



Standardi kvalifikacija
i unapređivanje kvalitete
studijskih programa
odgajatelja i učitelja



Uf Učiteljski fakultet
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FONDOVI

***QUALIFICATION STANDARDS AND IMPROVEMENT
OF THE QUALITY OF STUDY PROGRAMMES
FOR PRESCHOOL AND PRIMARY SCHOOL TEACHERS***

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Editors:

Jasna Krstović, Lidija Vujičić, Petra Pejić Papak

Rijeka, July 2016.

***Qualification Standards and Improvement of the Quality of Study
Programmes for Preschool and Primary School Teachers***

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Qualification Standards and Quality Improvement of Study Programmes for Preschool and Primary School Teachers

1. FOREWORD

The manual *Qualifications Standards and Improvement of the Quality of Study Programmes for Preschool and Primary School Teachers* is the result of work on the same-named project implemented through the call for project proposals *Quality Improvement in Higher Education with the Use of the Croatian Qualifications Framework*, the Operational Programme “Development of Human Resources” 2007 – 2013 for the European Social Fund.

The European Social Fund (ESF) is one of the main instruments of the European Union focused on the implementation of measures to improve the adaptability of workers and enterprises, enhancing human capital and access to and participation in the labour market by increasing the social inclusion of disadvantaged groups, preventing discrimination, encouraging inactive individuals to enter the labour market by promoting the principle of partnership in particular through a reform of the education system in order to increase employability of participants in the labour market, the relevance and quality of initial vocational education and training, higher education and continuous improvement of the employees’ competencies to create innovative economy based on knowledge.

The “Human Resources Development” Operational Programme for assistance under the objective of convergence in Croatia for the programming period from 1 January 2007 to 31 December 2013 was adopted by the European Commission decision (17 October 2013). Five priorities were identified within the framework of the Operational Programme. The call for proposals called *Quality Improvement in Higher Education with the Use of the Croatian Qualifications Framework* was implemented under Priority 3 of the “*Human Resources Development - Enhancing Human Capital in Education, Research and Development*” Operational Programme.

The motive for the application of the project proposal of the Faculty of Teacher Education, University of Rijeka, is found in the general objective of the stated Call: *Quality Improvement of Higher Education through the Development and Implementation of the CROQF*.

The Croatian Qualifications Framework (CROQF) has been established as a key reform instrument governing the qualifications system and as a basis for improving the quality of study programmes in alignment with the qualifications standards, the labour market, and lifelong learning. In addition to the reform role in linking education with labour market needs, CROQF is improving the quality of education.

The Quality Policy of the Faculty of Teacher Education in Rijeka is the basis for the overall effect that presents a continuous focus on the promotion of high standards of quality. The Faculty recognises quality as one of the fundamental values and accepts international and national quality standards in evaluation of all its activities. Based on its mission and vision, the Faculty has opted for a continued development of quality culture studies, in particular through the continued development of quality studies based on European standards and guidelines, national and university criteria, and quality standards.

The importance of developing study programmes based on the results of the latest scientific research is especially pointed out, which has resulted in high levels of learning outcomes achieved in the implementation of studies of early and preschool education and primary education. By committing to quality as a *multidimensional and dynamic concept in which the emphasis is on compliance with generally accepted standards and the expectations of society as a whole with a tendency towards continuous improvement of all processes and their outcomes*, the Faculty permanently monitors and examines its own procedures to ensure quality for itself and others by providing action according to European and national standards for quality assurance in higher education.

Qualification Standards and Quality Improvement for Study Programmes for Preschool and Primary School Teachers manual is aligned with the following structure:

The first chapter presents basic information about the project, activities and progress of the CROQF methodology application.

The second chapter shows activities on which the implementation of project tasks was based by applying the CROQF methodology.

The third chapter provides a framework for considering the project proposal.

The fourth chapter shows activities related to: the development and drafting of complete qualifications standards; development and drafting of occupational standards and improvement of existing study programmes/curriculum in accordance with CROQF.

Implications of project results improving the quality of academic programmes for Bachelors and Masters in early and preschool and primary education are dealt with in the fifth chapter.

The last chapter presents recommendations for improving the academic programmes for Masters of primary education, as well as Bachelors and Master of early and preschool education that are performed at the institutions involved in the project.

The implications of the results of the project called *Qualifications Standards and Quality Improvement for Study Programmes of Preschool and Primary School Teachers* are multiple. First of all, they serve to create preconditions for high-quality reconstruction of current study programmes applying the CROQF methodology as an unquestionably powerful instrument for quality assurance in higher education. Also, since preschool and primary school teacher professions are identified as regulated professions in the Republic of Croatia,¹ the results of the project will surely affect the strengthening of the activities in which they are exercised (primary education and early and preschool education), and promote quality education as a prerequisite for strengthening professional identity of preschool teachers and teachers. Ultimately, we want to contribute to the actual implementation of the CROQF tool as a powerful instrument of quality assurance in higher education through the establishment of the Register (occupational standards and qualifications standards) on which to base (frames) of the national qualification standards for both professions as a basis for creating high-quality university study programmes.

Participants in the *Qualifications Standards and Quality Improvement for Study Programmes for Teachers and Preschool teachers* project are, along with the project team of the Faculty of Teacher Education in Rijeka and partners from the Faculty of Teacher Education in Zagreb, teachers and students of both institutions, experts from practice, representatives of educational policy and employees of the Faculty of Teacher Education in the function of professional and administrative support for the project.

We thank all participants for the committed support and professional help which have enabled the completion of the project.

Head of the project
Prof. Jasna Krstović, PhD

¹ Act on Regulated Professions and Recognition of Foreign Professional Qualifications - (National Gazette No. 82/15)

*Qualification Standards and Quality Improvement of Study Programmes for
Preschool and Primary School Teachers*

2. PROJECT ID CARD

2.1. About the project

Project Title: Qualification Standards and Quality Improvement of Study Programmes for Preschool and Primary School Teachers

Lead partner: University of Rijeka, Faculty of Teacher Education²

Partner: University of Zagreb, Faculty of Teacher Education

Total value: 1,049,101.86 HRK of which 996,646.77 HRK is financed from the European Social and Croatian State Budget

Intermediate Body level 1: Ministry of Science and Technology

Intermediate Body level 2: Agency for Vocational Education and Training: Organizational Unit for the Management of Structural Instruments (DEFECO).

Project **methodology** is conditioned to defined propositions of the project proposal *Quality Improvement in Higher Education with the Use of CROQF*, the “Human Resources Development” European Social Fund Operational Programme 2007 – 2013.

The **general objective** of the call for project proposal was:

- Improvement of the quality of higher education through the development and implementation of CROQF

Special objectives are:

- development of occupational standards for preschool teachers
- development of occupational standards for expert preschool associates,

² In the part of the development of occupational standards for preschool teachers and expert preschool teacher associates, and the development of standards for complete qualifications of university Bachelors and Masters of early and preschool education.

- development of standards for complete qualifications of university Bachelors and Masters of early and preschool education and Masters of primary education,
- improvement of the existing study programmes of early and preschool education and primary education,
- improvement of teachers' competencies by using the competency approach that puts pupils in the centre

Purpose of the project: to contribute to the improvement of the quality of higher education for early and preschool and primary education

Target groups of the project: students and teaching staff at the Faculty of Teacher Education in Rijeka and the Faculty of Teacher Education in Zagreb

Indicators of implementation:

- Number of developed occupational standards - two:
 - developed the occupational standard for preschool teachers
 - developed the occupational standard for expert preschool associates
- Number of developed qualification standards - three:
 1. standards proposal for complete qualifications for university Bachelor
 2. standards proposal for complete qualifications for Master of early and preschool education
 3. standards proposal for complete qualifications for Master of primary education
- Number of developed study programmes based on learning outcomes - five:
 1. Proposal for the improvement of a Bachelor study programme of early and preschool education at the Faculty of Teacher Education in Rijeka
 2. Proposal for the improvement of a degree programme of Master of early and preschool education at the Faculty of Teacher Education in Rijeka
 3. Proposal for the improvement of a Bachelor study programme of early and preschool education at the Faculty of Teacher Education in Zagreb
 4. Proposal for the improvement of a study programme of Master of early and preschool education at the Faculty of Teacher Education in Zagreb

5. Proposal for the improvement of a study programme of Master of primary education at the Faculty of Teacher Education in Rijeka
- Number of teachers and associates who participated in specific activities of professional training:
 - teacher - 125
 - students - 640

