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Педагошки факултет  
„Св. Климент Охридски“ - Скопје  
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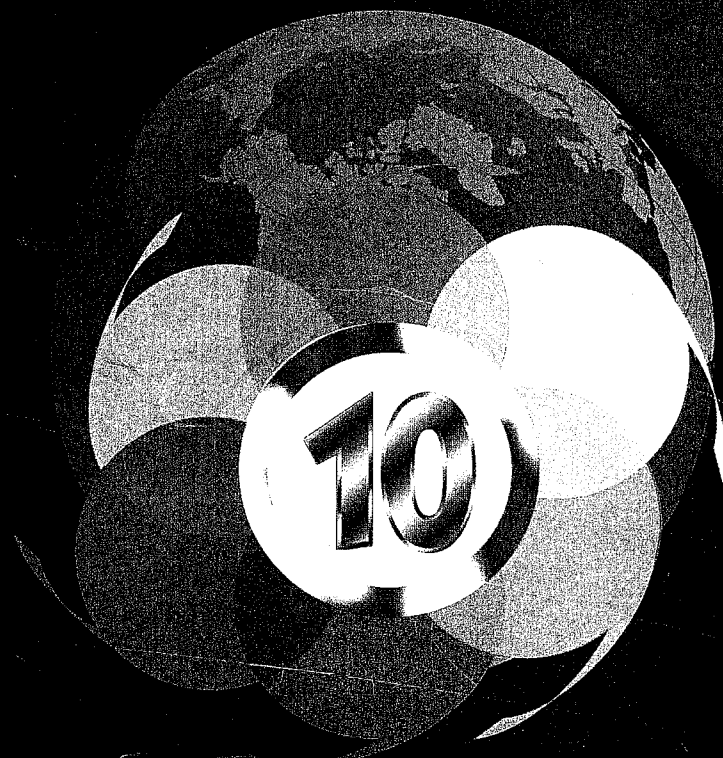


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September 17 -19, 2015



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Faculty of Pedagogy „St.Kliment Ohridski“-Skopje  
Macedonia

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Education and Science  
„EDUCATION AND GLOBALIZATION“

September 17-19,2015

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## СИСТЕМОТ ЗА ОБРАЗОВАНИЕ НА ВОСПИТУВАЧИТЕ ВО Р. СЛОВЕНИЈА

### Апстракт

Целта на овој труд е да се претстави системот на иницијално образование на воспитувачите и предучилишниот систем на Р. Словенија. Овој труд всушност произлегува од студискиот престој реализиран на Педагошкиот факултет во Марибор и од посетата на Педагошките факултети во Љубљана и Копер. Исто така, во текот на студискиот престој беше анализиран и предучилишниот систем на Р. Словенија преку посетата на неколку предучилишни установи. Иницијалното образование на воспитувачите го сочинуваат две компоненти: академската и стручната. Вработливоста на дипломците се мери преку флексибилноста на нивните квалификации: преку спектар на генерички компетенции и компетенции специфични за предметот, коишто се врзани за серии работни процеси или коишто овозможуваат ефективно проширување на овие серии компетенции. Структурата на студиите, којашто вклучува две нивоа, додипломски и постдипломски или магистерски студии претпоставува две нивоа на компетенции или очекувани резултати од учењето, а со тоа и две нивоа на професионални квалификации. Во овој нов систем, магистерскиот степен не е повеќе само академска квалификација, наменета речиси ексклузивно за премин кон докторски студии, како што некогаш беше случај, кога мал број кандидати се запишуваа на вакви студии.

Од методите на истражување, се применија дескриптивно- експликативниот метод со цел дескрипција и објаснување на постојните состојби во предучилишниот систем и методот на теоретска анализа со цел да се изврши содржинска анализа на системот за образование и професионален развој на воспитно-образовниот кадар за системот на предучилишно воспитување.

Клучни зборови: Иницијално образование во Словенија, предучилишно воспитание, воспитувач.

## TEACHER (PRESCHOOL TEACHERS) EDUCATION SYSTEM IN SLOVENIA

### Abstract

The purpose of this paper is to present the system of initial education of preschool teachers and the preschool system of education in the Republic of Slovenia. This article actually results from the study tour implemented at the Pedagogical Faculty in Maribor and the visit to the Pedagogical Faculties in Ljubljana and Koper. During the study tour the Slovenian pre-school system was analysed by visiting several preschools. The initial education of preschool teachers consists of two components: academic and professional. The employability of graduates is measured by the flexibility of their qualifications through a range of generic competences and subject specific competences, which are tied to a series of work processes, or which enable the effective expansion of this series of competencies. The structure of

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studies, which includes two levels - undergraduate and graduate or master studies assumes two levels of competence or learning outcomes, and thus two levels of professional qualifications. In this new system, the master's degree is no longer just an academic qualification aimed almost exclusively at a transition to doctoral studies, as was the case when few candidates enrolled in such studies.

