

# TEACHER



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## REPORT ON STAKEHOLDER ANALYSIS

MANCHESTER METROPOLITAN UNIVERSITY

# WHOM WE DEFINE AS A STAKEHOLDER?

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STAKEHOLDER IS DESCRIBED AS AN INDIVIDUAL,  
GROUP OR ORGANISATION THAT CAN AFFECT OR  
BE AFFECTED BY AN ORGANISATIONS, ACTIONS,  
OBJECTIVES AND POLICIES

# WHOM ARE THE STAKEHOLDERS IN OUR STUDY?

- Associate professionals
- Authority representatives and policy makers
- Preschool teachers
- University and College Lecturers
- Parents

# OUR METHODOLOGY OF THE STAKEHOLDER ANALYSIS

- short surveys with mainly qualitative question boxes to explore the views of the interested parties (stakeholders) in the research

# OUR METHODOLOGY OF THE STAKEHOLDER ANALYSIS

- It is to get a general and qualitative (insight into stakeholders words) set of understandings. It is not a representative sample, it is not indicative of every stakeholder view but it can be said that there will be some typical ideas captured in the data

# OUR METHODOLOGY OF THE STAKEHOLDER ANALYSIS

- Aiming to capture and present typical views, common answers, words and ideas.
- It is not essential to capture percentages at this stage
- In other words, this is not a highly quantitative analysis it is a snapshot of how some stakeholders perceive the issues. This will guide us in thinking about their perspective when we create the competencies

# STAKEHOLDER ANALYSIS

- **Associate professionals:** 27 respondents

Roles of the associate professionals who participated in the survey:

- Pedagogues working in the preschool
- Psychologists working in the preschool
- Preschool directors
- Nurses working in the preschool
- Associates – interns working in the preschool.

# STAKEHOLDER ANALYSIS

- **Teachers from the University and College staff:** 45 respondents from different staff groups across hierarchies
- **Preschool Teachers:** 40 respondents
- **Authority representatives:** 20 respondents
- **Parents:** 64 parents (different questionnaire)

In your opinion, is pre-school education adequate for the task?

Yes

No

Partially

Don't know

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Please explain your answer

**Across all the stakeholder groups common theme: half of the participants agreed with the statement above.**

Reasons given were:

- That the primary goal of the preschool education is met
- Preparation for the future education is met
- Preschool is based on the needs and capabilities of children
- It is based on the holistic development
- Helps employed parents

In your opinion, is pre-school education adequate for the task?

Yes

No

Partially

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Don't know  Erasmus+

Please explain your answer

Those who only agreed **partially** gave reasons such as:

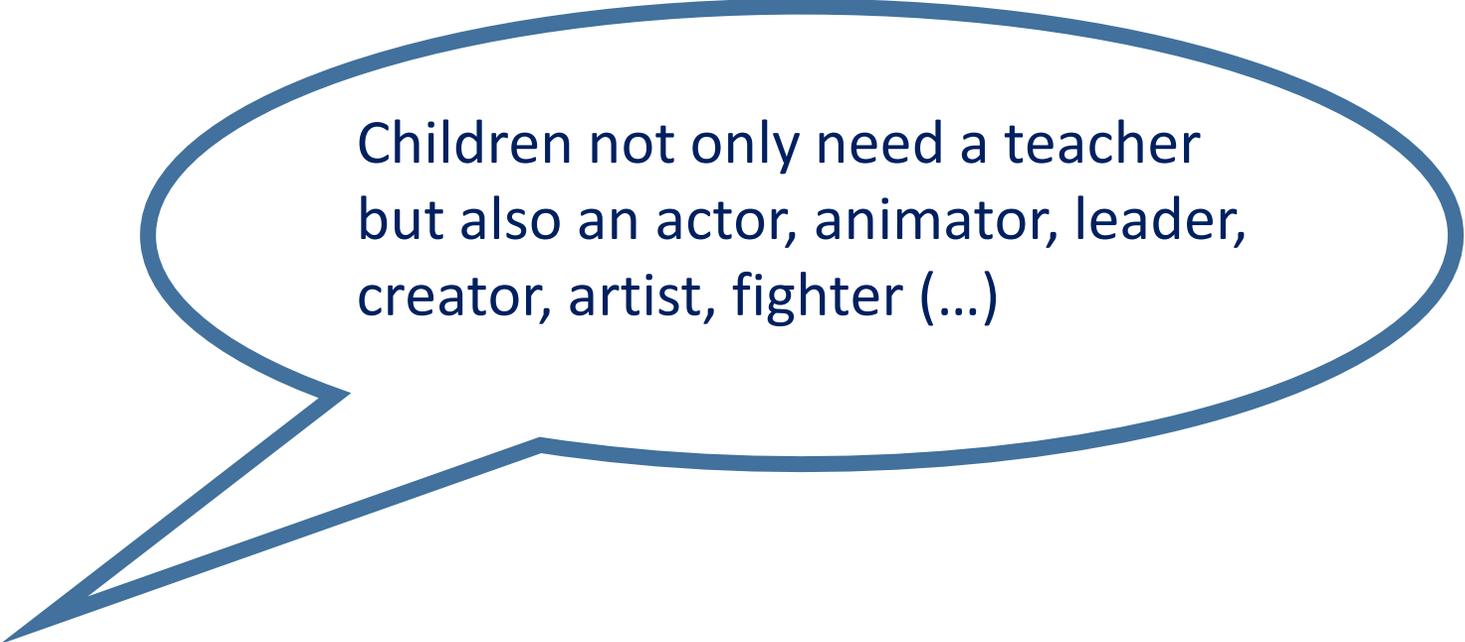
- There are too many children in groups
- Poor working conditions
- Attitude of parents – some parents perceive the preschool as a substitute for the upbringing instead of it being a supplement
- Inadequate government support
- Low take up
- Gaps in the communication between stakeholders
- **No holistic approach in the child development**

