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Introducing competence - based preschool teacher education curricula in Bosnia and Herzegovina
574076-EPP-1-2016-1-BA-EPPKA2-CBHE-JP

MINUTES *from* Metodic and didactic seminar - IV

Date: 19th- 20th September 2018

Venue: Herzegovina University

PARTICIPANTS:

Matej Bel University in Banska Bystrica – Leader WP3

- Katarina Vančikova, Dana Manesova - Lectures

University of Hercegovina - Host

- Katarina Lasić, Ivana Soldo

University of Travnik - Koordinator

- Tarik Obralić, Irmela Mujkić, Amela Bajrić

University of Bihać

- Nijaz Skender, Naim Čeleš

University of Mostar

- Anita Imre, Antea Čilić

University of Banja Luka

- Marina Mijatović

University of Tuzla

- Ljubica Selimović, Alija Selimović, Andrej Simić

Association of preschool instituion employees

- Žana Ljubas, Ana Šimić

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Day 1 - Wednesday 19th September 2018

After the registration of participants, the Seminar officially started at 9.30. The welcome speech was held by Marko-Antonio Brkić, project leader for University of Hercegovina, he welcomed the participants and indicated that during the two days of the seminar representatives of University of Hercegovina will be available for all participants, he emphasized his hopes that all planned activities during the Seminar will be successfully realised.

Representatives of University Matej Bel, doc. PaedDr. Katarína Vančíková, PhD., and prof. PaedDr. Dana Hanesová, PhD., also welcomed te participants and briefly presented the work activities that will be realized during the two-day Seminar.

Katarina Vančikova pointed out the aim of seminar - Uncover the system of teacher training of UMB and focus on study content and teaching strategies.

Ice breaking activity – The unique specification of yourself - an introduction of participants, the unique specification was connected to the idea of the uniqueness of each child.

Parking place activity – space for making ideas, comments, reflections that can arise during the Seminar.

Introduction of The Model of Reflective teacher which is applied as a philosophy in study programs at UMB. The model is fundamental for all teaching study programs. The Model of Reflective teacher has 4 phases based on development of a reflection in action and reflection on action. All phases focused on developing skills in tree aspects, or dimensions - child, process and teacher.

After that they approached to the first task that concerned the brief presentation of the participants. All of them received one paper on which they wrote their first name and surname and outlined what best describes them. The task was intended exclusively for mutual introduction of participants. After the mutual introduction moderators of Seminar presented the organization of Pre-school Education at Matej Bel University, after which they started with the activities that were planned according to the Agenda.

The first block – Dimensions of the Child - The model of reflective teacher in didactic student preparation. The methods of meaningful learning from the perspective of child
As a part of this block, the participants were divided into three groups, the assignment for all participants was to write a few main items:

- The task for each participants was to recall their teacher (in scholl, op pree-school), and point out the good qualities of his personality wich can remember - discusion

- What every child should feel during its stay at kindergarten, each group made their own suggestions.

After that, each of the group sorted out proposed items to those that would best fit into certain situations suggested and written on the board by the moderator, after which all the proposed items were processed and presented through the scheme of Maslow's hierarchy of needs (physiological needs, need for security, the needs for love and belong, self-respect and self-actualisation). All participants actively discussed the role of teacher to fulfil the mentioned child's need. In discussion lecturers and participants came to a conclusion which was focused on supporting child's activity in learning process. After the task was done, there was a short break for lunch.

The second block – Dimension of Process (1 th part) - The learning situations in guided teaching. Demonstration and analyses of learning situations

After the break, all participants discussed about active learning – What happens if there is too little stimulation and what happens if there is too much stimulation for children in the kindergarten. The next task was with beans – All participants were given four beans and the task was to determine from the perspective of child that the most important things..

