

TEACHER

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



NEWSLETTER

**FIRST YEAR
OF THE PROJECT
IMPLEMENTATION**

2016/2017



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Erasmus+ Programme
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National Erasmus+ Office
in Bosnia and Herzegovina

PARTICIPANTS

University of Bihać

Bosnia and Herzegovina

University of Tuzla

Bosnia and Herzegovina

University of Mostar

Bosnia and Herzegovina

Herzegovina University

Bosnia and Herzegovina

Independent University Banja Luka

Bosnia and Herzegovina

University of Travnik

Bosnia and Herzegovina

University of Zagreb

Croatia

The Manchester Metropolitan University

Great Britain

Matej Bel University in Banska Bystrica

Slovakia

"1 DECEMBRIE 1918" University of Alba Iulia

Romania

Association of Preschool Institutions Employees in Federation of Bosnia and Herzegovina

Bosnia and Herzegovina

National Erasmus+ Office in Bosnia and Herzegovina

Bosnia and Herzegovina

REPRESENTATIVES FROM B&H

Authorities and Education Policies

Academic Community

Preschool Institutions

Teachers

Parents/Guardians

Students

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WORK PLAN FOR PROJECT YEAR 1

1. KICK OFF MEETING
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KICK OFF MEETING

DAY 1 9 February 2017, Thursday

The first Project Kick Off Meeting was held on 19th and 20th February 2017 at the University of Travnik. Welcome speeches were addressed by Selma Seta a project coordinator, Amra Tuzovic – Quality Assurance Manager of the University of Travnik and sir Zoran Matosevic, assistant minister of the Ministry of Education, Science, Culture and Sports of the Middle Bosnia Canton. Selma welcomed the participants on behalf of the University of Travnik and expressed her pleasure for the fact that all partners attend the meeting. She presented the agenda of the meeting and briefly introduced partners. Professor Amra

Tuzovic welcomed the participants on behalf of the academic community of the University of Travnik. She introduced the project proposal from the very beginning and explained why preschool education was selected as a main topic and field of this action. Sir Zoran Matosevic wished a warm welcome to all participants and stressed out the importance of this and similar international meetings for the University of Travnik as well as for the whole community. Sir Suad Muhibic, Head of National Erasmus+ Office (NEO) introduced work and activities of the Erasmus+ Office from Bosnia and Herzegovina. He pointed out an impact of preschool education in lifelong learning process and childhood education. Preschool education is national priority of Bosnia and Herzegovina, therefore will produce a huge impact on the overall higher education. At the end of his presentation he invited anyone who has a question whether about this project or Erasmus+ in general, NEO is at their disposal at any time. Further, the short overview of the project activities was presented by a project coordinator.

DAY 2 10 February 2017, Friday

The second day started at 9:30 am after the registration. During this day financial and management issues were presented by Project coordinator and further steps were developed by each partner.

2. INTRODUCTION CONFERENCE

At the Faculty of Education in Travnik, on 18th May 2017, with the attendance of numerous guests, project partners, the Introduction Conference titled “Competences in Early Childhood Education and Care” was officially opened within the TEACHER project, whose leader is the University of Travnik from B&H, and the only university from &iH with an opportunity to lead a project within the Erasmus + programme.

Day one, Thursday, 18th May 2017

The TEACHER project was presented in the welcome speech. The project coordinator Selma Šeta, LLB, presented the general project information and emphasised that the goal of this project is innovating and modernising the first cycle academic studies in Early Childhood Education and Care in Bosnia and Herzegovina by introducing a competence-based curriculum. Apart from the previously stated, the project strives to improve interactive teaching methodology and the academic staff’s transversal skills needed to modernise the entire study programme.

The University of Travnik’s Steering Committee chairman - MD MSc Nihad Selimovic expressed immense gratitude and welcomed all the partners to the Introduction Conference - one of the TEACHER project activities. In his speech, he reviewed the important information about the project and emphasised that each project participant will, in three years, be proud of it.

Among others, with this project, the University of Travnik shows that it has the potential to move away from the local setting and cooperate with universities from the European Union. On behalf of the Faculty of Education’s expert team Amra Tuzovic, Ph.D. welcomed the representatives and project partners and emphasised that the partners made Bosnia and Herzegovina visible in the area of Early Childhood Education and Care, as well as that all the partners are ready to take on any obstacle, which they confirm today with their presence at the Faculty of Education.

In her speech, the president of Društvo zaposlenika predškolskih ustanova FBiH Ljiljana Kovac emphasised the importance of Early Childhood Education and Care and an increase of child participation in education, as well as expressed her gratitude to the partners, directors, parents and preschool teachers for participating in the survey. She concluded her speech with an old Chinese proverb: “If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

The Travnik Municipality Mayor Admir Hadžiemric addressed the guests, expressed a warm welcome and stated that he is really impressed that the University of Travnik is the Erasmus + project leader, as well as congratulated the partners on implementing this project and wished them good luck and a lot of success in their future endeavours.

On behalf of the Ministry of Education, Science, Culture and Sports, the Chief Cantonal Inspector Refija Kulašin addressed the audience by expressing immense gratitude and honour to be attending such an important project for the education system. She stated that Early Childhood Education and Care is highly neglected, but that it is actually really important.

The Ministry of Civil Affairs' Deputy Minister Suvad Đafic stressed that Bosnia and Herzegovina as a country, which is not even a candidate for entering the EU, can take part in such projects and that the University of Travnik's success in contending for it has shown that Bosnia and Herzegovina has great potential needed to be directed properly.

In the end, the Agency for Development of Higher Education and Quality Assurance HEA director Enver Halilovic addressed the guests by expressing his satisfaction to be present at such a conference.