# What areas do you think pre-school teachers need to understand and have knowledge of to be able to organise learning and teaching?

- Preschool teachers whilst answering this question referred to the **teachers' personality and personal qualities in the first place** and only then the **professional competencies**. Interestingly, associate professionals referred to the personal qualities and professional competences as well but they mentioned professional competencies first and only then personal traits of the preschool teachers.
- For the University and College staff **theoretical learning, early years pedagogy and curriculum knowledge** were focused on more heavily. Importantly, personal qualities did not have significant presence in the university personnel's responses

# Personal qualities of a teacher that were mentioned were:

- Creative
- Innovative
- Diligent
- Imaginative
- Sensitive
- Empathetic
- Curious like a child



Children not only need a teacher but also an actor, animator, leader, creator, artist, fighter (...)

# What areas do you think that pre-school teachers need to understand and have knowledge of to be able to work in teams within the workplace?

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**All of the categories** reported that the knowledge of teamwork is important. According to the respondents such knowledge included:

- Team building
- Principles of partnerships
- Functions of small groups
- Group work theories

**Teamwork is understood not only being within the preschool but with wider professionals and the community.**

**Personal qualities of an individual** have been mentioned as an important factors contributing to teamwork. Most common features:

- Excellent communication
- Self-awareness
- Self-reflection
- Openness
- Honesty
- Respect towards the others

**What areas do you think that pre-school teachers need to understand and have knowledge of to be able to plan, monitor and maintain documentation about pre-school work?**

Interestingly, there were some very opposing views with regards to the teachers role in the documentation processes.

One view presented documentation as a very functional process with little teacher involvement beyond the functional tasks whilst the other view noted the importance of self-reflection.

What areas do you think that pre-school teachers need to understand and have knowledge of in relation to classroom organisational systems and pedagogical work with groups of children?

What should be noted is that **two groups of stakeholders: preschool teachers and associate professionals** stated that preschool teachers should be able to recognise children with difficulties and they should establish working relationships with other professionals.

*Teacher have to know how to approach children with behaviour problems and to be enough sensitive to recognise when the child's behaviour is extremely different from the behaviour of most children of that age and when they should talk to and indicate parents to the experts to seek professional help: from the psychologist, speech therapist etc.*

**What areas do you think that pre-school teachers need to understand and have knowledge of in relation to child developmental needs?**

**All of the stakeholder groups** noted that the knowledge of child development and/or theories were the most important.

Interestingly, the preschool teachers were the only group that identified **individual knowledge of each child** is necessary for each child's developmental needs.