The methods of research applied were the descriptive-explicative method in order to describe and explain the current situation in the preschool system and the method of theoretical analysis in order to perform content analysis of the system of education and professional development of the educational staff for preschool education.

Keywords: initial education in Slovenia, preschool education, preschool teachers.

### **THE ROAD LEADING FORWARD – The example of Slovenia**

Changes made during the last decade on the whole educational scene in the EU (European Union) and EFTA (European Free Trade Association) countries indicate that - social, cultural and economic requirements, have led Europe to redefine its educational policy and training systems (education and professional development).

The way that Slovenia acceded to the overall education reform is an example that is respected and followed by many countries. Namely, after two years of debate on education, after many different proposals and concepts, within the Ministry of Education and Sports Slovenia established a group of experts who developed "*The basic strategy of the new educational system*" - *White Paper*<sup>2</sup> 1995 (*The White Paper on Education in the Republic of Slovenia*). 1995. In fact, that academic book is the basis for the formulation of new laws in education.

The first initiative to create a general concept of new study programs in Slovenia was taken by the Faculty of Education at the University of Ljubljana, mainly relying on the experience gained through co-operation with the project Tuning Educational Structures in Europe<sup>3</sup> (TUNING PROJECT, Socrates – Tempus), and at the same time applying all the main documents of the Bologna process.

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<sup>2</sup> The White Paper on Education in the Republic of Slovenia, the national specialist group for the Preparation of the White Paper on Education in the Republic of Slovenia, Ministry of Education and Sport Ljubljana, June 2011

<sup>3</sup> (TUNING PROJECT), Socrates – Tempus 2006. Tuning Educational Structures in Europe Tuning Educational Structures in Europe – the widely known and often quoted project coordinated by the University Deusto in Bilbao, Spain and the University of Groningen (Netherlands). Popularly called the Tuning project initiated in 2000, from the start, the project is supported by the European Union program Socrates – Erasmus, and in the second phase - Tempus it managed to include more than 150 Universities in Europe with a common goal "harmonization of educational structures." In the third phase, universities from the Western Balkans also join.

This joint project of researchers from eight universities in Bosnia and Herzegovina, Croatia, Macedonia, Montenegro and Serbia, guided and coordinated by the Belgrade Centre for Educational Policy, is a benchmark for a series of structural changes that are occurring and are due to take place in the field of Curricula of the institutions that educate staff for the educational process.

The aim is to establish a common European area of higher education by 2010. This is a very rare project dealing with the curricula for teacher education.

Since 1999, the most representative expression of the process of Europeanization (which is geopolitically wider than EU) in the context of higher education is initiated by the Bologna process. In fact, it is a response to "internal" (i.e. European) challenges of the nineties, primarily a call to a

In the summer of 2004, on a joint meeting, the teacher training colleges of all three universities in Slovenia harmonized and confirmed the concept. In further text we present the main features of the concept of Slovenia:

**The mission of a pedagogical faculty:** In Europe and in the world there is a growing trend that universities, through teacher training colleges, nurture related activities focused on:

- a) *education and training* of teachers/preschool teachers,
- b) *research* in the complex area of education and training;
- c) *contribution to the cultural and economic development* at national and/or regional level in cooperation with stakeholders (governmental and non-governmental organizations, media, publishers, organizations for human resource development, employment, etc.).

**The profession teacher/preschool teacher is a regulated profession:** As in most modern countries, in Slovenia the teaching profession / preschool teacher is settled by certain regulations. The new systemic legislation in the field of education (1995) confirms the trend that Slovenia had been gradually establishing since the mid eighties:

- a) teachers/preschool teachers must have a *higher education diploma of the appropriate profile*,
- b) teachers/preschool teachers participate in in-service education and training: they constantly upgrade, extend and update their knowledge and skills.

