

## MINUTES

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### **Seminar – Transversal Competences in Teacher Professional Development**

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**Date:** 13th and 14th of November, 2017

**Venue:** University of Bihac

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**PARTICIPANTS:** Selma Seta, Amela Bajric, Jasmin Hrnjic, Irmela Mujkic (University of Travnik); Meho Causevic, Lejla Ovcina, Mersina Mujagic, Nijaz Skender (University of Bihac); Katarina Lasic, Marko Antonio Brkic (Sveuciliste Hercegovina); Ljubica Tomic Selimovic, Alija Selimovic, Alina Divkovic (University of Tuzla); Ljubica Matosevic, Ljiljana Kovac (DZPU); Mirjana Stojanovic, Sasa Cekrija, Tamara Pribisev Beleslin (Independent University Banja Luka); Teodora Iordachescu, Grigore Dan Iordachescu (University of Alba Iulia)

The Seminar officially started at 10.00. Representatives from the University of Alba Iulia presented them at the beginning and briefly introduced the Agenda of this two-day long seminar. The first task for participants was to write their live philosophy and introduce it to other colleagues.

After this task, representatives from the University of Alba Iulia continued with further work on the significance of the correlation between theory and practice for competences in Early Childhood Education and Care. They start their presentation with components of a competence and presented the cognitive components as a knowledge, metaknowledge and metacognitive adjustments. After this was a short discussion and presentation about affective components, social components and sensorial-motor components. Affective components include attitudes and motivations. Social components include interactions and correlations, and sensorial-motor components include gestural coordination. Each component was discussed by participants with different examples and approach. Representatives from the University of Alba Iulia said that in Romania, the responsible authority for the standardization

of these competences and their correlation with different occupations is the National Authority for Qualifications (ANC). It is similar to the European Qualification Framework on the European level. After short discussion there was a lunch break.

The second block of the presentation was based on the preschool and primary teacher education in system in Romania. Representatives from the University of Alba Iulia said that the responsibility for the wording of these competences is incumbent upon individual universities, through specialist departments of teacher education. These departments correlate the training of competences with theoretical and practical contents at the disposal of students. In order to achieve training of teachers for primary and preschool education, through the study programs offered by Faculties of Educational Sciences, two types of competences are aimed at:

- Professional competences
- Transversal competences

As well, they stressed out that their curriculum is transferred from the objective based to the competence based curriculum.

1. Professional competences	Derived competencies	Theory practice correlation	Subjects in the formal curriculum
C1. Designing instructional or educational programmes for primary and pre-school education	C1.1. identification and assimilation of main learning theories of specific contents and curriculum, taught disciplines and main specific methodological orientations specific to these disciplines  C1.2. using, interpretation, processing and application of content based, psycho-pedagogic and methodologic knowledge in part of the whole didactic process of designing instructional-educational activities and materials  C1.3. identification and application of didactic principles and strategies in designing instructional-educational activities specific to the age of the group  C1.4. benchmarking against norms, standards and curricular objectives in analysing and evaluating official school documents, or for the self-evaluation of the self-designed ones.  C1.5. Evaluation of design models for instructional-educational and / or extra-curricular activities	<b>Theoretical area</b> Theory of education and instruction (pedagogy) concepts, principles, contemporary education and pedagogical problematic  <b>Methodological, applicative area:</b> design, implementation, evaluation of instructional-educational activities, knowledge methods, individual/group counselling, investigation of educational phenomena	<b>Fundamentals:</b> Theory and methodology of curriculum Pedagogical practice primary education Pedagogical practice pre-school education Didactics of technical education Fundamentals of Psychology The psychology of education Didactics of mathematics Didactics of the curricular field of "man and society" Early education Didactics of the curricular field of sciences Information and communication technologies Geography and teaching of geography Fundamentals of pedagogy <b>Optional disciplines</b> Intercultural education Comparative pedagogy The philosophy of education Theory and methodology of training Educational management National-emotional education Particularities of learning in gifted children