He stated that the University of Travnik can be seen as an example of progress and that this is a significant step towards internationalisation in Bosnia and Herzegovina, especially for the University of Travnik. He emphasised that these projects introduce modernisation of study programmes and congratulated the University of Travnik on such a significant success.

After the welcome speech, the project partners took part in various activities.

Day two, Friday, 19th May 2017

The second day of the Introduction Conference began by drawing conclusions which will direct the further implementation of the project. The colleagues from the University of Zagreb gave a short overview of the implemented Comparative analysis and once more presented the results and conclusions of the study programmes' analysis in the area of Early Childhood Education and Care. The colleagues from the Manchester Metropolitan University gave a presentation and an overview of the project activities within the work package 2. The presentation was related to the agenda of the study visit to Manchester planned for 10th July 2017. Following the presentations given by the colleagues from DZPU FBiH on the topic: Parents as partners in the Early Childhood Education and Care system in preschool facilities, the colleagues from Matej Bel University presented the work package 3, and modernisation and innovation of the teaching methodology. Work meetings with the partners' representatives were held during breaks. Drawing conclusions alongside agreements for the following period and a review of activities until the end of 2017 concluded the Introduction Conference activities. Before departing, the partners took photographs. The successful realisation of the Introduction Conference and the TEACHER project partners' satisfaction was shown through an evaluation report in which the participants gave the highest marks.

3 ■ STUDY VISIT TO MANCHESTER METROPOLITAN UNIVERSITY

DAY 1

This activity was one of the most interesting for all participants. Manchester Metropolitan University representatives organized a trip to the several different settings, unknown and very unusual for Universities from Bosnia and Herzegovina.

Setting: Forest School

- Private forest;
- It took 2 years to develop the program;
- Surrounded by nature (trees, mud ground, flowers, rain...);
- Classrooms are used only in case of really bad weather with school supplies;
- All the materials used for learning and teaching are adapted to the natural environment.

The key principles

- Planning, adaptation and observation are the key elements of Forest School;

- It supports the development or a relationship between learner and the natural world;
- Promotion of the holistic development;
- Principle of respect of personality and gaining trust;
- Principle of altruism and empathy;
- Principle of individualization;
- Principle of socialization.

What is the setting's view of children?

- Children are included in outdoor learning and playing by using environmental resource (triggering the natural curiosity in children);
- Care of the child's interests and needs;
- Freedom to explore the natural environment (feeling free and confident about themselves and other children);
- Intellectual, motoric, physical, technical and other aspects of education are developed by natural elements.

What knowledge and skills do practitioners require when working in this setting?

- * Success of designing a quality spatial, material and technical environment in external natural conditions, but also ability to work in it;
- * Knowledge about child development and learning theories;
- * Knowledge of pre-school curriculum and its approach;
- * Ability to assess child's needs;
- * The importance of recognizing child's interests and documenting his/her work in natural conditions;
- * Ability to evaluate a child's success;
- * Knowledge of an alternative learning strategy and their effects on the child's development and upbringing;
- * Know how to create a healthy and stimulating environment
- * Know the ways of learning and organizing the learning process in natural conditions;
- * Ability to observe children;
- * Know how to communicate well;
- * Willingness to accept risks and ability to handle and deal with unforeseen situations;
- * Flexibility and ability to adapt to changes;
- * Team learning and team organization in a natural environment;
- * Ability to review and raise your values and attitudes;
- * Physical readiness (ability to overcome all obstacles in the forest area).



What is the role of the adult in the setting?

To monitor the needs of each child and takes care that children feel comfortable in the place they are staying.

To provide a sense of security for children and parents by his/her authority.

To motivate children to express their creativity.

To monitor, analyze and document the work of every child.

To help children to overcome obstacles and challenges which they encounter in this area.



To be committed, disciplined and organized in his work.

Setting: Nursery School

Description of the Setting:

- The interior is created in a way which satisfies the needs for different activities of children at different age (lots of natural materials were used);
- It has sleeping room for the babies, kitchen, classrooms, big backyard with a lot of playing equipment;
- It has a vegetables growing section and animal care section (chicken box).

The key principles:

- Versatile content and materials which foster a complete development of child's personality and activity;
- Education and support in safe environment for children – principle of socialization and personality

respect;

- Everyone has the opportunity to express their individuality and creativity through different activities – principle of involvement, usefulness and versatility.

The setting's view of children:

- Several groups of children (at different age);
- High-quality care by following every child's development by taking down the notes which are available for parents on a daily basis;
- Care of needs and interests of a child, as well as their abilities;
- Freedom of expressing themselves, exploration and involvement in different interesting activities.

What knowledge and skills do practitioners require when working in this setting?



- * To know the society and the community in which he/she lives and works;
 - * To know the developmental characteristics of a child;
 - * That he/she is capable of continuously learning;
 - * Ability to observe, analyze, and conclude;
 - * To know the organization of work and discipline;
 - * Skilled in group management;
 - * Sense of humor;
 - * Adaptability and flexibility;
 - * Willingness to teach;
 - * Ability to recognize differences and similarities among children;
 - * Ability to recognize the role of the game (play) in children's development;
 - * To have knowledge of the physical and health relationship of children;
 - * To have knowledge of the environment and the activities that are planned and happening in it (animals, flowers, vegetables, planting, feeding animals...);
 - * To have social skills;
 - * To be emotionally intelligent;
- * Ability to develop the creative potential of children;
 - * To know hygienic habits from the aspect of child health care;
 - * Ability to work well with parents.
 - * To have versatile set of skill;
 - * A sense of creating an environment in which a child has the opportunity to make a choice;



What issues for inclusion and diversity are most relevant for this setting?

