

TEACHER



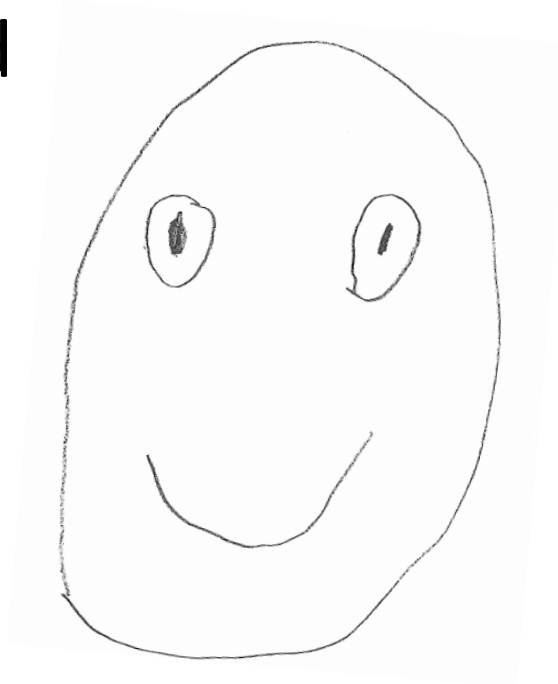
Introducing competence-based preschool teacher education curricula in Bosnia and Herzegovina

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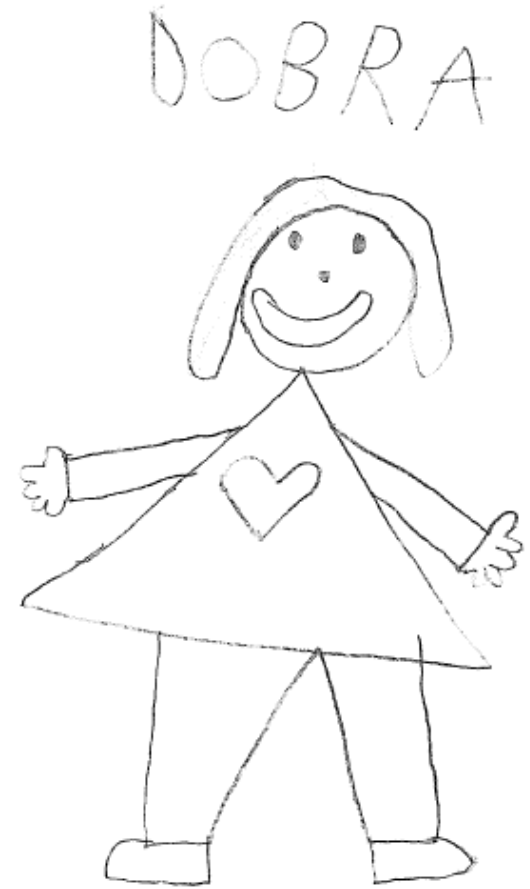
Children's opinions

- 5 groups (1 younger, 2 medium, 2 older groups)
- groups of 20-25
- 95 children surveyed



A good teacher

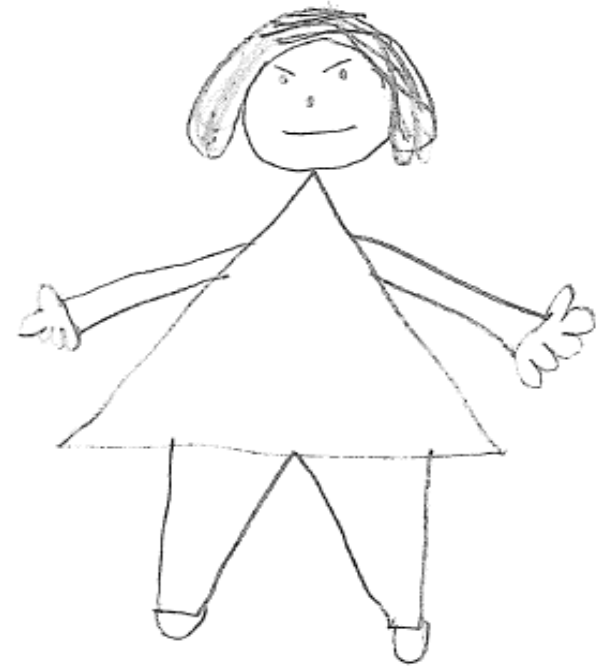
- *she does not use bad words;*
- *she is kind to them;*
- *shows what needs to be done;*
- *plays with them;*
- *tells stories,*
- *teaches them songs;*
- *teaches them to be good and to talk nicely;*
- *loves them;*
- *talks to parents;*
- *praises them;*
- *protects them and watches over them when they go out;*