These regulations take into account the complexity of the process of education and training and assume that during their initial education and training teachers / preschool teachers acquire the necessary competences for professional implementation of the educational process in modern society, specifically:

- a) general level of knowledge, understanding and skills acquired in higher education;
- b) introduction and improvement of processes in education related to individuals and to society as a whole;
- c) introduction and improvement of specific (subject) areas and / or disciplines within which they will work professionally (education, teaching, counseling, etc.).

**The profession teacher/preschool teacher is an academic profession:** Initial education of teachers consists of two components: academic and professional;

- a) builds the challenges of professional work in education on scientific knowledge (of the subject, research methods, etc.);
- b) it provides the teacher / preschool teacher access to studies in the second and third cycle and to lifelong learning, which is the basis for high quality and innovative professional work and for reflecting of the experience and top achievements in the profession.

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convergence of different, even incompatible national systems, but at the same time, a response to the globalization processes (e.g. the issue of competitiveness and attractiveness of higher education globally).

**Profession teacher/preschool teacher and employability:** The employability of graduates is measured through the flexibility of their qualifications: through a spectar of generic competences and competences specific for a teaching subject that are connected with a series of work processes, or that enable effective broadening of these series of competences.

Competences do not depend only on the narrow concrete content, limited (or isolated) in individual courses, but they develop in cohesion with the courses that comprise the study programme.

The structure of studies that includes *two levels, undergraduate and graduate or master studies*, assumes two levels of competences or expected learning outcomes, and with it also two levels of professional qualifications. In this new system the master level is not only an academic qualification aiming an almost exclusive transition to doctoral studies as was the case before, when a small number of candidates enrolled such studies.

### **What structure with two levels for pedagogical studies?**

(a) *Undergraduate courses for working in preschool education* keep teir duration and range (180 ECTS or three years of full time study).

(b) *Postgraduate Masters studies* develop competences for specialized research, development, consulting, management and similar work in education, which requires a lot of effort (*specialized professional qualifications*) which in turn at the same time are prerequisites for the possible continuation of studies at doctoral level (academic qualifications). Courses cover 60 ECTS and last one year of full-time study and two years of part time study. Courses end with a master's thesis (15 ECTS). Courses end with a master's thesis (15 ECTS). In accordance with the new legislation (May 2004) study programmes are planned so that they allow transition from different previous courses (including courses that do not train teachers); candidates who complete three years of study (180 CT) are also able to attend additional modules and at the end of the second level of study they can obtain 300 CT (180+120).

### **Strategies for teaching and learning:**

New study programmes take into account the principles and instruments of ECTS credit system and relies on development work and recommendations made in this direction within the Tuning project. Here it is essential that the formulation of individual syllabi/plans<sup>4</sup> and courses as a whole derives from the definition of studies or duties of the student, and not that - as in the past - they move around the work responsibilities of the lecturer.

Hence, the starting point for subject programs / plans are general and specific competencies and expected learning outcomes of graduates, which are defined at different levels (knowledge, comprehension, application, skills that can be transferred); emphasis is on the development of thinking. Methods of study and

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<sup>4</sup> Robert Wagenaar (2006). ECTS, student workload and learning outcomes. (TUNING PROJECT), Socrates - Tempus 2006, p. 43



teaching ensure achieving the intended outcomes of the studies and also provide methods for evaluation of appropriate knowledge.

**Learning outcomes:** they must be clearly described, along with the criteria for assessing or determining whether they have been achieved. This means that (minimum) requirements and standards for gaining credit points in one study unit (subject, module) must be specified. Achieving average or above-average requirements is specified in the evaluation of the subject. Learning outcomes are planned in four groups: (a) knowledge and understanding, (b) application, (c) thinking and (d) transferrable skills.

**Methods of Teaching and Learning:** The Pedagogical Faculty in Ljubljana highlights the cognitive or the constructive and socio-constructive approach to teaching, learning and assessment for achieving higher quality knowledge – higher-level, internalized and empirical knowledge.

The methods of learning and teaching that enable powerful learning outcomes are: (1) lectures, (2) workshops, (3) research seminars (4) project work, (5) individual assignments, (6) cooperative learning and teaching, (7) active (reflective) teaching, (8) portfolio conferences, (9) laboratory exercises (10) field work and workshops.