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* An opportunity for every child to take part in creating his/ her education.

* Methodology and access to work with children improves the child's development in an unusual way (playing with chicken, planting plants ...).

* Putting emphasis on a game(s) children can be more spontaneous and they will probably easier accept and handle upbringing and learning (avoidance of formalities eg. respecting strictly established rules of order and discipline).



* Through practical activities, children and educators become closer and develop team spirit and social intelligence.

What is the role of the adult in the setting?

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To use its acquired knowledge to understand every child as an individual.

To be a watchful observer.

To tolerate confusion and to explore the behavior of children.

To use knowledge to plan activities according to the needs and potentials of children.

To facilitate children's development and upbringing through the game.

To encourage social development and the development of social skills.

To motivate children.

To be adaptable to the needs of children.

To support children's emotional development and self-confidence.

To promote the child's physical, emotional, speech, creative, intellectual and social development.



DAY 2

The second day of the study visit to MMU was planned for visit to Children's Centre.

Description of the setting:

- It is a fantastic community resource that provides a range of services to support families with young children under the age of 5;
- It is a place where local families with young children can go and enjoy facilities designed specially for parents expecting a baby or those with a child under the age of 5.

Setting: The Child Center

The key principles:

Child Center is focused on early help with:

- Provision – including the education and development of a child;
- Facilitating better parenting;
- Improving health outcomes;
- Helping parents – back to work.

How does it work?

- They work closely with parents to identify their needs, advising and support them;
- They work hard to ensure that the children have the best possible start in life;
- They operate a range of groups and programmes focused on developing the child's language and communication skills together with parenting groups and different learning opportunities.

What knowledge and skills do practitioners require when working in this setting?



* Managerial features that involve working with people, organizing and planning human and material resources;

* Creativity and imagination in designing activities for various programs that are offered in the center;

* Know pedagogy, psychology, sociology and other professional knowledge of different ages, as well as andragogical characteristics in working with parents and adults;

* Emotional and social intelligence;

* Knowing the environment in which the center operates.



What issue for inclusion and diversity are most relevant for this setting?

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* Center provides help for socializing children.

* Volunteering and activism of people in the community raises awareness of socially useful work but also about the needs of children and children in general as a vulnerable category.

* Various activities for parents and children at the center improve and strengthen family relationships.

* The Center provides every individual (and children and adults) to create new values in their lives.



* Empathy of the center's employees and the way of working with its users makes it recognizable and very useful in the society

What is the role of adult in the setting?

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To help children in their development.

To assist parents in upbringing with children.

To bring together children and parents and to strengthen their relationship.

To monitor and analyze the behavior and progress of the Center's users.

To empower and develop the confidence of children and parents in their role.

To promote the work of the center and its successes and results with intent to attract more users.



To send a message to society about the importance of the center.

4 ■ SEMINAR-CURRICULA MODERNIZATION AND INNOVATION WITH FOCUS ON COMPETENCIES

DAY 1

After the registration of participants, the Seminar officially started at 10:30, although originally planned at 10:00, due to travel arrangements of some participants.

The welcome speech was held by full professor Zrinka Coralic, vice-dean for scientific research of Pedagogical faculty and full professor Nijaz Skender, project leader for University of Bihac. Professor Coralic welcomed the project partners and provided short overview of the Pedagogical faculty and its departments. She also indicated that the TEACHER

project is of great importance for Pedagogical faculty especially due to the fact that it will lead to accredited study programs.

Professor Nijaz Skender welcomed the participants and indicated that during the two days of the seminar UNBI representatives will be available for all participants should they need help while at the premises of the Faculty or in town. The next activity was led by representatives of Manchester Metropolitan University, Ms Karolina Kardas and Ms Gerladine Leydon, who presented an overview of the workpackage 2.



They explained that this workpackage is related to development of competence-based curricula, which will enable six universities from B&H to adjust their curricula and prepare it for re-accreditation process. After that Geraldine Leydon did a presentation on the topic of Competencies for early years learning.

As a part of the presentation MMU representatives lead on an activity during which representatives of each B&H university worked in a group to clarify and understand why they need to introduce competencies-based curricula in their institution. Activity has been followed by a feedback time during which seminar participants shared their thoughts and observations with regards to the process of prioritising the importance of the teacher competencies.

Following a short coffee break, representatives of the University of Travnik, University of Bihac and Herzegovina University presented their impressions from study visit to UK. The presentations were continued after the lunch break, with presentation of the University of Mostar and Independent University of Banja Luka.

The presentations were made with an aim of providing conclusions drawn from the study visit to MMU. Each of the partner institutions gave an overview of the settings and some important insights regarding

each of the preschool institutions visited in the UK.

This block of presentations was completed with conclusions by Ms. Geraldine Leydon.

During a short break, project participants were invited to a tour around Grmec campus where Pedagogical and Biotechnical faculty were placed. Guests had an opportunity to see the facilities that students of preschool education stay in during practical work (handicraft, arts, musical instruments, sports equipment).

After the campus tour representatives of the University of Zagreb held a presentation on Croatian experience in development of curricula modernization and innovation plans. They described different stages during that process, in which one had to take into account numerous factors influencing the development of a curriculum that would be implemented a few years later (not in the present context but some time in the future), as well as needs of different participants in preschool education.

The presentation was followed by a group activity – discussion on the curricula modernization and innovation plans. This particular group activity included determining the steps that our institutions as partners in this project agree on taking when it comes to our curricula modernization.