A bad teacher

- *I have no idea where the bad teacher is.*
- *I do not know a bad teacher.*
- *A bad teacher is not coming to kindergarten.*
- *A bad teacher is a sad teacher.*

LOŠA



Parents/guardians

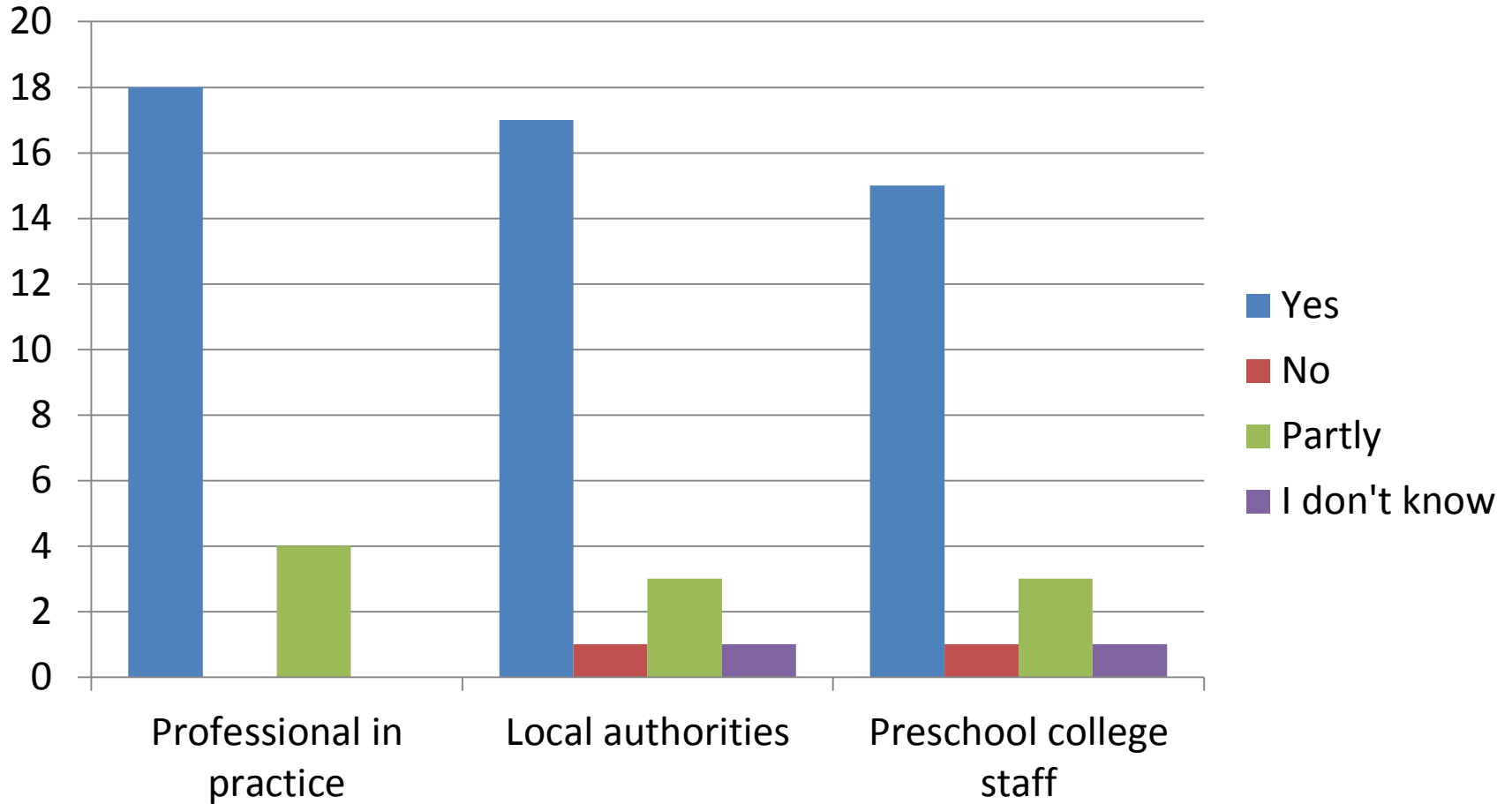
- 25 parents surveyed
- Their educational level, gender and age are diverse.
- attending preschool institutions is indispensable