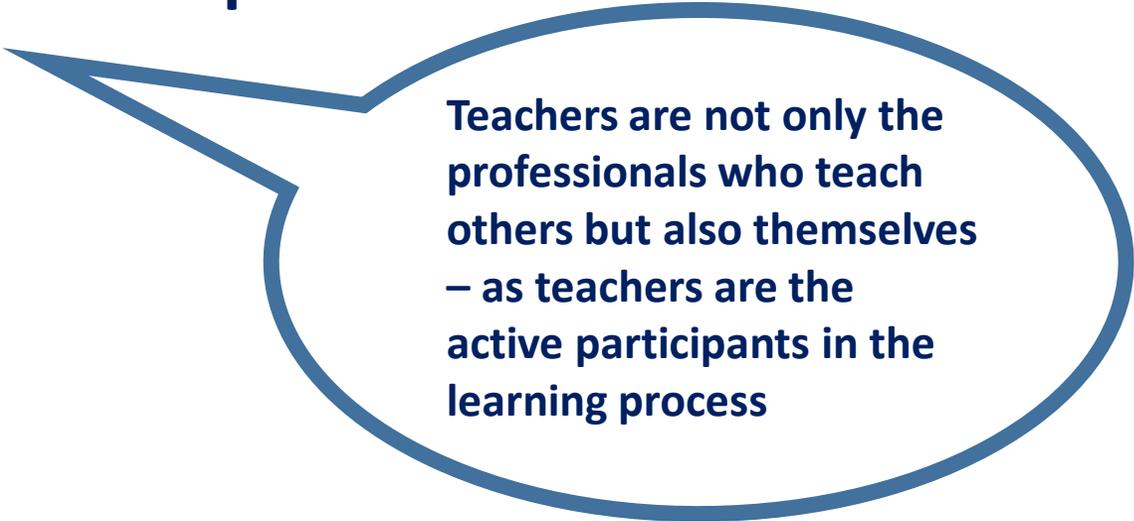
What areas do you think that pre-school teachers need to understand and have knowledge of in relation to ability to use information and communication technologies?

Majority of the respondents felt that it is necessary for the preschool teachers to have the knowledge of and ability to use the ICT systems. Most of the respondents focused on the **preschool teachers own ICT competencies.**

*Now, teachers use ICT for getting hands-on materials and that it is easy way for educational process preparation. But, at the same time, that prevents teachers from using other materials with children such as: sand, water, glue etc.*

What areas do you think that pre-school teachers need to understand and have knowledge of in relation to their ability to plan their own professional development?

All of the stakeholder groups mentioned the **importance of reflexivity and continuous and ongoing professional development.**

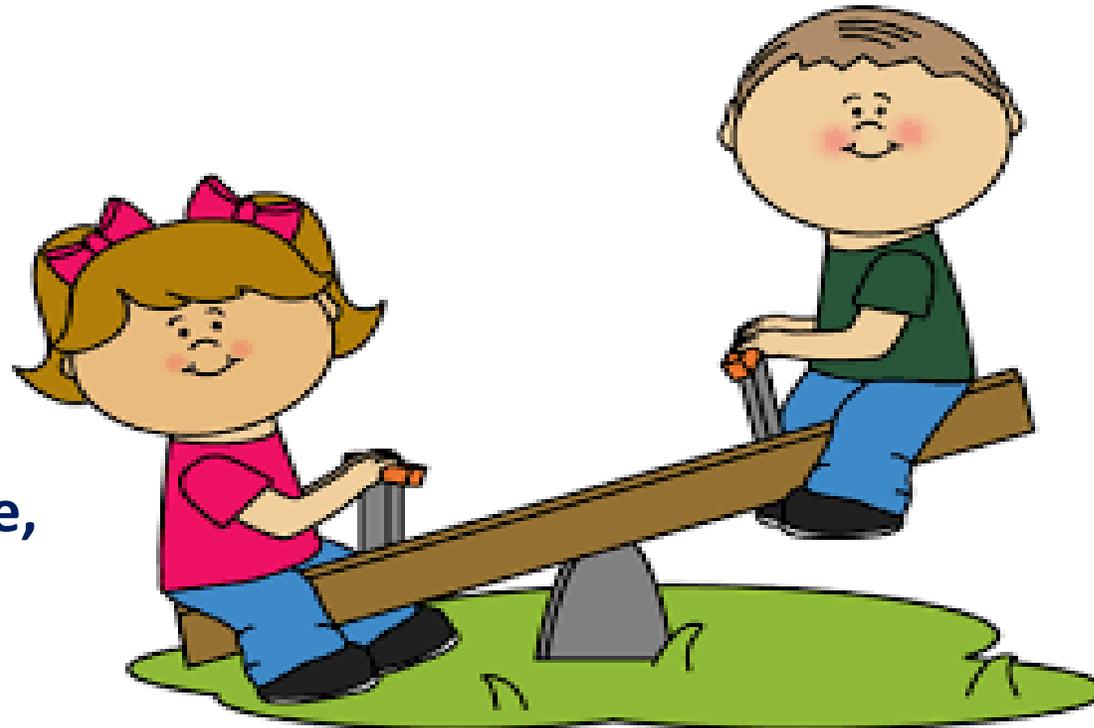


Teachers are not only the professionals who teach others but also themselves – as teachers are the active participants in the learning process

The university professionals identified the importance of engaging with the scientific literature and research ability

**What areas do you think that pre-school teachers need to understand and have knowledge of in relation to specific subject areas in the curriculum**

**Literacy, maths.  
Language, science**



**Arts, music, dance,  
folklore, drama**

**What areas do you think that pre-school teachers need to understand and have knowledge of in relation to social inclusion of children in the classroom and in society?**



**(...) education for a pluralistic society as a basis for participation in a global society (Uni)**

## What areas do you think that pre-school teachers need to understand and have knowledge of in relation to transferable and transversal skills?