We discussed future activities within each institution, as well as agreed on joint steps in the development of modernized curricula. University of Zagreb provided valuable comments and advice regarding the process itself and their experiences, so that they facilitated our decision-making

and helped us stay objective and realistic about what is feasible in a certain timeframe and what demands longer time to be achieved. After the group activity, representatives of University of Zagreb presented feedback and conclusions.



DAY 2

The second day of the seminar started with introduction done by the Manchester Metropolitan University representatives. Firstly, the previous day was analysed and conclusions were presented. New agenda for the day had been introduced due to the fact that some necessary changes to the programme had to be made. The University of Zagreb and MMU representatives facilitated group activity during which steps and methodology of the curricula harmonization and innovation had been discussed and agreed by all of the partner institutions. After that the University of Zagreb delivered the presentation about teacher competencies in Croatia. This helped us a great deal to think

about what our priorities would be (e. g. Significant number of practical work in kindergartens). The seminar was continued after lunch break with evaluation and feedback time. Feedback questionnaires had been filled in by all of the seminar participants and collected for analysis by the MMU representatives. By the end of the event, project coordinators from University of Travnik held a presentation on future project plans and dates, as well as some other questions project partners found important. Firstly, it has been noted that the next TEACHER seminar (WP3) will be held in Bihac on 18th and 19th September, and after that on the 27th and 28th September workshop (WP2) dedicated to teachers competencies in ECEC will be held.



5. ■ METHODIC/ DIDACTIC SEMINAR

DAY 1

After the registration of participants, the Seminar officially started at 9.30. The welcome speech was held by full professor Nijaz Skender, project leader for University of Bihac. Professor Nijaz Skender welcomed the participants and indicated that during the two days of the seminar UNBI representatives will be available for all participants should they need help while at the premises of the Faculty or in town.

The next activity was led by representatives of Matej Bel University.

Introduction of Agenda:

1 st Block – Dimension of child (1st day, 9.00 – 13.00)

2 nd Block - Dimension of process (1st day, 14.00 – 17.00)

3 rd Block – Dimension of process (2nd day, 9.00 – 13.00)

4 th Block - Dimension of teacher (2nd day, 14.00 – 16.00)

1st Block – Dimension of child
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 three aspects, or dimensions - child, process and teacher.

The following activities concentrated on the dimension of child and recognition of conditions that satisfy child's needs in the kindergarten, what children need for their wellbeing. The ideas of participants were discussed and compared with the Model of child's needs created by Matejcek and Langmeier (2003). Afterwards, the need of certain amount and flexibility of stimuli for child was chosen from the list of needs, which was created by participants.

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. The role of teacher in this process of learning was addressed as support of freedom for children to choose an activity, freedom for children to choose a partner for they play, child's freedom of time independency and also as an offer of a variety of activities and their difficulties.

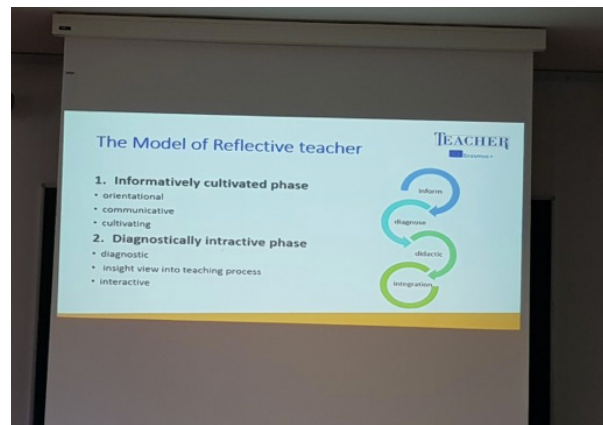
2nd Block – Dimension of process (part 1)

The second dimension – the process was introduced to participants during workshop in connection with study program at UMB in Banska Bystrica. Their students are developing their knowledge and their skills gradually. Lecturers pointed out several subjects which support this area in their study program. 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)

The analyses of content learning for children supported different ways of thinking of participants. During the discussion the aspect of an actual state of child development was taken into account as well. (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.) By the chosen activities participants learned to reflect on their action, and Reflection in action was also present.

The content analyses was an introduction step to design of learning situation and also to summarising more strategies towards meaningful learning for children at kindergarten. Participants addressed the importance of holistic approach at pre-primary education.



DAY 2

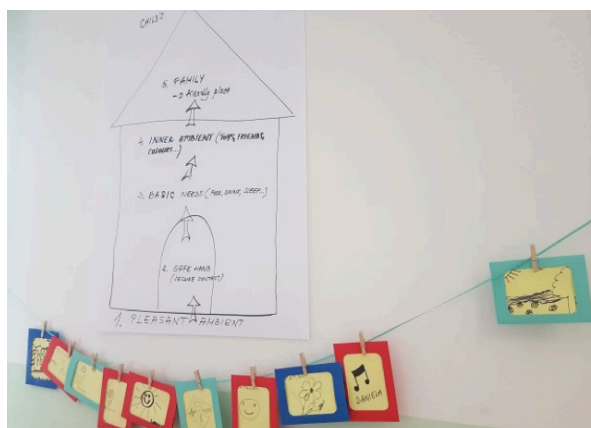
3rd Block – Dimension of process (part 2)

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. 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 and again with the study program of UMB in Banská Bystrica. Later on the participants designed activities based on holistic philosophy. Their suggestions became fundamental



for later analyses in the 3rd dimension dedicated to teacher and to importance of selfreflection in teaching.

4th Block – Dimension of teacher
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.