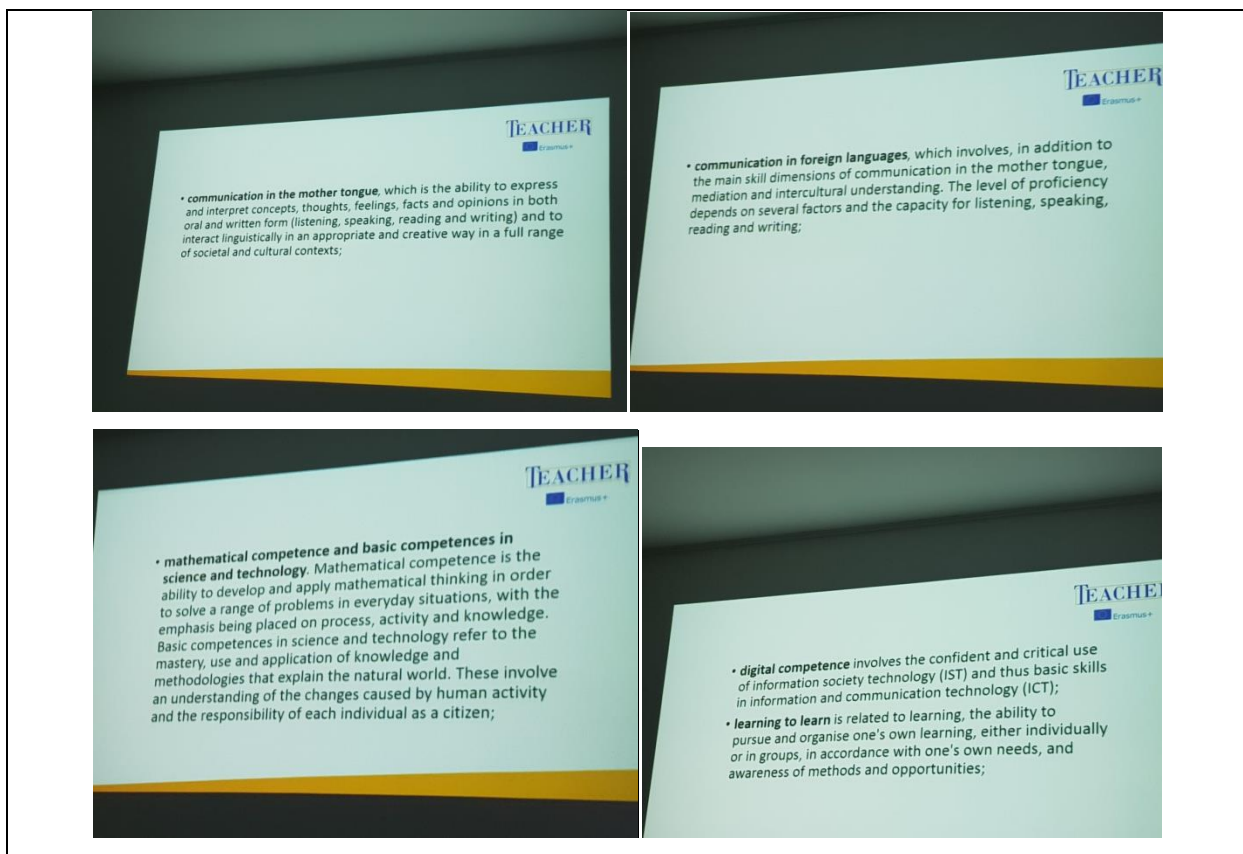
They said that there are six main categories according to transversal competencies, which include: interpersonal skills, intrapersonal skills, media and information literacy, global

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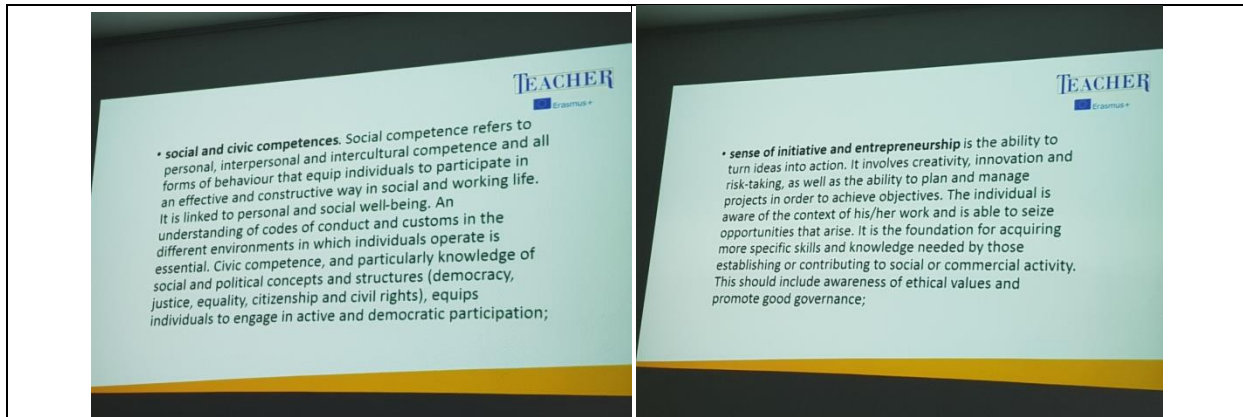
citizenship, critical and innovative thinking and other such as respect for religious values and appreciation of healthy lifestyle.

Through next presentation, representatives from the University of Alba Iulia, Teodora Iordachescu and sir Dan Grigore Iordachescu, discussed about several fields including Communication in the Mother Tongue, Communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship as well as, cultural awareness and expression.



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They gave several ideas that might be useful for Teacher Educators, known as the areas of expertise or knowledge required by Teacher Educators:

- The pedagogy of educating teachers
- Educational studies
- (Practice-based) research
- Schools as institutions
- Professionalism.

At the end of this work day, all participants were divided into three groups. The main task was to choose two skills from the circle and compare them to the skills in their country. Each skill was discussed and explained by each participant.

## Day 2

During the second day of the seminar, special attention was paid to creativity as one of the skills in the framework of critical and innovative thinking. In the first part of the seminar, a special emphasis has been put on an educational system that

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plays an important role in society and its development and should not neglect the important role of creativity in development and advancement. For this reason it is necessary to devote more attention to the development of students' creativity as future teachers as well as creative work with children of preschool age.

Every child deserves to be creatively developed, so that the teaching of all subjects should to a certain extent be directed towards encouraging creativity, as well as, teachers and educators should be people who will encourage creative thinking and expression. The second part of the seminar was reflected in the exchange of experiences of representatives from Romania with BH partners, the identification of similarities and differences in work and access to pre-school facilities. Lecturers from Romania are through some of the different forms of creative ideas (wood of fear and courage, free drawing and painting , light and shadow reflection, story telling), presented creative work of educators in working with preschool children. The significance of creativity should not necessarily be related to great works of art, but to the fact that every individual as one man is able to experience new things. Therefore, educators use different methods and techniques in order to describe different topics and segments on creative, innovative and interesting approach. The second day of the seminar ended in a very creative and interactive discussion in terms of suggestions and suggestions that we can improve certain segments of the work.

On 14.11.2017. in Bihac, Bosnia and Herzegovina

**Minute taker: Selma Seta**