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INTERCULTURAL COMPETENCE OF TEACHERS - A CHALLENGE FOR PROFESSIONAL DEVELOPMENT

In a world increasingly shaped by migration and educational reforms, schools are called upon to transform into intercultural communities capable of responding to the challenges of global change. Within this context, teachers' intercultural competence emerges as a vital component of their professional development. The continuous demand for the ability to respond effectively to societal transformations implies the strengthening of both teachers' intercultural identity and their intercultural skills. This paper provides a theoretical analysis of the definition, models, and dimensions of teachers' intercultural competence. Special attention is given to the challenges in developing these competences within the framework of professional growth. The conclusion highlights the importance of integrating intercultural pedagogy into initial teacher education programs, the need for explicit recognition and institutional support of this construct within educational policy, as well as the necessity of a systematically organized and continuous model of professional development.

Key words: teacher, intercultural competence, professional development, educational reform