Project activities

1. *Activities related to the management of project implementation*
2. *Activities associated with:*
 - 2.1. the development and production of standards for complete qualifications;
 - 2.2. the development and design of occupational standards
 - 2.3. *Improvement of existing study programmes/curriculum in accordance with CROQF*
3. *Activities related to public information and visibility.*

2.2. Project team³

NAME	FUNCTION
Prof. Jasna Krstović, PhD	Head of project
Assoc. Prof. Željko Boneta, PhD	Project coordinator
Assoc. Prof. Lidija Vujičić, PhD	Head of the working group EPE
Assist. Prof. Petra Pejić Papak, PhD	Head of the working group US
Assoc. Prof. Anka Lozančić, PhD	Coordinating partner
Assoc. Prof. Art. Antonija Balić Šimrak	Member of the working group EPE partners
Assist. Prof. Lidija Cvikić, PhD	Member of the working group EPE partners
Akvilina Čamber Tambolaš, assistant	Assistant member of the working group EPE partners
Željka Ivković, assistant	Member of the working group EPE partners
Assist. Prof. Dunja Anđić, PhD	Member of the working group US
Antonija Ćurić, assistant	Member of the working group US
Assist. Prof. Marinko Lazzarich, PhD	Coordinator for quality assurance
Assist. Prof. Jasminka Mezak, PhD	Web administrator
Hana Grubišić Krmpotić, mag. prim. educ.	Project administrator
Veljko Grozdanić, LLB	Coordinator for legal affairs
Jadranka Žic Veletanlić, B.Sc. (econ.)	Coordinator for financial issues
Helena Smokrović, Admin. iur.	Administrative support
Josipa Prskalo, Admin. iur.	Administrative support

³ Danijela Blanuša Trošelj participated in the project application, and assist. prof. Darko Lončarić, PhD participated in the working group US until 31 January 2016.

3. FRAMEWORK FOR REFLECTION ABOUT THE PROJECT PROPOSAL

Qualifications Standards and Improvement of the Quality of Study Programmes for Preschool and Primary School Teachers project is of multiple importance to the Faculty of Teacher Education in Rijeka and its partner, Faculty of Teacher Education in Zagreb, primarily due to the fact that it was realized within the framework of the European Social Fund, which is the main EU financial instrument for achieving strategic objectives of the employment policy. It is known that the Fund provides support to European regions affected by high unemployment, including the Republic of Croatia. The strategy and budget of ESF is negotiated and decided by the EU Member States, European Parliament and Commission. On this basis, seven-year operational programmes are planned that are brought by the Member States along with the Commission. Operational programmes are then implemented by various organizations from the public and private sectors.

*By applying to the call of the European Social Fund, the Faculty of Teacher Education in Rijeka successfully used the possibility of using structural funds in accordance with the institutional goals and guidelines relating to the development of the institutional system of quality in the field of its core activities: performance of undergraduate and graduate studies in early and preschool and primary education. In particular, we were led by the fact that the *Qualification Standards and Quality Improvement of Study Programmes for Preschool and Primary School Teachers* project proposal, launched on the basis of assessments that output parameters such as the students' learning outcomes, are not defined when introducing new programmes aligned with the Bologna reform in Croatia. With rare exceptions, new study programmes are made in the context of higher education without specific consultation with other stakeholders such as employers, relevant national authorities and others. The result is a considerable lack of uniformity in the quality of various programmes, in their acceptance by the labour market, as well as in their general contribution to the society.*

The above evaluation also largely relates to the study programmes that are offered at the Faculty of Teacher Education in Rijeka, therefore we have estimated the project proposal as an opportunity for its improvement.

We were especially motivated by the possibility of using the Croatian Qualifications Framework (CROQF) as a tool for a harmonisation of the quality of study programmes. This is important because it represents the key reform instrument governing the system of qualifications for the development of study programmes in accordance with qualifications standards and their components, a set of learning outcomes with the aim of raising the quality. CROQF sets clear criteria out of a set of competencies acquired upon the completion of education for the qualification of a certain level.

CROQF implies the Croatian educational tradition, current conditions, and needs for economic development, the individual and the society as a whole. At the same time, it takes into account the guidelines of the European Qualifications Framework such as directives and international regulations as part of the Croatian foreign policy. Building a competitive European (and thus Croatian) economic area requires the mobility of competencies (including the mobility of citizens) and their familiarity with the benefit of workers, employers and the entire community. CROQF is a unified system that enables learning outcomes to be measured and compared with each other, while the basic structure is simple and contains an integral and minimal number of basic elements. The importance of CROQF is reflected in a better matching of labour market needs with the implementation of educational programmes and in the evaluation of learning outcomes. CROQF provides a foundation for understanding and a transparent overview of the existing qualifications, their relationship, as well as for the development of new qualifications. It should be noted that a comprehensive systematisation of the qualifications refers to all qualifications that an individual has, regardless of the manner in which they were acquired (formal and informal). This can lead to more efficient connectivity needs of the labour market by offering education and evaluation of its outcomes. The introduction of the competency approach and emphasis on the learning outcomes is a novelty that changes the approach to the planning and programming of the education process, presenting the basis for the introduction of each qualification. Learning Outcomes represent a “minimum complete set of related learning outcomes at the same level, volume, and profile” (Law on the Croatian Qualifications Framework, 2013:7).

With this in mind, the Ordinance on the Croatian Qualifications Framework Register (2014) defines the procedure of registration of occupational standards,

qualification standards, and learning outcomes in the Register. At the same time, qualifications standards should comply with the occupational standards which will result in educational institutions that have clear requirements of the competencies which the students need to acquire for a specific qualification. Therefore, every programme should have clear and measurable learning outcomes aimed at checking the actual adoption of the same. Such outcomes need to be validated by a relevant qualification that is registered in the Register of CROQF.

Besides the reform role in linking education with labour market needs, CROQF is also improving the quality of education. It also serves as a basis for the development of the internal and external quality assurance system, which ensures that, by means of a prescribed programme, learning outcomes are acquired and reviewed at the end of the education process. Therefore, only those educational programmes that comply with the qualification standards from the Register of CROQF have the right to use the CROQF mark and levels, that is, the right to directly connect to the levels of the European Qualifications Framework (EQF).

On this basis, we defined a *project idea*: to develop a proposal of a standard of complete qualifications for university Bachelors and Masters of early and preschool education and Masters of primary education. On these grounds we coordinate and improve the quality of study programmes based on the learning outcomes and labour market needs. In addition, the project includes the creation of proposals for occupational standards for preschool teachers and expert preschool associates.

There are several reasons for deliberating on such a defined project idea. First of all, higher education institutions that offer individual subject study programmes are not coordinated and are limited to the specifics of their immediate university environment because of the tradition or paradigm from which they depart when designing study programmes and qualifications. In addition, higher education institutions lack the involvement of the students in the improvement of study programmes, both in communicating with the alumni, and the continuous and organized monitoring of their professional development.

Furthermore, the common understanding is that Bachelors and Masters upon the completion of their studies are only employed in institutions of early and preschool education and primary schools, but there are unexplored areas of possible employment within the public and private sectors from which it is clear that they lack sufficient level of communication between institutions of higher education and potential employers. This has the effect that, on one hand, higher

education institutions do not follow the labour market development and, on the other hand, potential employers are insufficiently informed about new knowledge in educational sciences that change and develop the preschool teachers' and primary school teachers' profession. This discrepancy is most visible in terms of defining the occupational standard and its consequent qualification standards for Master of early and preschool education.

This project gathered key stakeholders (higher education institutions, students, former students, employers) in order to develop occupational standards for preschool teachers and expert preschool teacher associates, standards for complete qualifications of university Bachelors and Masters of early and preschool education and Masters of primary education, also with the aim of improving the existing study programmes that prepare for those qualifications. The project objectives also included professional training of teachers employed in higher education institutions that were involved in the project.

The project should contribute to a balanced development of higher education in early and preschool and primary education throughout the entire Republic of Croatia since the applicant, the Faculty of Teacher Education (University of Rijeka), in addition to the partnership with the Faculty of Teacher Education (University of Zagreb) has achieved cooperation with other similar institutions of higher education in the country through a dissemination of project results, but also by continuously working to establish better coordination between the early and preschool education studies and primary education studies.

