

## MINUTES

*from*

### **Workshop no 2 – dedicated to competences in ECEC**

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**Date:** 12th and 13th of December, 2017

**Venue:** Independent University of Banja Luka

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#### PARTICIPANTS:

University of Travnik (Selma Seta, Amela Bajric, Irmela Mujkic);

University of Bihac (Lejla Ovcina, Nijaz Skender, Karmelita Pjanic, Meho Causevic);

University of Zagreb (Maria Lorger, Sinisa Opic);

Independent University Banja Luka (Marina Mijatovic, Mirjana Stojanovic, Sasa Cekrlija,  
Tamara Sobota, Ljiljana Cekic);

The Manchester Metropolitan University (Karolina Kardas);

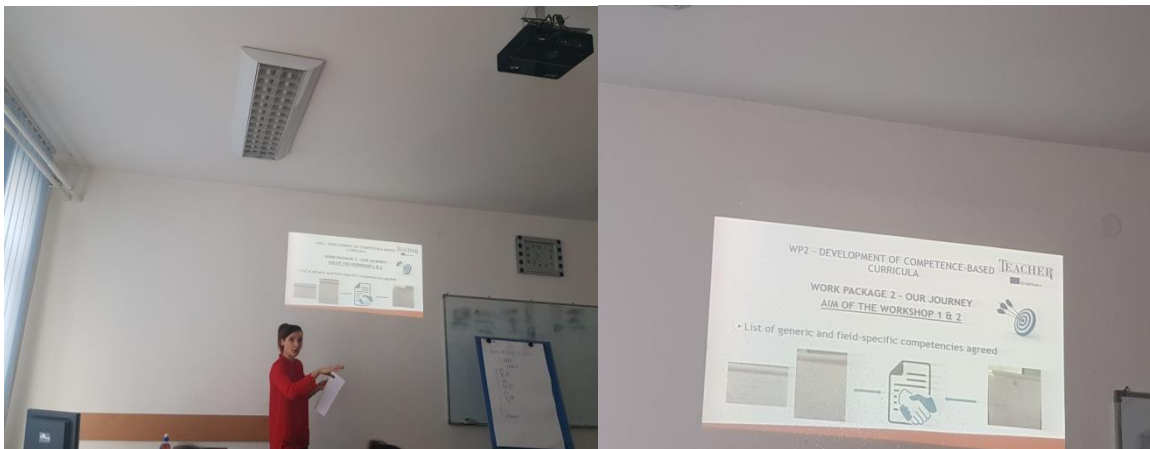
Association of Preschool Institutions (Ljiljana Kovac, Ivana Strukar);

Herzegovina University (Marko Antonio Brkic, Monika Bebek, Lucija Spajic)

## Day 1

Seminar officially started at 10:45am!. All participants were introduced by representatives from the Independent University of Banja Luka. Professor Mirjana Stojanovic welcomed each partner institution on behalf of all Management of the Independent University of Banja Luka and wished successful and productive work.

Karolina Kardas from the Manchester Metropolitan University addressed the audience and shortly presented the Agenda of the Second Workshop Dedicated to Competences in ECEC. Due to the fact that this workshop was our final meeting in the framework of the Work Package 2 Karolina presented the overview of the Work Package 2 and explained to the audience what activities and tasks have been done within this Work Package so far and, as well, what are our future steps. The presentation reflected on the Study Visits to MMU and Zagreb, as well as seminars and workshops dedicated to generic and field-specific competencies.

