



**TEACHER Strategic
Partnership**

Work Package 2: Competencies for Early Years Learning

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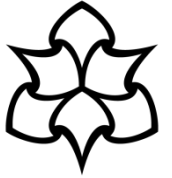
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Factors shaping Competency based Education for Early Years Degree Level Teaching

- ❑ Positive change in other countries, e.g. Serbia, TEACH project (4 Colleges of Pres-school Education– Serbia, Uni of Maribor - Slovenia, Baja University– Hungary, MMU- UK & WEBIN- Serbia)
- ❑ future of Federation of Bosnia and Herzegovina and current educational policy aspirations – e.g. EU candidacy, heightening quality across all HE areas
- ❑ Increasing public expectations of pre-school provision
 - Parallel professional developments in other similar areas, such as social work, health systems

- ❖ MMU's role as knowledgeable outsiders to the systems



Our Expertise:

- Interdisciplinary learning, Early Years Educational Design, Provision and Professionalism and comparative contexts
- Our task is to Shape work between WP2 Team, we can share other models, give examples and advise
- Our task is NOT, to tell you exactly what to do, to run WP2 without support of partners, or to dictate the direction of travel
- We will support and facilitate change with the whole team involved.



EU principals at the heart of what we do:

- Participatory models
- Inclusive & embracing diversity
- Active and fun learning for change
- Building networks in a Community of Practice
- Challenging ideas, structures, hierarchies- we are not here to reinforce power structures that prevent change
- Interdisciplinary - recognising that children need diverse skills and subjects in modern societies
- Sharing, countering inter-institutional rivalry
- Using models from elsewhere but based on specifics of Bosnia



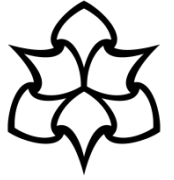
Consideration of Different Models:

- Various models and examples of possible change in pre-school teacher training across Europe and globally
- We have to consider the situation of Bosnia and Herzegovina in terms of current Pre-school teacher training culture, traditions and interests
- Important not to impose a model but shape a version that works within the specific country but that is also 'future proof' for accession or other emerging changes.



Starting - Opening up about what is taught and how it is taught, to facilitate transparency and trust





Listening, Hearing and Considering the Ideas of Everyone





Competencies-based Model: Benefits

- Commonly used across EU – enables parity. Quality and consistency of degrees and student experience
- Focus on employability and essential skills to make qualifications clearer for employers & other stakeholders
- Students would be clearer on what qualifications mean
- Facilitates mobility of students between universities to EU countries
- Builds opportunities for universities to work together in developing innovative provision and/or delivery, through a shared model.



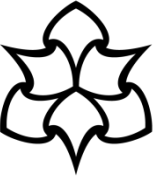
What are Competencies?

- What should a pre-school teacher training graduate be expected to be able to do at the end of their studies?
- “Flowing from an understanding of the “domains” or areas of children’s early learning and development, competencies focus on what educators need to know and be able to do, to demonstrate that they are well-rounded and well-prepared to educate and care for young children” (Center for the Study of Childcare Employment 2008: 1)
- CoRe Competence Requirements in Early Childhood Education and Care, A Study for the European Commission Directorate General for Education and Culture (2011)



Work Package 2 Tasks and Process:

- Report on Early Years competencies in Europe
- Partners encouraged to consider how competencies might help them and pre-school teaching degrees. Broad discussion and group work in project team to think about this topic
- Partners to go back to their HE institutions and discuss what they want students to achieve/attain through study in each subject area & provide competencies
- Lists of competencies sent to the MMU team, who will work with them, collate and create a model
- Model of competencies is presented to the TEACHER team
- Discussion & modification, direction of travel = acceptance for implementation



We look forward to a
productive, successful project
Thank you colleagues!

The Work Package 2 Team at MMU