In later activities lecturers focused on importance of analysing the learning content for learning situations which are guided by teacher. Participants were actively involved in analyses of learning content. (The topic for analyses was chosen by lecturers – Spiders) - „What can we teach children of 3,4,5,6, ages in preschool institution, about the spider“. Each of the group got the certain age of child and all the participants were creative during this task and each group presented what they did (Lecturers again connected the dimension of process with dimension of child and pointed out the importance of focusing on Child's ontogenetic development and other theories, such as Piaget's cognitive development or Vygotsky theory of Zone of proximal development.)

Day 2 –Thursday 20th September 2018

The second block – Dimension of Process (2nd part)

The analyses of content learning according to holistic approach in pre-primary education
The second day of the seminar started with an Ice breaking activity “Miracle ball“ – Participants reflected on the previous day of the seminar. They spontaneously commented those moments which addressed them a day before. After the game participants pulled out a paper of certain color from the hat, and depending on the color they were divided into groups. The next assignment for participants was to devise the situation on topic learning about the spider which they will elaborate

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through some subtopics with a specific goal. Each of the group presents their learning activities, while others in the groups were guessing the main goal (topic) of their activities.

Afterwards lecturers linked participants' reflection to the philosophy of holistic approach of pre-primary education and this concept was discussed deeper in connection with design of pre-primary curricula in Slovakia. Later on the participants designed activities based on holistic philosophy. They presented the importance of the holistic approach in child development – cognitive development, socially-emotional development and perceptive-motor development. According to this they discussed about teaching situation through those questions: *What – Learning content, how – methods, where – organization*. In accordance with the aforementioned and after short break, the next task for the participants was to devise learning situations on a particular topic of spider through representing all of these approaches in the development of the child.

Learning content continued through next task - The participants were given one word on the sheet of paper which represented one emotion and their task was to create and demonstrate a learning situation through a pantomime describing that emotion. Other participants were supposed to guess what that emotion was. After this task there was a coffee break.

The third block – Dimension of Teacher - Importance of self-reflection in teaching
The last minutes of seminar were dedicated to the phenomena of reflection, which helps teachers to develop their professional skills. Lecturers pointed out that self-reflection allows teachers to collect, record, and analyse everything that is happening in the class, so that teachers can make improvements in their teaching strategies where necessary. The following activities (see handouts) were guided in the way in which participants had to do their self-reflection. They had an opportunity to use self-reflection tools for analyses and evaluation which are used at UMB by answering a questions from self-reflection sheet they did their short reflection about some situation. Moderators emphasized the importance of reflection and analyses of learning situation during of teaching and all participants were discussed about its importance. Time was given to summarizing, concluding, evaluating and feedback time. Feedback questionnaires had been filled in by all of the seminar participants and collected for analysis.

Attached to these minutes is the agenda for this workshop.

On 21.09.2017. in Međugorje

Minute taker: Irmela Mujkić

Methodic and didactic seminar

19th- 20th September 2018

Lectures: doc. PaedDr. Katarína Vančíková, PhD., prof. PaedDr. Dana Hanesová, PhD.

Wednesday 19th September 2018

09:00 – 09:30

Introduction

The aims of the seminar
Agenda

09:30 – 13:00

1st Block – Dimension of Child

The model of reflective teacher in didactic student preparation
The methods of meaningful learning from the perspective of child
Coffee break

10.30 – 11.00

13:00 – 14:00

Lunch break

14:00 – 17:30

2nd Block – Dimension of Process (1st part)

The learning situations in guided teaching
Demonstration and analyses of learning situations
Coffee break

15.30 – 16.00

Thursday 20th September 2018

09:00 – 13:00

2nd Block – Dimension of Process (2nd part)

The analyses of content learning according to holistic approach
in pre-primary education

10.30 – 11.00

Coffee break

13:00 – 14:00

Lunch break

14:00 – 16:30

3rd Block – Dimension of Teacher

The importance of self-reflection in teaching

15.15 – 15.45

Coffee break

16.30 – 17.00

Conclusion

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