**Assessment methods:** assessment does not cover only knowledge but also understanding - assessment focuses on cognitive processes, on deeper understanding of the subject, the structure of the quality of knowledge, on the organization of knowledge and higher-level processes (metacognitive and self-regulating). Therefore the existing traditional methods of assessing knowledge are replaced, for example, by: (1) oral / written examinations, (2) colloquia, (3) essays and seminar tasks, (4) diaries (5) practical assignments or product (6) projects (7) dealing with real problems, (8) dealing with unresolved assignments (problems), (9) peer evaluation, (10) portfolios, etc. Assessment methods are chosen that are best suited to the confirmation of the learning outcomes defined in the course or module.

### **Students' practice**

The practice of the study program is led by a coordinator. At the beginning of each academic year an agreement between kindergartens, schools and other institutions is made with the Faculty. The agreement defines all types of activities and responsibilities between relevant institutions. A mentor for students in charge of the process while students are there for practice is assigned in every kindergarten and school. The coordinator for practice from the Faculty is constantly present with students and participates as a model in the integrated practice.

### **Study programme for preschool teachers - Pedagogical Faculty in Ljubljana**

The study programme is realized by lecturers or professors who are responsible for the implementation of appropriate academic syllabi. The structure of each syllabus is prepared and planned by professors. During the preparation of the course professors should follow the guidelines of the educational paradigm of the system in Slovenia. Syllabus and study program are further forwarded to the Accreditation Board.

<b><u>1 (first) year, Basic Professional subjects</u></b>	
Slovenian language	4 credits
Developmental psychology, - Integrated practice - Field work	11 credits
Theory of education with preschool education - integrated practice - Field work	18 credits
Didactics of educational technology	6 credits
Fundamentals of pedagogical methodology	5 credits
Motor skills of preschool children	6,5 credits
Sport education	
<b><i>Respective professional subjects</i></b>	
Teaching methods for game education, - integrated practice	6,5 credits
Teaching methods for music education with a workbook,	3 credits
<b><u>2 (second) year, Basic professional subjects</u></b>	
Slovenian language	3 credits
Pedagogical psychology - integrated practice - field work	7 credits
Health education - field work	4 credits
Sport education	
<b><i>Respective professional subjects</i></b>	
Teaching methods for motor-sport education - integrated practice	6 credits
Teaching methods for music education with a workbook,	6 credits
Teaching methods for art education - integrated practice	7,5 credits
Teaching methods for language education - integrated practice	10 credits
Teaching methods for natural sciences (fundamentals) - integrated practice - Physics, Chemistry, Biology	12 credits
Pedagogical practice	4,5 credits
<b><u>3 (third) year, Basic Professional subjects</u></b>	
Special pedagogy, - integrated practice - field work	6 credits
Sociology of education	4 credits
Selected chapters from philosophy	4 credits

<b><i>Respective professional subjects</i></b>	
Teaching methods for music education with a workbook - integrated practice	3,5 credits
Teaching methods for puppetry, drama and film education - integrated practice	6 credits
Teaching methods for technical education - integrated practice	6 credits
Teaching methods for mathematics	4 credits
<b><i>Elective professional subjects for 1 (first) year</i></b>	
Teaching methods for motor-sport education - integrated practice	
Teaching methods for game education - integrated practice	
Teaching methods for music education - integrated practice	
Puppetry - integrated practice	
Teaching methods for art education - integrated practice	
<b><i>Elective professional subjects for 2 (second) year</i></b>	
Teaching methods for natural sciences - integrated practice - Physics, Chemistry, Biology	
Teaching methods – social environment - integrated practice	
Teaching methods for technical education - integrated practice	
Teaching methods for speech education - integrated practice	
<b><i>Elective fundamental subjects for 3 (third) year</i></b>	
Special pedagogy	
English language	
Methodology of pedagogical research	
Interpersonal communication	
Pedagogical practice	
<b>TOTAL: 2580 hours</b>	<b>180 credits</b>

**Title: Graduated educator for preschool education**

**Conclusion**

The purpose of this research was to study the system of education of teachers / teachers in preschool education in the Republic of Slovenia. The main idea leading us all the time was that the results of this research could help in designing the direction of reform and change in the system of education and professional development of teachers/preschool teachers in our country

Without intending to blindly borrow foreign experience of countries and educational systems that we studied, it is good, however, to use experiences that are both positive and fruitful, so that we can, on the one hand, better understand the relation to the system of education of teachers / preschool teachers, and generally to education in Macedonia and, and to take concrete steps to change on the basis of positive practice.

However, we must bear in mind that the implementation of any national education policy is not a linear process. It primarily depends on tradition, knowledge and the need for change, financial conditions, political environment and the atmosphere in a country.

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