The project was developed in accordance with the following documents:

- Recommendation of the European Parliament and the Council in 2008 on the establishment of the European Qualifications Framework for Lifelong Learning (Official Journal of the EC C 111, 6 May 2008);
- Council conclusions on the modernisation of higher education (Official Journal EC 2011/C 372/09);
- Council conclusions on the global dimension of higher education from 2013 and the European Union Education strategy - Education and training 2020 at the EU level;
- Strategic Plan 2014 – 2016 of the Ministry of Science, Education, and Sports;
- Strategy for Education, Science, and Technology
- Law on Science and Higher Education (OG 123/03, 198/03, 105/04, 174/04, 07/02 – Constitutional Court Decision, 46/07, 45/09, 63/11, 94/13 and 139/13), the Law on the Croatian Qualifications Framework (Official Gazette, 22/13)
- Law on Quality Assurance in Science and Higher Education (NN 45/09).

The **target groups** of the project were students of undergraduate and graduate university studies of early and preschool education and the integrated undergraduate and graduate university study of primary school and teachers at higher education institutions involved in the project of the Faculty of Teacher Education, University of Rijeka and the Faculty of Teacher Education, University of Zagreb.

Students involved in the project were predominantly female, aged 18 – 24 years and in total there were approximately 2,330 of them. Throughout the study, the students emphasised the following key issues in the classroom: insufficient connection of learning outcomes with work requirements in future professions and a lack of quality student training to enable the strengthening of skills, application of theoretical knowledge in practice and facing real-life situations that would prepare them for work. Due to the abovementioned, students at the end of or upon completion of their studies more often decided to volunteer due to instrumental reasons, because they see it as a means of expanding the acquired competencies and personal professional networks.

After graduation students typically find employment in the public sector, preschool institutions and primary schools. Other areas of the public sector as well as the private sector are not recognized in terms of their competencies as a result of certain obsolete understandings of the teaching profession, on the one hand, and poor communication between higher education institutions and potential employers, on the other. Also, there is still no university postgraduate study in Croatia to further develop those skills acquired at the undergraduate university level.

There is a strong interest among students to improve the quality of study programmes, especially student training, strengthen professional competencies, and facilitate employment. Therefore, they need a strong institutional and financial support to join the teachers of higher education institutions in achieving their goals and needs.

In its addressing of the above problems of the students, the project directly contributes to fulfilling the objectives of the call for proposals, especially those parts that relate to the development and improvement of existing study programmes, and the development and implementation of the competency approach that puts the student in the centre. Activities that have achieved the aforementioned included a survey of students on the existing study programmes, a survey of potential employers, pupil evaluation practices through focus groups, reflective discussions and documentation, educational workshops for final year students, as well as meetings and exchange of experiences between the current

students and the alumni within the reflective practicum. Results and reports of all these activities were used at the meetings of the working groups for the purpose of developing occupational standards and comprehensive improvement of the existing study programmes.

The applicant and partner plan to continue to improve the quality of the existing study programmes and will in this regard continuously perform activities of evaluation and improvement of study programmes and student training, exercise further communication with alumni members and employers through reflective practicum, and conduct further dissemination of project results.

The second group consisted of the teaching staff of the Faculty of Teacher Education, University of Rijeka and the Faculty of Teacher Education, University of Zagreb. The teachers from these higher education institutions are mainly experts in the field of educational science. They are unique when compared to the teachers of higher education institutions from other scientific areas since they already have knowledge of the competencies and learning outcomes, and many of them are experts in these matters. It was estimated that they are the least informed and educated about the occupational standards and the needs of the labour market, as well as about the connection with the qualification standards and study programmes. For this particular reason the project carried out workshops for professional development of teachers in the mentioned areas. Through research and evaluation activities, attitudes and experiences of teachers were taken as relevant information in the process of developing standards of comprehensive qualification and improvement of the existing study programmes.

4. RESULTS OF PROJECT ACTIVITIES

4.1. Standard for the profession of preschool teachers and expert preschool associates

Occupational standard is a set of norms that determines the content of vocational qualifications at a certain level of complexity, as well as the necessary knowledge, skills, and professional competencies or that determines projects and activities within these jobs and competencies required to perform them, in a way defined by the labour market, while in function of the development of qualifications standards and programmes curriculum. It also represents a sort of concept that ensures that qualifications have a basis in the labour market. It is shown in a list of all the tasks that an individual performs in a particular profession and a list of competencies required for his/her successful performance.

Occupational standard is the result of an agreement among all relevant stakeholders in the labour market and education on the optimal content of each profession and on knowledge and skills along with the associated autonomy and responsibility (competencies).

Standard interests for preschool teachers and expert preschool associates are made on the basis of accepted methodologies. They used the analytical data on market needs of the Ministry of Labour and Pension System, aimed at the profession of preschool teachers. Since we assess that their function is primarily to monitor the current situation in the scope of the above professions and insufficiently in the function of planning its further development, the aforementioned analytical materials have been gradually modified (within the limits of tolerance) in the function of project goals. This was particularly the case in the development of occupational standards for the profession of the expert preschool associate. We wanted to complement and expand the analysis of labour market needs in terms of the need for an expert preschool associate by implementing surveys among employers. We believe that this is a new profession which implies tasks and duties that function as a kind of an answer to the demands for a more flexible and more complex understanding of working

with children from 6 months to school age. At the same time, they establish a new area of work for professionals in early and preschool education because they serve as a bridge and link with the work in kindergarten groups with management and project management activities, and activities to participate in the creation of educational policies.

For these reasons, the data received by default, the above procedure, we questioned ten focus groups, a total of 50 potential employers in Zagreb and Rijeka. The aim of the conversations was to check the relevance of the elements of occupational standards for teachers and expert preschool associates proposed by the working group. The main criteria of the occupational standards quality is in their connection with the real situation in the workplace and the connection with the needs and expectations of the education system - in terms of guidelines for the preparation of educational programmes.

In order to further the finalisation of occupational standards proposal for expert preschool associates, we prepared a questionnaire for former students of graduate studies. By special invitation we conducted a survey with 26 former students of the Faculty of Teacher Education in Rijeka and 24 former students of the Faculty of Teacher Education in Zagreb. For the purposes of a further clarification of the occupational standards proposal for expert preschool associates, we include only those jobs for which they expressed that their employers do not recognise and do not want them, although they were acquired during the studies. The superior neither recognises nor requires:

- Evaluation of the integrated curriculum
 - Application of action research in practice
 - Use of ethnographic research into practice
 - Use of surveys in practice
 - Leading expert group of preschool teachers
 - Cooperation within the working collective
 - Critical monitoring of new scientific and professional literature
 - Application of new knowledge into practice
 - Cooperation with higher education institutions
 - Participation in educational policy in the field of early and preschool education
 - Participation in the work of state bodies and bodies of local and regional government in the field of early and pre-school education
 - Professional networking
 - Development of scientific and professional works
 - Participation in the work of higher education institutions
 - Demonstration of leadership skills in an interdisciplinary team of experts
- In short, these were the reasons for dealing with the creation of

occupational standards proposals for teachers and expert preschool associates, as well as with education of two target groups: teachers on the subject of labour market needs and their connection with the creation of learning outcomes. The element is therefore associated with making proposals for standards of comprehensive qualifications for university Bachelors and Masters of early and preschool education, improvement of existing study programmes in the field of early and preschool education, and improving teacher competencies by using the competency approach that puts pupils in the very focus.