6. WORKSHOP ON TEACHERS

COMPETENCES

DAY 1

Officially, the workshop started at 10.00 am. Selma Seta addressed the audience and welcomed them on behalf of the Management of the University of Travnik. She shortly presented the agenda and wished productive work. In his welcome speech, Dean of the Faculty of Education, sir Hazim Selimovic stressed out the importance of this workshop and project in general.

He hopes that some concrete results will be delivered at the end of the workshop. Representatives of the Manchester Metropolitan University and University of Zagreb, Karolina Kardas, Geraldine Leydon and Lidija Cvikic presented the Agenda and work in details. At 10.15 am, the workshop officially started. All participants were divided into groups according to each institution.

Their task was to comment material on curricula modernization team of each institution and to suggest whether they have any suggestions according to those proposals.

Colleagues from the University of Travnik, University of Bihac, University of Tuzla and Association of Preschool Institution gave short comments about proposal from each institution. Colleague from the University of Zagreb, Lidija Cvikic stressed out that it is important for each institution to include all academic staff with experience background as well as all academic assistants with new and fresh ideas.

The next task was about each group to stand up and read all positive comments from the feedback material of each institution. At the end of this activity, Karolina Kardas from MMU presented the obstacles from this material, as well as concerns and suggestions.

DAY 2

At the second day of the workshop, all participants were divided into groups according to their institution. Representatives from MMU and University of Zagreb presented tasks for the second day and outstanding issues from Wednesday.

They together with participants discussed a timeline for steps in process of curricula modernization. Representatives from the University of Zagreb delivered their presentation about stakeholder analysis. They indicated and suggested that different methods of this analysis should be applied. Representatives from BH institutions said that they received all materials and plan from MMU representatives and that they only follow their instructions. However, they concluded that they

should continue with the next task and that through this analysis all necessary aims were attained. As well, during the workshop and the presentation, representatives of the University of Zagreb suggested that additional surveys should be conducted by all B&H partners. However, the B&H partners rejected the idea with the argumentation that the survey was conducted at the beginning of the project and that they have sufficient information and insight from the stakeholders.





7. STUDY VISIT TO EU PARTNER

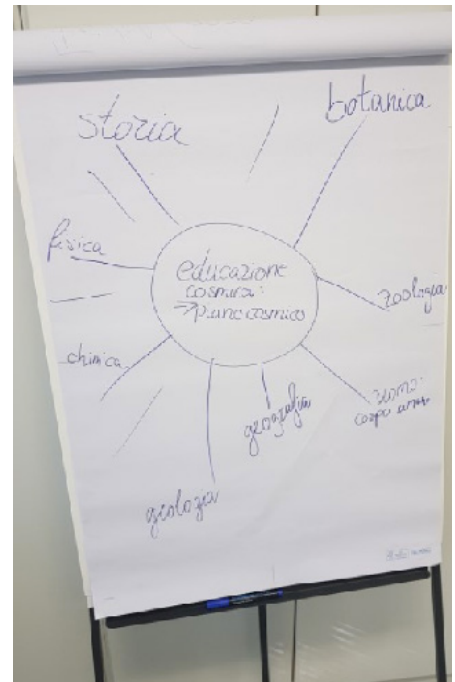
The study visit to the University of Zagreb within the Erasmus + project TEACHER was realized on October 17 and 18 at the Faculty of Teacher Education, University of Zagreb. Representatives of the professional team of each partner institution participated in this activity.

On the first day, as part of the study visit, the representatives visited four preschool institutions: Kindergarten “Children’s Steps”, Kindergarten “Little Researcher”, Kindergarten “Siget” and Kindergarten “Vrbik”. At the end of the visit, a workshop was held in order to reflect and analyze this activity.

The second day opened with a lecture by Professor Anka Jurcevic Lozancic on “Quality standards of the national curriculum of early and

preschool education in the light of educator education.” Professor Jurcevic Lozancic, among other things, presented the situation in the field of preschool education in Croatia and presented the difficulties they currently face in this field. On the same day, a round table was held with the participation of professors and students of the Faculty of Teacher Education, University of Zagreb together with professors and students from other higher education institutions in Bosnia and Herzegovina - University of Bihac, University of Tuzla, University of Mostar, Independent University of Banja Luka, Herzegovina University and the Association of Preschool Employees of the FB&H. The aim of the visit was to learn and adopt new skills in the field of preschool education.





8

SEMINAR – TRANSVERSAL COMPETENCES IN TEACHER PROFESSIONAL DEVELOPMENT

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

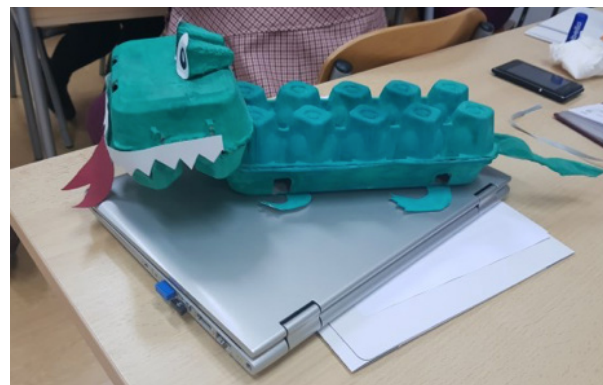
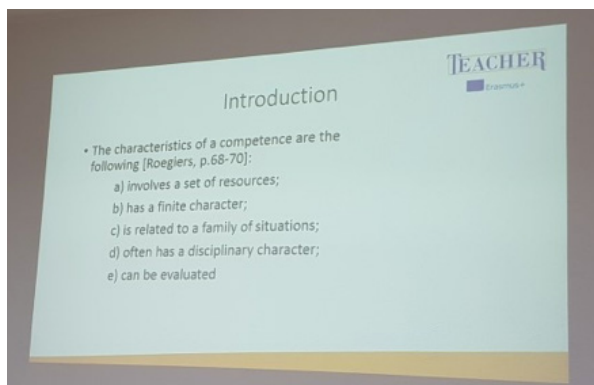
As well, they stressed out that their curriculum is transferred from the objective based to the competence based curriculum.