Parents/guardians' priorities

- socialization;
- acquisition of experiences, skills and habits;
- learning new contents and preparing children for school;
- possession of certain competences and personality traits;
- educators' commitment to their vocation;

- 22 professionals in practice,
- 8 representatives of the USC municipalities (within the Department of Social Services),
- the Manager and the Coordinator of the *Children's Kindergarten Bihać*,
- 1 representative of the Ministry of Education, Culture and Sports of the USC,
- 1 representative of the Pedagogical Institute,
- 20 preschool college staff respondents;

Does preschool education fulfil its task?



Response analysis

	Professional in practice	local authorities and policy makers	pre-school college staff
Organization of learning and teaching	Child psychology; child development; work with children with disabilities; knowledge of normal physical development;	Broadly educated professionals in practice;	Adaptation of curriculum based on development possibilities and needs of children; Knowledge of methodology; Ability to work independently;
Team work			
Activities Planning	IT literacy; knowledge of mother tongue; keeping notes and portfolios;	The importance of the skills of educators gained through education and practice;	Competencies; professionalism;

Classroom organization and pedagogical work		Applying acquired knowledge	Knowledge of methodological procedures in learning and teaching;
Developmental needs	Health care; Individual approach		Depending of age; knowledge gained during studying process; knowledge of the different needs of each child;
Professional development planning	The need for constant improvement		Self-criticism; Objectivity; innovation;

Communication technologies	Knowledge of work in different programs and applications; information technology;	IT literacy necessary;	Use all IT in the process of education; Use and monitor the development of IT and achievements in the area of Preschool education;
Areas in the curriculum	Creativity and imagination when presenting areas of the curriculum;	Integration of contents of program areas	In addition to basic knowledge in all areas, it is important to know the methodology for their performance;
Social inclusion	Mobility of educators and various professional associates; the way to work with children with disabilities;	Adapted curriculum	Different needs of children; Knowledge of tradition; Appreciation of particularities and diversity;

Transversal skills		Educators' flexibility	Skills in teaching children and participating in their development; Knowledge and competences;
Practical and professional skills	More practice prior to employment in a preschool institution (undergraduate education)	Competences acquired during education	Achieve practical and professional skills in line with the European standards
Educational policies and practices		Knowledge and continuous monitoring of international acts	Understanding of laws and bylaws related to preschool education (state, entity and cantonal); Involvement in the design and implementation of education policies;

The Pedagogical Institute statistical data for 2015/2016:

- 15 Preschool Institutions (8 public and 7 private)
- 12.364 six-year olds,
- 1.435 or 11.6% of which attend preschool education institutions
- 1.123 children attending public preschool institutions and 312 children attending private ones.

Funding

- Public preschool institutions – the municipal grant
- Parents in public institutions: 130-150 KM per month
- parents in private institutions: 170-220 KM per month.
- Didactic and other equipment depending on the institution's management and the number of projects to which they apply

Conclusion

- A significant number of children does not attend preschool institutions
- Too many children per one educator
- Emphasis on educators' competencies, the expertise, the practical work and the application of contemporary methods in teaching
- the survey participants are not completely dissatisfied

We appreciate Your attention!