Occupational standards for preschool teachers and expert preschool associates

TYPE OF OPERATION	KEY ACTIVITIES	COMPETENCIES – preschool teacher	COMPETENCIES – expert preschool associate
1. PLANNING, ORGANIZATION, AND ANALYSIS OF WORK	<p>1. Participation in preparing the annual plan and programme of kindergarten and preschool curriculums</p> <p>2. Planning and evaluating the education process (daily, weekly, monthly, yearly)</p>	<ul style="list-style-type: none"> - Knows the laws and regulations in the field of early and preschool education - Carries out an annual programme plan based on monitoring and identification of the child's needs - Applies contemporary models of inclusive education - Plans daily, weekly, monthly, and annual activities based on the monitoring and identification of the child's needs and interests - Participates in the process of developing reflective skills, the ability of monitoring and evaluating a child's way of learning and problem solving in a variety of situations 	<ul style="list-style-type: none"> - Participates in team work with professional associates and the headmaster during the development of the annual plan and programme of kindergarten and preschool curriculums - Participates in the development of individualized inclusive programmes - Demonstrates skills in observation, documentation and assessment of the child's activities and opportunities as a premise of developing an integrated curriculum in terms of the response to its development and educational needs - Improves the quality of educational practice by managing/implementing a reflective practice in his/her own institution and/or a network of interconnected institutions (leadership, guidance, and assistance to other preschool teachers to develop their reflective skills and improving their reflective practice)
3. Designing spatial, material, time, and other conditions for the implementation of the education process	3. Designing spatial, material, time, and other conditions for the implementation of the education process	<ul style="list-style-type: none"> - Creates a physical-material environment in accordance with the needs and interests of the child - Achieves a flexible time rhythm of the time children spend in the kindergarten and unwinds various activities to meet the needs and interests of each child 	<ul style="list-style-type: none"> - Knows the process and models of group activities and creation of team identity - Demonstrates leadership skills and good communication - Sets goals and norms of the team, activates core values of the team - Develops mutual trust and group cohesion in the team - Encourages and develops willingness, openness, and motivation to work in an interdisciplinary team
4. Developing and managing a team in the institution of early and preschool education (EPE)	4. Developing and managing a team in the institution of early and preschool education (EPE)	<ul style="list-style-type: none"> - Actively participates in team work - Demonstrates skills of quality problem solving, cooperation, and communication 	<ul style="list-style-type: none"> - Knows the process and models of group activities and creation of team identity - Demonstrates leadership skills and good communication - Sets goals and norms of the team, activates core values of the team - Develops mutual trust and group cohesion in the team - Encourages and develops willingness, openness, and motivation to work in an interdisciplinary team

	TYPE OF OPERATION	KEY ACTIVITIES	COMPETENCIES – preschool teacher	COMPETENCIES – expert preschool associate
2.	WORKPLACE PREPARATION	1. Planning and evaluating the educational context 2. Design, preparation and development incentives 3. Planning and preparing activities 4. Centre of activities design	<ul style="list-style-type: none"> - Demonstrates the ability to create and enrich the educational context taking thereby into account the child's abilities, needs and interests and based on this pursues an integrated educational practice - Develops and prepares a place for the start of the education process - Designs and develops incentives - Organises activities - Encourages a variety of self-initiated and self-organized activities for children - Continuously reflects, develops and modifies spatial-material environment (changes in the organization of space, centre activities and materials) in accordance with the identified interests and needs of children 	

	TYPE OF OPERATION	KEY ACTIVITIES	COMPETENCIES – preschool teacher	COMPETENCIES – expert preschool associate
3.	OPERATIONAL ACTIVITIES RELATED TO THE PROFESSION/WORKPLACE	1. Implementation of the education process (direct work, individual, and group access) 2. Preschool programme management 3. Implementation of specific educational programmes 4. Documentation of the education process 5. Implementation and evaluation of an integrated curriculum in the totality of all development areas	<ul style="list-style-type: none"> - Applies contemporary theories of child development and learning in the integrated curriculum - Monitors and encourages individual development of the child - Applies intercultural concepts <ul style="list-style-type: none"> - Implements the preschool curriculum - Performs special and alternative educational programmes and public programmes - Uses different methods of documenting the education process - Evaluates the implementation of the annual plan and programme of the kindergarten on the basis of documentation - Demonstrates skills in the observation and assessment of children's activities and opportunities as a precondition for the construction of an integrated curriculum based on the developmental and educational needs of children - Identifies key aspects of educational needs and formulates a strategy to address them in kinesiology, art, language, and communication, research and cognitive domains <ul style="list-style-type: none"> - Keeps the required pedagogic documentation and records of children - Develops annual report 	<ul style="list-style-type: none"> - Demonstrates a higher level of knowledge, understanding, and practical application of the latest scientific knowledge on the development and learning of early and preschool children in an integrated curriculum - Shows understanding of modern childhood at the interdisciplinary level, knowledge, and appreciation of psychological, cultural, historical, sociological, and other knowledge - Demonstrate the ability to lead at the level of independent and team work in an interdisciplinary team of professionals who work in the field of early and preschool education - Designs and implements the preschool curriculum - Creates and maintains special and alternative educational programmes and public programmes - Demonstrates a higher level of skills in observation, documentation, and assessment of the child's activities and opportunities as a premise for a co-construction of the curricula in accordance with the children's nature - Applies the ability to engage in a qualitatively higher level of interpretation and evaluation of scientific research data in professional fields of work
4.	ADMINISTRATIVE WORK	1. Conducting prescribed pedagogical documentation		

	TYPE OF OPERATION	KEY ACTIVITIES	COMPETENCIES – preschool teacher	COMPETENCIES – expert preschool associate
5.	COMMERCIAL JOBS	<p>1. Promotion and presentation of the kindergarten to a wider community</p> <p>2. Managerial activities in education</p> <p>3. Public relations</p>	<p>- Presents the work of the kindergarten to parents and the local community</p> <p>- Presents the elements of kindergarten work at various public events and professional conferences</p>	<p>- Presents elements of kindergarten work at various public events, professional, and scientific meetings</p> <p>- Develops a variety of specialised short programmes according to the needs of different users</p> <p>- Develops skills of organising meetings, promotions, presentations</p> <p>- Applies specific knowledge of managing educational institutions</p> <p>- Demonstrates knowledge on the role of educational organisations in the Croatian and global context</p> <p>- Collects additional funds for kindergarten work through public tenders, donations, and services</p> <p>- Implements new educational technologies in the management of educational organizations</p> <p>- Develops business performance on the basis of opinion polls</p> <p>- Applies basic rules of business communication</p> <p>- Uses procedures of business and civic protocol as a standardised form of public relations through media, presentations, and meetings</p> <p>- Prepares and distributes business information to different users (e.g., written publicity, kindergarten website, etc.)</p>

	TYPE OF OPERATION AND COOPERATION WITH OTHERS	KEY ACTIVITIES	COMPETENCIES – preschool teacher	COMPETENCIES – expert preschool associate
6.		<p>1. Communication and cooperation within kindergarten</p> <p>2. Communication and cooperation with parents</p>	<ul style="list-style-type: none"> - Demonstrates proper presentation and communication skills: flexibility, openness, empathy, assertiveness, and attentive listening - Demonstrates professional responsibility in their daily work with children and their peers - Prepares and implements contemporary modes or organisational forms for the realization of partnership (creative workshops, group parent-teacher meetings, celebrations, visiting) - Informs and consults parents and expresses empathy in individual work with children and parents (guardians) - Establish cooperation with parents at partner level 	<ul style="list-style-type: none"> - Understands the impact of certain aspects of parenting and parenting practices on child development and education - Provides adequate institutional and professional support for parents (education and empowerment of parents, organizes and conducts educational workshops, discussion groups, etc.) - Uses elements of counselling work with parents - Implements modern forms of partnerships with parents with the aim of their inclusion in the construction of the kindergarten curriculum - Uses modern technology to communicate with parents
		<p>3. Communication and cooperation with elementary schools</p> <p>4. Communication and cooperation with the local community</p>	<ul style="list-style-type: none"> - Establishes cooperation on the partner level - Cooperates with cultural institutions and the civil society 	<ul style="list-style-type: none"> - Cooperates with the expert team in assessing school readiness of a child for school - Cooperates with university experts

TYPE OF OPERATION	KEY ACTIVITIES	COMPETENCIES – preschool teacher	COMPETENCIES – expert preschool associate
7. RESEARCH, DEVELOPMENT ACTIVITIES, INNOVATION	<p>1. Design and implementation of different methods or strategies research</p> <p>2. Development and improvement of knowledge in the field of early and preschool education through scientific research activity</p> <p>3. Active participation in the creation of the educational policy in the field of early and preschool education</p>	<ul style="list-style-type: none"> - Actively participates in conducting research 	<ul style="list-style-type: none"> - Plans, develops, and carries out research in order to better understand and improve the educational practice - Applies different methods or strategies of research and data collection techniques - Applies the results of research in educational practice - Demonstrates the ability to shape knowledge and expert opinion by respecting the requirements and rules of academic debate - Demonstrates the ability to generate new knowledge in the field of early and preschool education and their presentation in the form of professional or scientific work - Assists in scientific and educational work in higher education institutions - Uses scientific and professional literature in foreign languages - Organizes scientific and professional meetings for teachers and other professionals involved in the activity of early and preschool education - Knows major Croatian and international documents regulating the area of educational policy - Analyses and understands the relationship between educational policy and its implementation in educational systems, problems, and dilemmas in the process - Participates in the work of state bodies and bodies of local and territorial (regional) self-government, whose scope of work includes child care, early and preschool education