The preschool and primary teacher education system in Romania

I. Professional competencies	Derived competences	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 contexts and curricula, taught disciplines and discipline-specific methodological orientations specific to these disciplines	Theoretical area: Theory of education and instruction (pedagogic concepts, principles, contemporary education and pedagogy problematics)	Fundamentals: Theory and methodology of curriculum Pedagogical practice primary education Pedagogical practice pre-school education Didactics of technological education Fundamentals of Psychology The psychology of education Didactics of mathematics Didactics of the curricular field of "man and society"
	C1.2 Using, interpretation, processing and application of content-based, psycho-pedagogic and methodologic knowledge as part of the whole didactic process of designing instructional-educational activities and materials	Methodological, applicative area: design, implementation, evaluation of instructional-educational activities, knowledge methods, individual/group counselling, investigation of educational phenomena	Early education Didactics of the curricular field of Sciences Information and communication technologies Geography and teaching of geography Fundamentals of pedagogy
	C1.3 Identification and application of didactic principles and strategies in designing instructional-educational activities specific to the age of the group		Optional disciplines Intercultural education Comparative pedagogy The philosophy of education Theory and methodology of training Educational management Rational-emotional education Particularities of learning in gifted children
	C1.4 Benchmarking against norms, standards and curricular objectives in analyzing and evaluating official school documents, or for the self-evaluation of the self-designed ones.		
	C1.5 Elaboration of design models for instructional-educational and / or extra-curricular activities		

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

lordachescu and sir Dan Grigore lordachescu, 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.



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 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.



9 - SECOND METHODOIC/ DIDACTIC SEMINAR

DAY 1 - Wednesday 29 th of November 2017

After registration the Seminar started at 9:00 am as it was planned by the Agenda. The welcome speech was held by professor Zora Pilic, Vice-Dean for Science and International Cooperation of the FMPOZ. Professor Pilic welcomed the project partners on behalf of the Faculty, and she emphasized her hopes that all planned activities during the Seminar will be successfully realised. On behalf of the University of Mostar the present partners were addressed by professor Sanja Bijaksic, Vice-Rector, and she wished a successful and productive work. After this short introduction, representatives of University Matej Bel, doc. Paed Dr. Katarína Vancikova, PhD., and prof. Paed Dr. Dana Hanesová, PhD., briefly presented the work activities that will be realized during the two-day Seminar, after that they approached to the first task that concerned the brief presentation. All participants 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 the work task of the first block, the participants were divided into three groups, the assignment for all participants was to write a few main items - What every child should feel during its stay at kindergarten, each group made their own suggestions and after that the task for every group member was to switch position with other group member to exchange opinions. 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). 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 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, the next assignment was following: „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. After this task there was a

short coffee break. After the break, participants pulled out a paper of certain color from the hat, and depending on the color they pulled out, 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 through some subtopics with a specific goal. Each group presented their learning activities with children in realising this topic, while others in the groups were guessing the main goal (topic) of their activities.



DAY 2 - Thursday 30 th of November 2017

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 at 9:00 am by repeating the main subject from the day before (The moderators suggest a certain word and then the participants need to tell of which situation from the past day it reminds them of). After this short game and repeating the material since the last day, they continued the activity of the succeeding block. The moderators presented the importance of the holistic approach in child development - cognitive development, socially-emotional development and perceptive-motor development. The participants were given one word on the sheet of paper which represented one emotion and their task were 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. 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. After that, they had to sort out each one of the situations they came up with, to one of the above approaches (cognitive, socially-emotional or perceptive-motor development) in area of child development. Other group needed to do reflection and analysis of learning situations of each group (What they appreciate, what they should avoid and what they recommend to them). Lunch break for the participants followed right after the task was completed. The third block - Dimension of Teacher - Importance of self-reflection in teaching After the new task for the participants was to remember certain situations in which they felt unpleasant lately. By answering a questions from self-reflection sheet (Description of the action and decision, reasons of the action and decision and correction) they did their short reflection about that situation. Moderators emphasized the importance of reflection and analysis of learning situation during of teaching and all participants were discussed about its importance. Time was given to summarize, conclude, evaluate and feedback the seminar. Feedback questionnaires had been filled in by all of the seminar participants and collected for analysis.