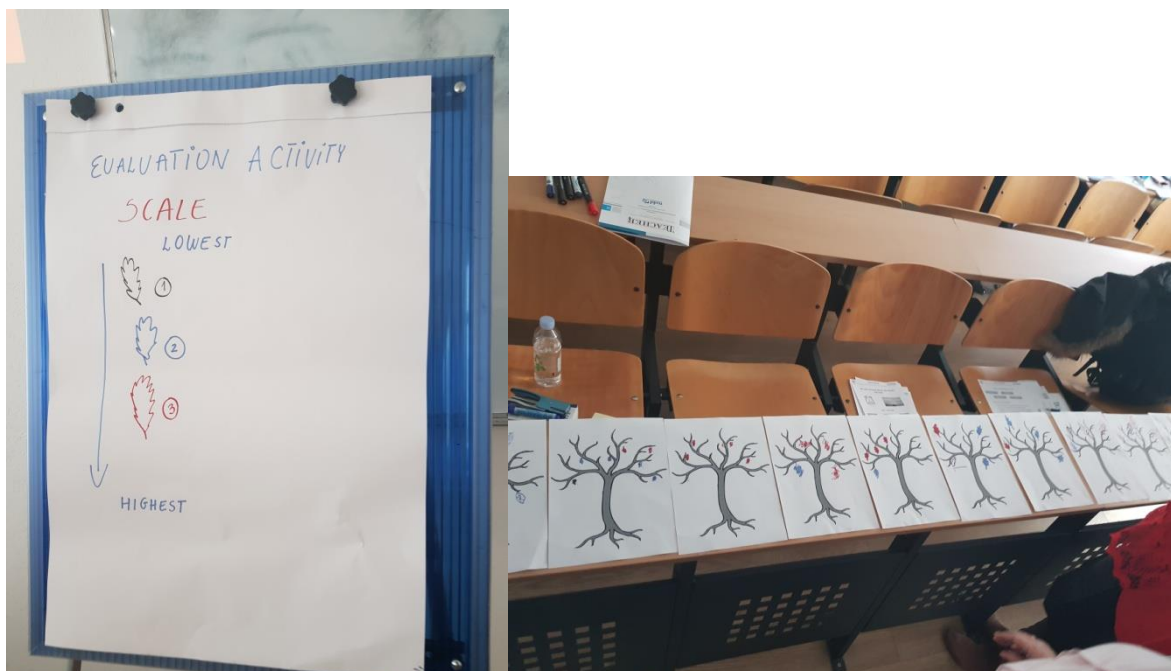


After this brief introduction and overview, Karolina together with Professor Marija Lorgner from the University of Zagreb conducted the interactive evaluation of the work package 2 by project partners. This evaluation was performed by participants where each person received three papers. On the first paper instructions explaining the activity were listed and on two other papers trees were painted. Participants were instructed that their task is to draw a leaf (red, blue or black) on the particular tree. According to the scale, red leaf is the highest, blue is in the middle

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and black is the lowest. On the first tree dedicated to the meetings in the framework of the Work Package 2 they are expected to draw a leaf to evaluate four components: attendance (their attendance to each workshop/seminar/study visit); punctuality; engagement (asking questions, participating in discussions, showing interest, doing own research prior to the meeting); teamwork (positive attitude, encouraging and motivating team, supporting team decisions, helping team reach consensus, helping resolve conflicts in the group). On the second tree dedicated to the intersessional tasks they should evaluate time management and responsibility (accepting fair share of work and reliably completing it by required time); displaying creativity/originality in approach (problem-solving when faced with challenges/obstacles, originating new ideas, initiating team decisions); collaboration and cooperation (contracting and consulting other project partners, Project Lead and work package Coordinator); expressing commitment and interest in the project. At the end of this activity it was concluded that the black color/leaf is not present in large number and that red and blue leaves are in surplus.



Karolina Kardas continued with her presentation which was about work on the intersessional tasks and collation of competences process. Through this presentation she explained and clarified the process of collation of the competences. MMU Team facilitated this process between two workshops and the collation of the competencies on its own took them three full days. They worked on the areas of competencies in the following order:

- Day 1: Personal Area
- Day 2: Professional Area
- Day 3: Social – Communicational Area

## **Personal Area – Generic**

STAGE 1: All competencies listed by the project partners are being placed on the table

STAGE 2: Take out any that do not belong in that area

STAGE 3: All competences listed are grouped into categories

## **Personal Area – Field-Specific**

STAGE 1: All competences listed by the project partners are being placed on the table

STAGE 2 + STAGE 3 (MERGED): Take out any that may not belong in that area. All competences listed are grouped into categories

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## **Professional Area – Generic**

STAGE 1:

- a) All competences listed by the project partners are being placed on the table
- b) All competences listed are grouped into categories

## **Professional Area – Generic and Field-Specific**

STAGE 2:

- a) Field-specific competences listed by the partners are added
- b) Field-specific competences are merged with the generic ones

STAGE 3:

- b) Generic and field-specific competences are categorized and separated

## **Social-Communicational Area – Generic**

STAGE 1: All competences listed by the project partners are being placed on the table

STAGE 2 + 3 (MERGED): Take out any that may not belong in that area. All competences listed are grouped into categories

STAGE 4:

- a) Field-specific competences listed by the partners are added
- b) Generic and field-specific competences are categorized and separated

After this detailed presentation, participants had a coffee and refreshments break. This was organized in the restaurant of the NUBL. Later on, Karolina and Marija divided participants

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into three groups and workshop on the review of the competences list had started. Each group had been tasked to work on the final version of the definition for the particular area of competencies.