- Critical thinking
- Analytical skills
- Self-reflective practice
- Ability to communicate clearly

A very small minority of the respondents focused on **public and minority engagement**.

## What areas do you think that pre-school teachers need to understand and have knowledge of in relation to practical and professional skills to work in education?

Practical and professional skills which in the understanding of the respondents should be possessed by the preschool teachers:

- Health and safety
- Safeguarding
- Bullying
- Child protection
- Well-being
- Paediatric first aid

Interestingly, all of the mentioned above refers to the child not the co-workers. Why?

**What areas do you think that pre-school teachers need to understand and have knowledge of in relation to educational policy and practice?**

Some respondents from the academic stakeholder group noted that there was a need to understand different educational systems in Bosnia

# Other issues

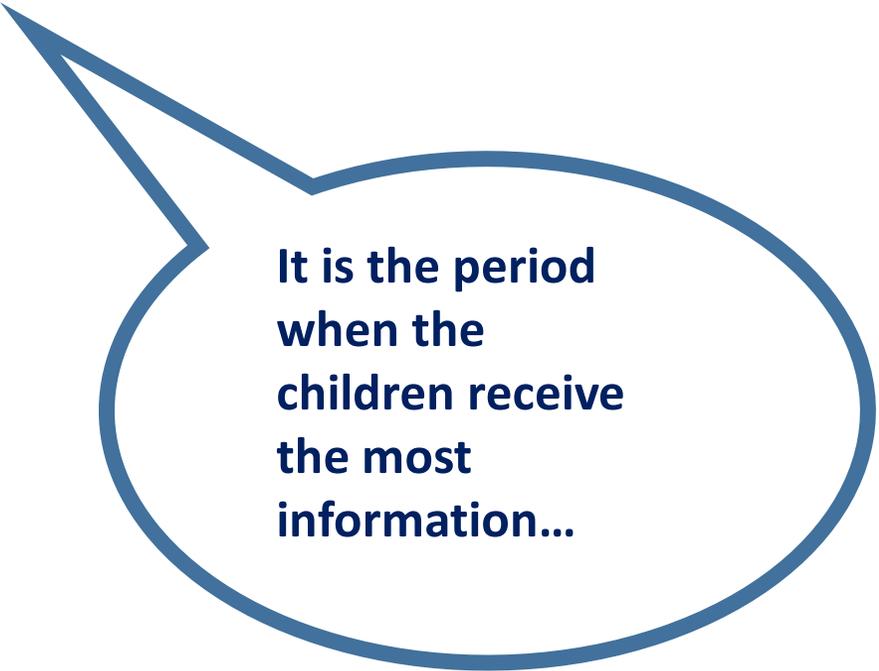
- Play
- Outdoor environment
- Stress and Self-management
- Convention on the rights of child

# Parents

53 out of 64 parents agreed that preschools were important and necessary.

Reasons given were:

- Preparation for school
- Child socialization
- They learn to play
- They learn moral habits and social rules



**It is the period  
when the  
children receive  
the most  
information...**

# Parents

9 out of 64 parents viewed preschool as **partially** important. Interestingly, these responses were not supported by a comment.

Most important purpose of the preschool:



Acquisition of morals  
and habits for future  
education

- And gaining skills for work
- Note: No mention of the right of child to be a child here and now

# Parents

40 out of 64 respondents mentioned the quality of teaching or teachers as a motivating factor for using the particular preschool. **This would indicate that outcomes are significant factor for parents**

# Parents

53 out of 64 parents said that the **preschool achieves its purpose** with most of the others stating that it did partially

Most of them are **overall happy** with the preschool

# Role/duty of the preschool teacher

- Knowledgeable
- Emotionally competent
- Good behaviour management
- Attuned to children's needs

# Personal qualities of a preschool teacher

- Overall the most common feature was patience
- Emotional skills: empathy, warmth, encouragement, support of the child
- Social skills: communication, creativity, ability to cooperate with other teachers and parents
- Values, ethics and moral aspects: professionalism, integrity, ability to model good behaviour

# Parents

We used a matrix of skills and knowledge from other competency lists to see how parents rated their importance. It is clear that parents expect broad skills from teachers.

## **Parents particularly valued:**

- Health and safety
- Peoples skills
- Ability to plan classes and document this
- Subject specialism like arts and PE

**Thank you for your attention!**

**Manchester Metropolitan  
University Team**