TYPE OF OPERATION	KEY ACTIVITIES	COMPETENCIES – preschool teacher	COMPETENCIES – expert preschool associate
8. QUALITY ASSURANCE	<p>1. Evaluation and self-assessment of institutions of early and preschool education</p> <p>2. Improvement and change of the facilities for early and preschool education</p> <p>3. Evaluation of the education process</p>	<p>- Participates in the process of evaluation and self-evaluation of the EPE institution</p> <p>- Critically judges the success of the kindergarten/group curriculum implementation</p> <p>- Reviews and evaluates elements of the education process</p> <p>- Demonstrates skills of reflection and self-reflection</p>	<p>- Knows the terms and concepts of organisational development</p> <p>- Knows and applies the elements of evaluation of the EPE institution</p> <p>- Knows and applies the elements of the self-assessment/internal evaluation process</p> <p>- Implements a process of self-evaluation of the institution by using appropriate data</p> <p>- Defines the terms of strategic and action planning</p> <p>- Understands the role of different stakeholders in the process of developing a preschool institution</p> <p>- Participates in the establishment and team work for strategic planning of preschool institution development</p> <p>- Understands and formulates all stages of development of a strategic plan</p> <p>- Implements the strategic plan of the institution</p> <p>- Critically judges the success of the kindergarten/group curriculum implementation</p> <p>- Reviews and evaluates elements of the education process</p> <p>- Demonstrates skills of reflection and self-reflection at the level of the kindergarten team</p>
9. HEALTH AND ENVIRONMENT PROTECTION	<p>1. Implementation of the Protocol relating to the care and protection of health</p> <p>2. Implementation of security protocols and prevention programmes</p>	<p>- Refers to the protocol-related hygienic working conditions and safety</p> <p>- Spots possible obstacles to health and safety</p> <p>- Anticipates potentially dangerous situations</p> <p>- Implements preventive measures to protect health and safety</p>	

TYPE OF OPERATION	KEY ACTIVITIES	COMPETENCIES – preschool teacher	COMPETENCIES – expert preschool associate
10. PROFESSIONAL DEVELOPMENT	<p>1. Continuous professional training</p> <p>2. Development of professional ethics and social responsibility</p> <p>3. Professional networking (creating professional networks)</p> <p>4. Mentoring pupils (internships, practicum, etc.) and trainees (internship)</p>	<ul style="list-style-type: none"> - Plans, organises, and manages a personal plan of continuous professional development - Monitors professional and scientific literature - Demonstrates the ability to adapt to new and unexpected situations in a way of active application of acquired knowledge, skills, and abilities - Identifies and analyses concepts of lifelong learning efforts for professional development - Keep a folder for professional development - Actively participates in the development of professionalism and personal professional identity - Knows and practices the professional code of ethics - Promotes professional ethics - Actively cooperates with other institutions of early and preschool education in order to exchange ideas, information, experiences, etc. - Actively participates in professional associations and organizations 	<ul style="list-style-type: none"> - Assumes the role of a manager in supporting professional development institutions - Formulates and implement programmes of continuous professional development of preschool teachers - Provides professional support to other preschool teachers - Advocates professional development as a principle - Develops specialised knowledge and expertise in the field of ethics preschool teacher profession - Develops a code of ethics preschool teachers - Integrates the code of ethics in the EPE politics and practice - Promotes the EPE practice based on the highest principles of ethics - Initiates, implements, and maintains cooperation with other institutions of early and preschool education with the aim of networking - Establishes professional associations and manages their work - Advocates the importance of a professional association - Is willing and able to take responsibility for supporting professional development of pupils and apprentices - Influences the development of professional identity of trainees and students - Maintains and prepares trainees during their internship for conducting their own educational work - Introduces the pupils during practical training to the main aspects of the preschool teachers' work - Develops and conducts practical exercises and practicum for students of early and preschool education to higher education institutions - Demonstrates an advanced level of digital literacy
11. OTHER		<ul style="list-style-type: none"> - Demonstrates a basic level of digital literacy 	<ul style="list-style-type: none"> - Demonstrates an advanced level of digital literacy

4.2. Qualification standards

Qualification is a name for an integrated set of learning outcomes of a certain level, volume, profile, type and quality. A certificate, diploma or other official document issued by the authorized person additionally supports it.

The idea of standardisation exists in the very definition of qualification according to the European Qualifications Framework for Lifelong Learning where qualification is defined as a formal result of assessment and evaluation with which the authorities confirm that an individual has achieved certain learning outcomes in accordance with the established standards.

Qualification Standards is the content and structure of certain qualifications, including all the information to determine the level (1-8), volume (number of points), and profile of qualifications (learning outcomes), as well as data required for the provision and improvement of the quality of qualification standards (minimum common learning outcomes which should be included in any programme that is connected with this qualification standard).⁴

Qualification Standards presents the basis used in individual educational and study programmes. They are described by sets and learning outcomes, and their task is to explain to the employer, educational institutions, and students those competencies that are acquired with the completion of a certain programme.

Basic principles for the development of a qualification standards framework

Learning outcomes should make clear what a student must be able to know or do in order to be deemed competent after the evaluation. Learning outcomes should be designed so that their grouping in sets can clearly recognise achievement in learning for which a candidate will get credits at the appropriate level. The outcomes should provide an answer to the question: What will the participants know, understand or be able to do as a result of this learning experience? Replies in the form of statements expressing the results of the learning process are actually learning outcomes.

Each set of learning outcomes typically contains 5-10 learning outcomes that make a logical whole and are connected both with each other and with the name of the set. The names of learning outcomes do not need to reflect the level, but rather the learning outcomes.

⁴ Ministry of Science, Education and Sport: Guidelines for Drafting the Qualification Standards (www.kvalifikacije.hr/fgs.axd?id=924)

Level is awarded to the learning outcomes, not to the individual learning outcomes. The reason is that the evaluation (examination) is not carried out on a single outcome, but on the entire set of learning outcomes.

Learning outcomes of the lower level (6) include the learning outcomes of the higher level (7).

Learning outcomes consist of two basic parts: the activity and the context to which it refers.

Individual sets of learning outcomes need to be connected with the idea of qualifications, i.e. the competencies an individual is expected to have after gaining appropriate qualifications. This means that complete competency qualifications should be hierarchically organized into sets. More individual learning outcomes contribute to specific qualification competencies, and vice versa. One particular set of learning outcomes is contributing to a greater number of competencies of certain qualifications. It is important to ensure that learning outcomes are related to the competencies (which define the idea of the qualification), and that a set of learning outcomes affects more competencies.

4.2.1. Proposal for a standard of a complete Bachelor of early and preschool education qualification – level 6

SET OF LEARNING OUTCOMES LEVEL 6	NUMBER OF OUTCOME (46)
1. PLAY, LEARNING, AND CHILD DEVELOPMENT	8
2. LEARNING ENVIRONMENT	7
3. CURRICULUM DESIGN	9
4. REFLECTION AND SELF-REFLECTION	6
5. COOPERATION WITH FAMILY AND COMMUNITY	7
6. PROFESSIONAL DEVELOPMENT	9

Set of learning outcomes

1. PLAY, LEARNING AND CHILD DEVELOPMENT

Description of learning outcomes:

The education process requires a high level of flexibility to specific opportunities, different needs, abilities and interests of children. For these reasons a Bachelor of early and preschool education is expected to be able to provide and evaluate the determinants of a child's well-being. The well-being involves the orientation of the education process planning to be on the child, and the understanding of its dimensions is derived from the knowledge and expectations of preschool teachers and their understanding of the child, childhood, socialisation and education, which means this is psychologically, pedagogically and didactically justified. The planning of the education process is aimed at rethinking the welfare and the ways in which it can be achieved, not the partial goals or areas and contents of learning, regardless of the personality of each child. The diversity and constant availability of materials promote the children's independence and autonomy of play, learning and development. Content abundance of the used material provides children, who have different interests and different development opportunities, with a variety of choices.

In order to achieve the quality of a group/kindergarten a Bachelor preschool teacher is expected to be able to create appropriate organisational conditions based on the modern understanding of the child, i.e. the understanding of children as complete beings, as well as researchers and active creators of knowledge, as social entities with specific needs, rights, and culture, as active citizens of the community and creative beings with a specific creative and expressive potential.

