing the lesson with their own class, moves to another class, while another teacher takes their place. After four instructional periods, each teacher will have delivered their area in every class. It is then essential to conduct an evaluative discussion, in which each teacher provides feedback on how their area was implemented across the different classes.

The creation of a lesson unit based on the integrative system, with the application of teamwork, is feasible when the teachers of a particular grade collaboratively study the lesson unit and prepare the lesson, while one teacher conducts the actual lesson. Teachers who are not delivering the lesson attend the class as observers. Two variants can be distinguished in this context: the teacher delivering the lesson may conduct it only with their own class, or the teacher may deliver the lesson across all classes. After the implementation of the lesson unit, it is important to carry out an evaluation through an open discussion. In cases where teachers choose the first variant, delivering the lesson in only one class, it is possible to attempt a subsequent implementation enriched with new suggestions and ideas to enhance the effectiveness of applying the integrative system.

In class teaching, it is possible to form a team of teachers in which the school pedagogue acts as the team leader. In this role, the pedagogue provides theoretical guidance to teachers on how to plan, prepare, and implement lessons based on the integrative system. Naturally, within this model, it is also essential to define which lesson unit the teachers intend to implement according to the requirements of integration. The pedagogue should also attend the lessons in order to provide feedback during the evaluation discussion, highlighting any shortcomings and helping teachers improve their instructional practice.

The presented models are depicted as teacher teams formed within a single school. However, teacher teams can also be established outside schools as well. In this context, several conceptual solutions can be proposed. A teacher team can also be formed through the collaborative efforts of several teachers from different schools. In this case, it is necessary for the teachers to meet in a team meeting, where they will define which lesson unit they will prepare and implement in their respective classes. This model can be applied in two variants: one teacher conducts the lesson while colleagues observe; or the lesson is conducted without the presence of colleagues. The first variant of such collaborative work can be challenging to implement, as teachers need to coordinate their schedules, which is particularly difficult given that each teacher has other classes and is based in a different school. Despite this organizational challenge, this form of teacher teamwork can be highly beneficial for enhancing teaching practice. Therefore, this model involves implementing a lesson based on the correlation-integrative

system in one school, where one teacher conducts the lesson while other team members are present in the classroom. On the following day, another teacher implements the lesson in their own school with the presence of their colleagues. Once the planned lessons across the schools have been delivered, the teachers meet to conduct an evaluation. During this evaluation, teachers are expected to provide suggestions, praise, and constructive criticism regarding the lessons that were implemented.

The second variant of this type of team collaboration is simpler to implement. The essence is that teachers from several schools jointly define the objective and collaboratively prepare the lesson unit during a team meeting. Each teacher then implements the lesson unit in their own school, after which they meet for an evaluative discussion.

Teacher teamwork can also be facilitated through the use of modern technology, specifically via the internet. In the professional literature examining contemporary management practices, the concept of a virtual team is presented as a viable option for modern work environments. A virtual team represents a form of temporary collaborative engagement among experts or organizations, aimed at increasing productivity and competitiveness; once specific objectives or projects are achieved, the team members disband (Kramer, 2001). This model of teamwork can be applied in class teaching when implementing a lesson unit based on the integrative system.

In a virtual working environment, teachers collaborate while remaining physically separated, as they are located in different places. They communicate through the internet, video conferencing, and other communication tools in order to successfully exchange information and knowledge, collaborate, and coordinate their activities (Мојић, 2003). Such a virtual team of teachers can be formed across multiple cities, with team meetings conducted via computer. After the meeting, teachers deliver their lessons and may also record their classes to present them to colleagues. Evaluation can be conducted online or through face-to-face meetings, allowing teachers to share their experiences regarding the implemented lessons. This mode of work, which is not constrained by boundaries, physical space, or time, promotes and enhances professional interaction and communication, which in turn positively impacts the quality of teaching.

4. Conclusion

Even the most carefully designed curricula and the best working conditions—both of which are undeniably important—mean nothing if a teacher does not perform their duties responsibly and professionally. Success in working with students largely depends on the teacher's personality, skillfulness, creativity, pedagogical expertise, and work ethic. First and foremost, a teacher must possess a solid foundation of knowledge in the natural sciences, social sciences, arts, and related skills in order to effectively plan and implement integrative teaching. Equally important are competencies in didactics and methodology, which provide the professional knowledge necessary for the application of integrative teaching (Стојадиновић, 2017). Namely, a teacher creates classroom situations based on scientific and professional knowledge, representing specific perspectives while also considering and responding to the views and needs of students in a timely manner. In this context, a competent teacher must be capable of planning and implementing certain innovations aimed at enhancing the teaching process, thereby contributing to the overall development and progress of students.

Teamwork is a form of instructional practice that can effectively make the complex integrative system more accessible for implementation in class teaching. Teamwork involves the division of tasks based on the individual abilities and preferences of teachers. When teachers collaborate to create a lesson unit grounded in the integrative system, this not only fosters crucial teacher interaction but also generates highly creative approaches to instructional methodology. The solutions developed by team members can potentially be far more effective than those that an individual teacher might devise independently (Pavlović Breneselović, 2010). Teachers who engage in teamwork continuously enhance their ability to produce desirable educational outcomes.

Therefore, it can be concluded that the implementation of teacher teamwork in the planning and delivery of lesson units based on the integrative system not only facilitates the exchange of productive

ideas but also serves as an effective form of professional development for each team member. This, in turn, positively impacts the growth, learning, and overall progress of students.

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