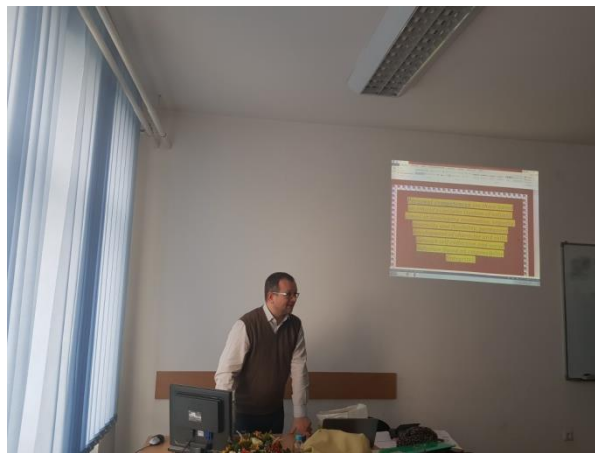
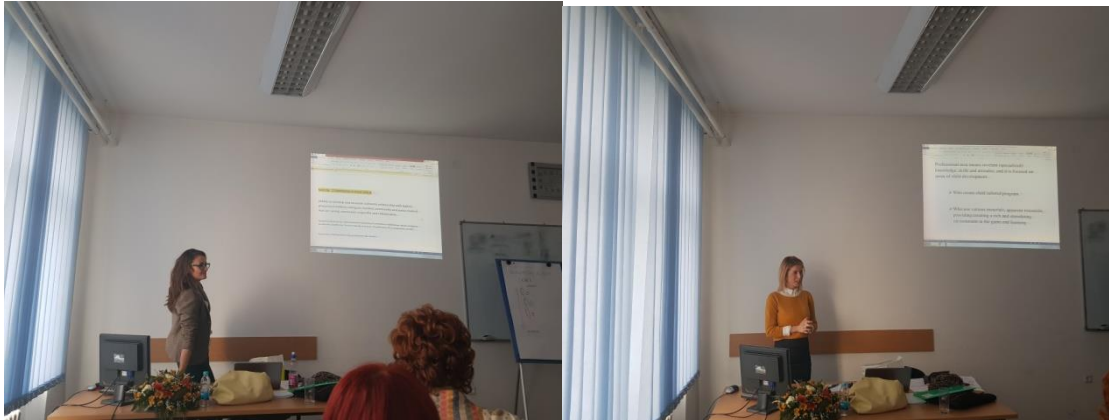
After group work each area definition was presented by participants. First group presented the Social-communicational area. They defined it as an ability to maintain authentic relationship with babies, preschool children, colleagues, families and community that are caring, connected, respectful and collaborative. Second group presented the personal area of competences as those which are based on ethical principles (system of values), aimed at developing motivation, empathy, creativity and flexibility, permanent development of character and skills through self-

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reflection and social influence based on responsibility (integrity). The last group was responsible for defining the professional area. They presented it as relevant knowledge, skills and attitude, in accordance with professional standards and good practice in early and preschool education.



After all presentations and long discussion between participants, there was a lunch break. It lasted approximately an hour. Later on, workshop on review of the competences list continued. Now, after previous work and presentations, each group needed to define competences and listed indicators for each of the areas.

At 18.00 o'clock a visit to Montessori kindergarten in Banja Luka was organized. Representatives of the kindergarten hosted project partners and with them passed through the

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building. At the end of the visit, representatives of the kindergarten delivered a short presentation about history, aim of the kindergarten and Montessori approach and philosophy.





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## Day 2

Due to the fact that on the day 1, participants did not finish the workshop on review of the competences, they continued on the second day with this activity.

After coffee break, representative from the University of Zagreb, professor Sinisa Opic started with his presentation. He talked about the action plan and the timeline which were adopted by project partner institutions from Bosnia and Herzegovina. He talked about a situation in Croatia and explained in detail a process of changing and modernization of curricula in Croatia.



On 15.12.2017. in Banja Luka, Bosnia and Herzegovina

**Minute taker: Selma Seta**