Thereby he/she must be able to document and interpret the play and activities of children as a basis for the preparation of the environment, appropriate educational interventions, and harmonisation of the entire educational work with individual differences of children (different interests, abilities, needs, previous knowledge, learning styles). He/she is expected to know and understand the function of the collected documentation as a basis for understanding the processes of children, their education and learning and the level of competency achieved. The purpose of documentation is neither to evaluate the child in specific categories nor to categorise him/her based on the general developmental levels, but rather to observe him/her, listen and understand and based on this support the process of his/her education, development and learning.

PLAY, LEARNING, AND CHILD DEVELOPMENT

LEARNING OUTCOMES

(Bachelor of early and preschool education will be able to do:)

1. select necessary and apply modern theories of child development and learning
2. recognize a child's skills, abilities, and interests used to encourage his/her learning and development
3. support the learning process of a child on the basis of monitoring and recognition of his/her overall development
4. organise and implement flexible time-rhythm of life of children in the kindergarten
5. adjust the flow of activities in (un)planned circumstances and situations
6. explain the types and role of play, and apply it in the process of a child's development and learning
7. recognise the peculiarities in play, learning, and development of children with special needs and rights, and act in accordance with them
8. describe and interpret the personal, emotional, physical, and social well-being

Set of learning outcomes

2. LEARNING ENVIRONMENT

Description of learning outcomes:

High-quality spatial-material environment of kindergartens is an essential source of learning for children with regards to the fact that they actively learn (explore, do) and cooperate with other children and adults. In creating a time-material environment for learning the emphasis is on accepting the nature of learning that is integrated i.e. holistic, so various educational activities are not shared by areas which fall within certain methods or course areas. Bachelors of early and preschool education is expected to know and use various strategies to organise the time-material environment of the kindergarten and provide an abundance and thoughtful choice of materials that stimulate children to explore and solve problems, enable him/her to set hypotheses, do research, experiment and construct knowledge and understanding. He/she is aware that a supporting kindergarten environment allows children to interact with different learning contents (e.g. music, language, mathematics, natural science, and others), which should have a research character.

Bachelors of early and preschool education is expected to take responsibility for the organization of a quality environment and apply those strategies that will enable the children to explore different logical, mathematical, and physical phenomena, explore the nature, investigate various possibilities of space organization, explore sounds, tones, music, and movement, research different art techniques and different possibilities of their use, and the like. The learning environment should be multi-sensory i.e. children should be encouraged to research and engage in different sensory modalities (research textures, scents, sounds, tones, movements, etc.). Bachelors of early and preschool education should also be able to demonstrate specific skills in the organisation of the kindergarten, which determines the quality of social interactions of children with each other, as well as children with adults, and is geared towards promoting meetings, communication, and interaction. It is important to ensure a kindergarten culture that supports a sense of belonging and a warm welcome in a way that the environment and pedagogical process reflect different characteristics of all children and their families.

LEARNING ENVIRONMENT

LEARNING OUTCOMES (Bachelor of early and preschool education will be able to do:)
1. prepare the space-material environment in accordance with the development needs and interests of the child
2. identify the kindergarten culture
3. develop, collect, and prepare incentives for learning, research and creation
4. identify strengths and weaknesses in the organization of a time-material environment
5. identify and resolve potential barriers in order to protect the health and safety of the children
6. anticipate potentially dangerous situations in the educational context
7. assess and critically review if the organization of space supports social, emotional, physical and cognitive abilities

Set of learning outcomes

3. CURRICULUM DESIGN

Description of learning outcomes:

When planning and designing the curriculum, a Bachelor of early and preschool education is expected to know how to use different tools (techniques and methods) of monitoring, observing, and documenting activities in the educational work with children. Documentation includes a systematic collection of documents (ethnographic records), which allows viewing and better understanding of the child's actions, thus ensuring better support of his/her development. Forms of documents are written in anecdotal notes, diaries, transcripts of interviews of different courses and other narrative forms, children's art works, graphics and models, and audio and video recordings, photographs, slides, etc. Bachelor of early and preschool education is expected to use and understand the process of documentation in order to provide critical evaluation and critical thinking in ensuring specific support for the process of education and the learning of every child in particular, in line with their individual and development opportunities. He/she facilitates the understanding of the activities that are ongoing and reflects the way their development could be supported. Planning and designing of the curriculum is based on quality communication and professional collaboration of preschool teachers and other professionals in the kindergarten. This involves joint reflection, implementation and evaluation of the education process, echoing thereby the belief that high-quality education tradition is a collective rather than an individual achievement.

All of the above is an assumption of the understanding and shaping the curriculum in a variety of educational programmes that can be implemented in the kindergarten.

CURRICULUM DESIGN

LEARNING OUTCOMES (Bachelor of early and preschool education will be able to do:)
1. identify key aspects of the child's educational needs
2. create activities based on monitoring the children and their interests
3. plan, implement and evaluate group curriculum
4. conceive, implement and evaluate preschool curriculum
5. evaluate the implementation of the annual plan and programme of the kindergarten on the basis of documentation
6. implement and evaluate the implementation of special and alternative educational programmes
7. use various methods of documenting the education process
8. formulate strategies to meet the needs of educational kinesiology, art, language communication, research and cognitive domains
9. implement curriculum for the inclusion and evaluate it in cooperation with experts

Set of learning outcomes

4. REFLECTION AND SELF-REFLECTION

Description of learning outcomes:

The goal is to educate teachers by appreciating modern scientific knowledge in the field of pedagogy and other related scientific disciplines, as critical intellectuals and reflective practitioners who will be able to understand that theory without application and verification in practical situations is without purpose and meaning. Bachelor preschool teacher is expected to manage the process of cooperation and develop a self-reflective and reflective practice, as well as to take responsibility of a reflective practitioner, active individual who explores different strategies and ways of its activities, as well as finds answers to practical problems this creates, while applying appropriate pedagogical actions and strategies. Becoming aware of one's own behaviour in educational practice and taking actions and activities, with the goal of achieving change and improvement, is a long-term process that requires sustained commitment and focus on quality. For the purpose of raising awareness and correction, i.e., harmonisation of implicit and explicit pedagogy of preschool teachers and other factors in the education process, it is necessary to ensure such conditions in the institution of early and preschool education which nurture the practice of open discussion and dialogue. At the same time, it is a culture of continuous learning, change and innovation. Professional development of reflective practitioners means that development is not seen as a static and unchanging quality achieved once and for all, but as an ongoing process of deepening personal vision and progress towards a new quality. In general terms, this ability can only be developed by human resources of an organisations that learns and is constantly developing in accordance with individual and collective reflections.

REFLECTION AND SELF-REFLECTION

LEARNING OUTCOMES

(Bachelor of early and preschool education will be able to do:)

1. evaluate and self-evaluate the quality of a EPE institution
2. analyse and evaluate elements of the education process
3. explain, interpret and apply the skill of reflection and self-reflection
4. implement a basic level of digital literacy in (self)reflection
5. supply and develop communication skills
6. argument opinions and critically judge the selection strategy of its activities

Set of learning outcomes

5. COOPERATION WITH FAMILY AND COMMUNITY

Description of learning outcomes:

Partnership between parents and preschool teachers aims to appropriately respond to the current needs of a child, which is possible if they are in a constant and quality interaction. Bachelors of early and preschool education are expected to be able to manage complex requirements of achieving a quality partnership with the parents. In this respect a Bachelor should know how to retrieve an ethical responsibility for respect and acceptance, equality, active listening, two-way communication, appropriate and coordinated educational activities for the child (parents and teachers) with a view to the child's long-term well-being. Building partnerships is not a common starting point of relations, but a process characterized by effective interpersonal communication, respect for ethical principles, support and trust. When establishing a good cooperation, it is extremely important to enable parents to frequently monitor and actively participate in the direct education process, spend time with their children in educational groups and get to know the child in different context apart from the family. Continuous communication and parental involvement in activities carried out in the institution of early and preschool education, energy and productivity of partnerships are brought into connection with the child's many developmental outcomes and therefore the cooperation at the partner level is much needed and necessary.

Bachelors of early and preschool education need to know how to manage communication and interaction in a social setting of a kindergarten based on democratic foundations, including mutual respect and achievement of reciprocal communication of all participants of the education process. Such a form of joint living leads to the autonomy and emancipation of children, preschool teachers and other factors of the education process. It also allows taking personal and shared responsibility of all courses for its course, but also for the ultimate outcome of institutional education: a happy, competent and confident child, trained to take initiative, demonstrate assertiveness and responsible behaviour towards themselves and others.