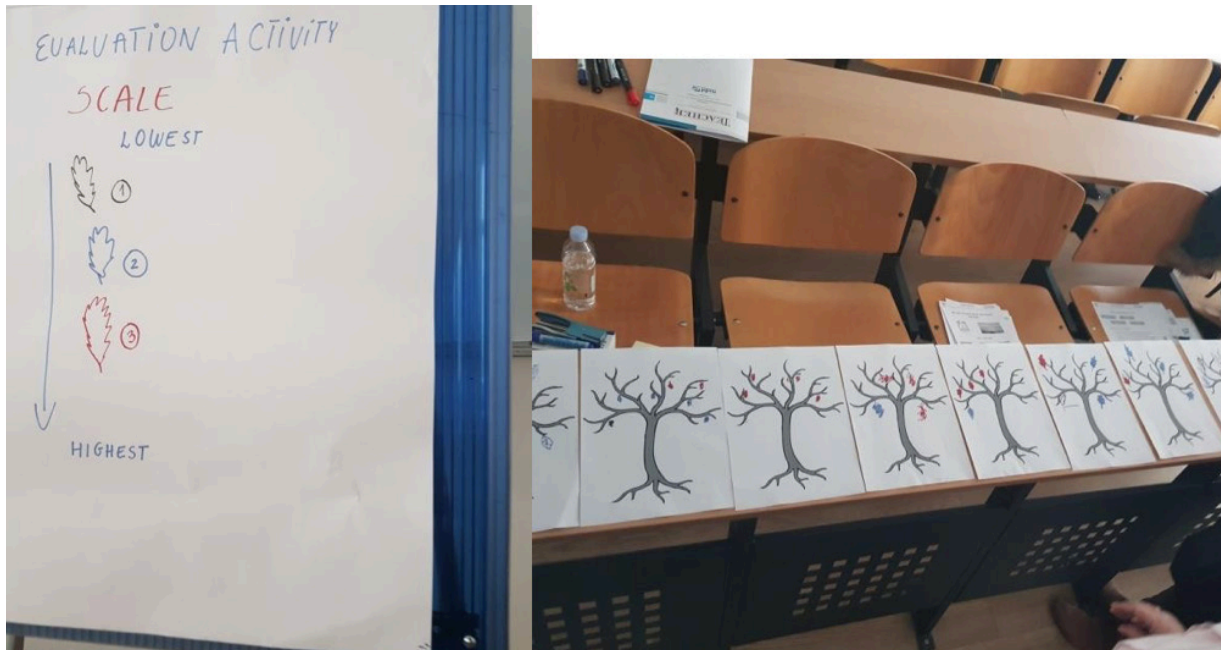
10. WORKSHOP - DEDICATED TO COMPETENCES IN ECEC

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 Lorgjer 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 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 leafs 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

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

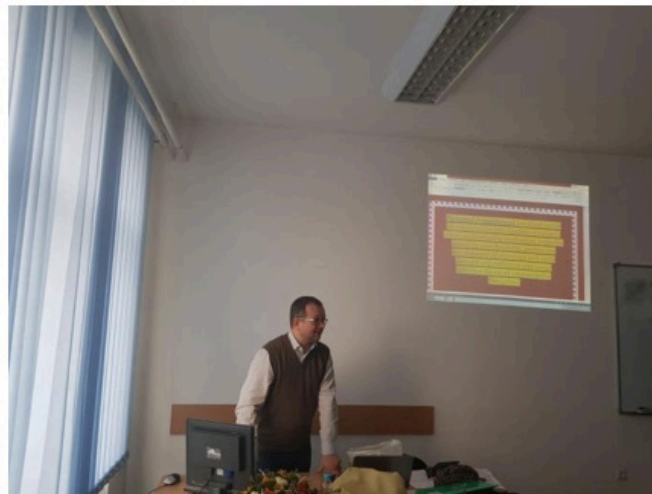
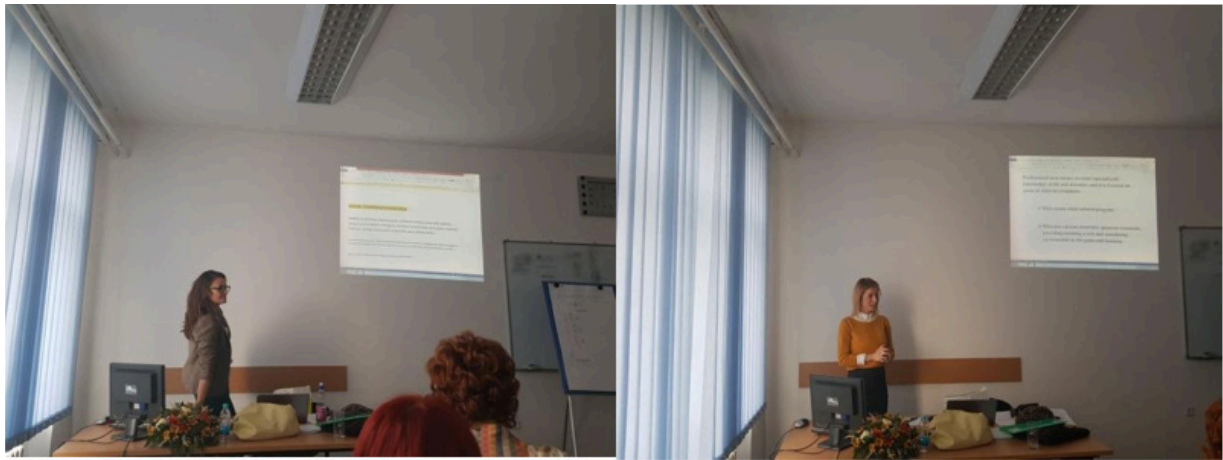
STAGE 4:

a) Field-specific competences listed by the partners are added

b) Generic and field-specific

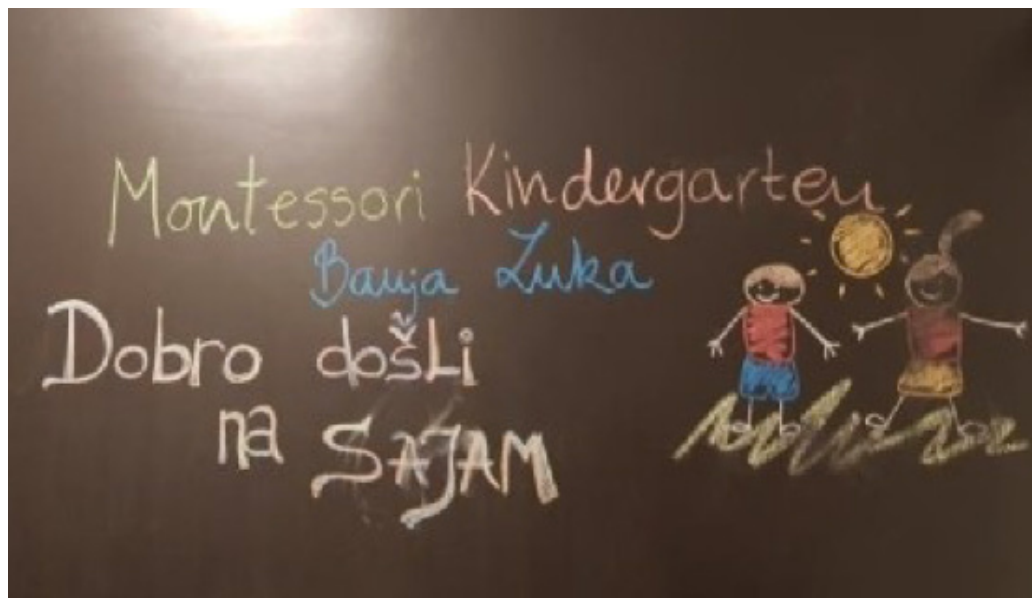
competences are categorized and separated. After this detailed presentation, participants had a coffee and refreshments break. This was organized in the restaurant of the NUBL. Later on, Karolina and Marija divided participants into three groups and workshop on the review of the competences list had 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-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 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.



+ About us

- Primary for children 3 to 6 years old
- Accredited by Montessori International, London, UK
- Teachers are Montessori trained and certified
- Biological program
- Participation in an individual way
- Free kindergartens
- Children responsible for each other
- Parents' involvement

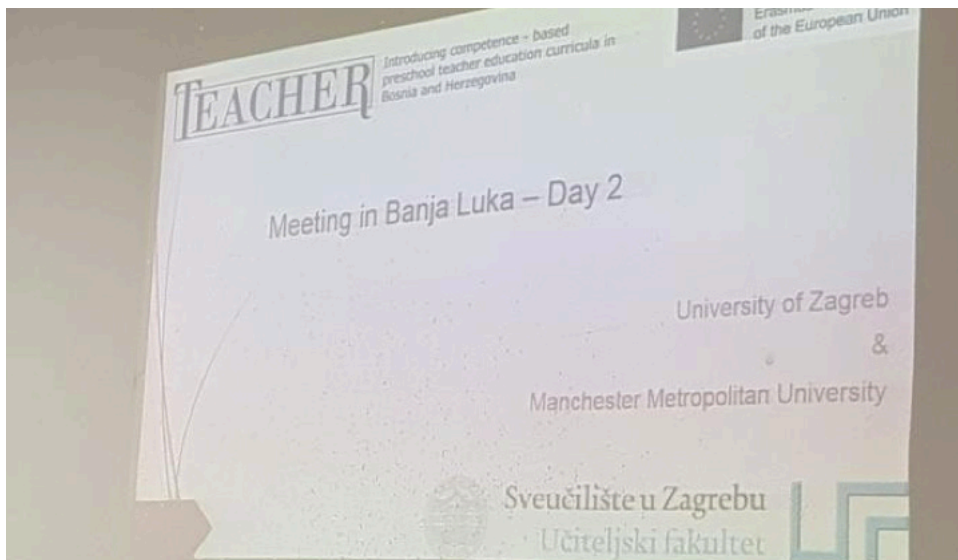




DAY 2

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.



11. STEERING COMMITTEE MEETING

The First Steering Committee Meeting officially started at 10.00 am. All institutions were present, including Professor Zuzana Lynch from Matej Bel University in Slovakia, who joined the meeting via Skype.

On behalf of the University of Travnik TEACHER Team, Selma Seta welcomed all participants and thanked representatives of the Independent University of Banja Luka for their host and organization. Then, she shortly presented the Agenda of the Steering Committee Meeting:

1. WORKPLAN for project year 1
2. WORKPLAN for project year 2
3. Financial issues and Equipment
4. Accreditation process

She told that the first two points will be presented by her and the second two points by Professor Amra Tuzovic. Then, Selma started with her presentation of project plan for first and second year. She presented a table with activities of the first project year. She explained each activity and its implementation. It is mentioned that almost all activities are implemented except four of them:

1. Steering Committee Meeting which is happening at the moment,
2. Quality Assurance and Monitoring Committee Meeting planned for 20th of December via Skype,
3. Development of curricula modernization and innovation plans and cross-institutional peer-review of plans – in process,
4. Designing of ToT modules, development of training materials – in

process. All participants are reminded about the next week Quality Assurance and Monitoring Committee Meeting.

Due to the fact that third activity is coordinator by the Manchester Metropolitan University, Karolina Kardas shortly explained it and said it is in the process. The last activity should be delivered by representatives from the University of Alba Iulia and it is in the process, since the first ToT session is planned for February 2018.

On the next slide of presentation, Selma talked about WORKPLAN for project year 2. In the table all activities were listed. According to the plan, in January, process of introduction-adoption of changes in curricula should start. As well, accreditation process is planned to start in this month. In February, study visit to EU partner – Matej Bel University will be organized. Participants should start with ToT sessions, as well as with English language courses for teaching and administrative staff. Activities in March will be based on development of a handbook on student practice and development of ToT guidelines. In April will be first Quality Assurance and Monitoring Committee Meeting and the second one will be in December. In May will be first methodic/didactic seminar and should be started with the purchase of equipment. June and July are adjusted with less activities because of the holidays. In September will be the second methodic/didactic seminar and in October the second Steering Committee Meeting.



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