COOPERATION WITH FAMILY AND COMMUNITY

LEARNING OUTCOMES

(Bachelor of early and preschool education will be able to do:)

1. apply skills of establishing cooperative relations
2. identify the importance of professional responsibility in relation to children, their parents and peers
3. use of modern working modalities in the implementation of partnerships with parents
4. identify and understand the contemporary parenting and family context
5. plan and implement collaboration with primary schools at the partner level
6. demonstrate appropriate presentation and communication skills
7. demonstrate knowledge of the particularities of stakeholders and plan their cooperation

Set of learning outcomes

6. PROFESSIONAL DEVELOPEMENT

Description of learning outcomes:

Professional development is a process in which preschool teachers are continuously, independently and in collaboration with others, improving their competencies, expanding their knowledge and understanding of the processes of learning and development of children of early and preschool age in order to achieve and maintain a high quality of professionalism in accordance with modern scientific and technical knowledge in the field of activity.

Bachelors of early and preschool education are expected to be active in participation, critical reflection in team interaction with other colleagues in order to improve the quality of their professional work, strengthen their professional identity, promote their profession and increase the level of accountability of institutions to secure every child with the best support for play, development and learning. Also, they are expected to choose and think creatively, reflect, (self)evaluate, evaluate and seek feedback on the quality of their teaching practice and the level of professional knowledge and based on that make an individual plan of their professional development and anticipate strategies for its implementation.

Professional performance of their own work implies doing and deciding on the basis of clearly stated ethical standards of conduct. Collective responsibility for the quality of their work is realised by strengthening awareness about the importance of a professional association as a tool to control professional knowledge, standards and practices.

PROFESSIONAL DEVELOPMENT

LEARNING OUTCOMES (Bachelor of early and preschool education will be able to do:)
1. know and apply the rules of group activities and team work
2. understand and analyse elements of professional development
3. identify and analyse concepts of lifelong learning efforts for professional development
4. keep a folder of professional development
5. present the work of kindergarten to parents, professionals and other stakeholders at public events and professional meetings
6. explain the basic tenets of professionalism and professional identity
7. explain and apply the principles of the professional ethics code of preschool teachers
8. understand the importance of professional association and professional network of EPE institutions to exchange ideas and experiences
9. interpret and apply new knowledge from professional and scientific literature

4.2.2. Proposal for a standard of a complete Master of early and preschool education qualification - level 7

SET OF LEARNING OUTCOMES LEVEL 7	NUMBER OF OUTCOME (56)
1. PLAY, LEARNING AND CHILD DEVELOPMENT	7
2. CURRICULUM DESIGN AND LEARNING ENVIRONMENT	9
3. COOPERATION WITH FAMILY AND COMMUNITY	7
4. PROFESSIONAL DEVELOPMENT	9
5. RESEARCH IN EDUCATION	9
6. KINDERGARTEN ORGANISATION	9
7. EDUCATION POLICIY	6

Set of learning outcomes

1. PLAY, LEARNING AND CHILD DEVELOPMENT

Description of learning outcomes:

Children of the same chronological age can greatly vary in their developmental abilities and competencies. Therefore, competencies are encouraged and observed in the context of developmental opportunities for every child in particular, rather than their chronological age.

In the curriculum design the preschool teacher encourages children to think and create new knowledge based on reflection, rather than memorizing and repeating the existing knowledge. This approach departs from the belief that all children at a certain chronological age learn and play the same way, have the same background knowledge and interests, and that their developmental needs and abilities are identical. This abandons the practice of averaging children and focuses on the development of individuality and identity of each child and encourages their self-regulating learning. Learning is a social process in which a diversity of perspectives, knowledge and understanding of children represents a strong potential of mutual learning. Knowledge is generated in the process of joint construction or co-construction of the taught courses and it is most efficient when it is participatory, proactive and cooperative. Documentation enables a visualization of the way in which a child develops and learns. Children are observed in many situations and in many ways so as to create a more complete picture of what their interests, activities, abilities and competencies are. Collected documentation enables preschool teachers a better understanding of children and their education learning and processes i.e. the level of achieved competencies. The purpose of documentation is neither to assess children in specific categories nor to categorise them by means of general developmental levels, but to watch, listen and understand them, and on this basis to support the process of their education and learning.

The success of the child in the performance of certain activities is determined by a set of different competencies, in which many forms of competency subtly blend together. Therefore, the children's competencies are evaluated comprehensively, not in isolation from other units.

PLAY, LEARNING AND CHILD DEVELOPMENT

LEARNING OUTCOMES

(Bachelor of early and preschool education will be able to do:)

1. critically judge contemporary theories of child development and learning
2. project the course of the education process in response to the child's needs
3. argue assessment of the child's activities and opportunities after observing and documenting
4. interpret modern childhood at the interdisciplinary level
5. recognise and analyse the child's preparation for school
6. plan and apply modern strategies for promoting play, learning and development of children with special needs and rights
7. generate and integrate an understanding of well-being for successful individual functioning and positive social relationships in a quality environment

Set of learning outcomes

2. CURRICULUM DESIGN AND LEARNING ENVIRONMENT

Description of learning outcomes:

The kindergarten environment is the basis of the curriculum design of early and preschool education. Maintaining and achieving the quality of that environment (different dimensions of the environment), as well as its culture as a whole, is a fundamental prerequisite for the quality of the education process in the kindergarten. Taking into consideration the active, integrated and research nature of children's learning and developing, integrated, humanistic and co-constructivist features of the modern curriculum, the preschool Master is expected to have highly specialised knowledge in planning the contextual conditions (environment) for the maintenance of various educational activities and the acquisition of various experiences of the children.

For these reasons, the importance of documenting the education process is especially emphasised. Documenting allows preschool teachers a better understanding of various segments of the education process, and in particular the quality of the learning environment of children and the quality of their own education intervention. It makes it easier to evaluate the current knowledge and understanding of children and modify the complexity of the offered materials and activities.

The Master of early and preschool education is expected to consider a kindergarten curriculum as an educational concept which is jointly developed, i.e. co-constructed in a particular kindergarten, and which corresponds to the quality requirements (physical and social environment and organizational culture) for living, learning and educating children in it. He/she is expected to assume responsibility for the conduct and management of the kindergarten curriculum in the totality of the educational interaction as part of the physical and social environment of the kindergarten, as well as to apply complex and highly specialised knowledge and skills in the use and design of the curriculum in kindergarten in accordance with the culture and traditional environment in which the institution is located, to continuously examine and improve.

CURRICULUM DESIGN AND LEARNING ENVIRONMENT

LEARNING OUTCOMES (Bachelor of early and preschool education will be able to do:)
1. develop and evaluate the kindergarten curriculum in cooperation with the rest of his/her colleagues
2. design, develop and evaluate the kindergarten curriculum
3. create and maintain special and alternative educational programmes and public programmes
4. document the child's activities and opportunities for a co-construction of the curriculum
5. design and evaluate curriculum inclusion in collaboration with his/her colleagues
6. plan contextual conditions (environment) for the implementation of educational activities
7. critically judge contextual conditions of the learning environment
8. construct and apply various forms of documentation of the education process
9. critically judge the culture of kindergarten

Set of learning outcomes

3. COOPERATION WITH FAMILY AND COMMUNITY

Description of learning outcomes:

Partnership in institutions of early and preschool education with family and community: preschool teachers accept and respect parents as equal members (partners) of the institution of early and preschool education who with their uniqueness, their own culture and resources often contribute to the quality of community life. Providing adequate support to parents opens the path toward building a quality partnership in which parents become happier and more secure in their actions, and teachers become open to new relationships and knowledge of the needs and interests of the child. Masters of early and preschool education are expected to understand and know how to establish a relationship of trust, closeness and acceptance with the parents, competently align expectations, standards and requirements set in front of the parents, which stipulates applying modern educational practices of partnerships in pedagogic practice. Modern modalities of the partnership include frequent updating (brochures, leaflets, internet communication, participation of preschool teachers in the work of different teams that are part of a wider professional community, workshops, discussion groups, etc.), but also pedagogical training of parents in the parental role. Family, institution of early and preschool education and the local community are perceived as interconnected systems that are in constant and mutual interaction.

COOPERATION WITH FAMILY AND COMMUNITY

LEARNING OUTCOMES

(Bachelor of early and preschool education will be able to do:)

1. recognise and understand the impact of specific aspects of parenting and parenting practices
2. apply appropriate strategies for parenting support
3. apply various elements of counselling work with parents
4. present elements of kindergarten work at public events, professional and scientific meetings
5. implement cooperation with academic institutions, professional associations and organisations
6. implement collaborative skills in the use of resources of the local community
7. demonstrate awareness of the opportunities for participation in national and international projects and programmes

Set of learning outcomes

4. PROFESSIONAL DEVELOPMENT

Description of learning outcomes:

Masters of early and preschool education affect the formation of the professional culture and pushes the limits of standard conception of the preschool teacher profession by acting in complex and layered processes of early and preschool education. Masters of early and preschool education are dedicated to excellence, work with a high degree of autonomy and independence, while at the same time taking into account the significance and the importance of teamwork and collaborative work and learning. They are expected to assume personal and team responsibility for strategic decision-making and execution of the assumed tasks.

In addition, they are active creators of personal professional development, which strongly influences the formation of a professional identity of teachers. At the same time, they are promoting the concept of new professionalism by strengthening the intrinsic motivation to work, clarifying professional goals, strengthening accountability and transforming professional attitudes and values in accordance with the modern characteristics of this field of work. Masters of early and preschool education are role models of ethical and professional conduct, who by example creates a foundation for strengthening the professional community using community resources, professional pooling and sharing of professional knowledge and skills. Sharing professional expertise (based on knowledge and value system that represents the entire group) between group members and the wider professional community is exactly what affects the creation of a professional network and contributes to the social reputation of the profession. His/her behaviour presents a professional role model to the pupils, trainees and colleagues.

PROFESSIONAL DEVELOPMENT

LEARNING OUTCOMES (Bachelor of early and preschool education will be able to do:)
1. identify changes in the professional community and actively promote its development
2. plan and evaluate plans for professional development of other teachers
3. understand the processes of mentoring, supervision and evaluation of professional communities
4. explain the importance of sharing professional knowledge and resources with other professionals, parents and the community
5. demonstrate leadership skills and good communication with co-workers
6. developing reflexive skills important for the improvement of reflective practice
7. promote values of professional ethics of teachers in the professional and social community
8. support the development of professional associations and professional networks of EPE institutions to exchange ideas and experiences
9. set up professional culture and promote the concept of new professionalism

Set of learning outcomes

5. RESEARCH IN EDUCATION

Description of learning outcomes:

Modern preschool teachers are expected to be researchers of their own practices in order to improve the educational work with children of early and preschool age and to develop the kindergarten as a kind of community of continuous research and development. Masters of early and preschool education are expected to understand that they become the main carriers of research in their group and educational institution, and develop the awareness that the quality of educational practice depends on them, the culture of the kindergarten and the context in which learning and education of children take place. A deeper understanding of educational practice gradually generates knowledge which, when used in practice, creates a new vision and new developments in the understanding of the educational reality. Also, Masters of early and preschool education are expected to support and develop original thinking and scientific research and to link of knowledge between different areas. They own knowledge on producing instruments, tools and materials research (qualitative and quantitative) and possess methodological competency in planning, implementation and interpretation of research.

RESEARCH IN EDUCATION

LEARNING OUTCOMES (Bachelor of early and preschool education will be able to do:)
1. evaluate and improve the educational practice by implementing research
2. identify research problems in the educational practice and devise a plan of research
3. distinguish and critically evaluate scientific and common-sense thinking in the field of early and preschool education
4. search and organise relevant information from databases and other Internet and library resources.
5. adhere to ethical principles in implementing research
6. critically evaluate scientific work with their own paradigmatic starting points
7. present the results of research on scientific and professional conferences
8. interpret the results of research and develop professional work

Set of learning outcomes

6. KINDERGARTEN ORGANISATION

Description of learning outcomes:

The characteristic of a high-quality organisation and its leadership is not focused on the management of people and processes in an institution but on the development of relations, strengthening partnerships and the development of teams and network learning. Instead of ordering and autocratic decision-making, the institution staff should be encouraged to engage in co-decision and finding different strategies to solve problems. The quality of life of children and all other stakeholders in the process established for early and preschool education depends largely on the quality of their relationships with employees who should be included in the co-decision process and in finding various strategies of problem solving, communication models at different levels within the institution, availability of the “administration”, openness to suggestions and staff’s opinions, operation, problem-solving strategies, new ideas and methods of institutions and the like. Employees of certain institutions define their own culture of the organisation as a “way of living life” defined by common rituals, routines, norms, values and common behaviour of its people. Each institution of early and preschool education is a multitude of interactive web-related organizational structures (physical, temporal and social), which are based on deeper levels of its culture (attitudes, values, beliefs preschool teachers, etc.). In fact, in the background of each organizational structure lie certain aspects of its culture, that each of the structures provides a foothold, meaning and justification. In this regard, a series of organisational characteristics and principles that apply to one institution and arise from its culture do not necessarily apply to another institution, even in another building of the same institution. The culture of a particular institution is a kind of filter that determines what can be considered possible and desirable and undesirable or impossible, and these “unwritten rules of life” in a given institution can hardly be reduced under some form of generalisation which would be applicable in all institutions. This is the reason why the quality of the educational practice cannot be copied or easily transferred from one institution of early and preschool education to another. Changing the culture of an institution is a subtle and complex process for which there are no ready recipes nor standardised formulas. Therefore, any attempt to improve the quality of the institution of early and preschool education, which does not take into account the knowledge and understanding of its culture, will not give the desired result.

A Master of early and preschool education is expected to understand the context in which the culture influences the organisation and to know the rules of business communication and conditions for the realization of a successful organisation. Critical zones will be the ability to analyse the existing problems which adversely affect the level of organisational effectiveness and develop strategies to overcome them (e.g. the quality of communication effectiveness at the level of the kindergarten, the need for a better process organisation, the quality of human resources/resources organisation, critical analysis of the distribution of responsibilities, etc.).

KINDERGARTEN ORGANISATION

LEARNING OUTCOMES (Bachelor of early and preschool education will be able to do:)
1. describe the role of educational organisations in the national and global context
2. describe the concepts of organisational development and management of educational institutions
3. apply specific knowledge on the management of educational organisations
4. explain and apply elements for evaluating EPE institutions
5. explain and apply the elements of the process of self-evaluation/internal evaluation
6. explain the role of different stakeholders in the process of organisational development of preschool institutions
7. identify financial sources and describe ways of applying projects
8. describe and implement strategies and policies for business communications
9. identify and analyse the business efficiency of the organisation

Set of learning outcomes

7. EDUCATION POLICY

Description of learning outcomes:

In recent years, the importance of high quality early and preschool education is reflected in many joint deliberations of the European Commission and Member States on policies and programmes. Based on the conclusions of the Council in 2011 on early and preschool education for children, an emphasis is placed on the importance of education from an early age not only because of the involvement of parents in the labour market, but also because of a decrease in the socio-economic inequalities, most importantly, because of the children's personal development.

Masters of early and preschool education are expected to be able to recognise the importance of the selected aspects of educational policy (objectives, planning changes, management education, etc.) as prerequisites for the development of EPE as part of the educational system.

Also, they will be able to identify and critically assess key issues in education policy which diminish the totality of EPE effects. They will also develop highly specialised skills essential to the strategic decision making in creating solutions for their implementation, in decision making, planning, educational administration and making strategies for their implementation at the macro and micro levels.

EDUCATIONAL POLICY

LEARNING OUTCOMES

(Bachelor of early and preschool education will be able to do:)

1. identify the importance of early and preschool education in the educational system and social context
2. analyse and understand the relationship between educational policy and its implementation in educational systems
3. know Croatian and international documents regulating the area of educational policy
4. prepare and distribute business and professional information to different stakeholders
5. identify ways of functioning of state bodies and bodies of local and regional governments in policy-child care, and early and preschool education
6. explain and apply the code of ethics in educational policy

4.2.3. Proposal for a standard of a complete Master of primary education qualification

“Proposal for a standard of a complete qualification” refers to the level of integrated undergraduate and graduate university studies, level 7 under the Croatian Qualifications Framework Act, which confers 300 ECTS credits.

The process of defining learning outcomes relies on the examples of good practice and the use of various information sources that refer to job obligations and the role of teachers in educational institutions, as well as the research results (Vizek Vidović, Domović, 2005, 2006, 2011, 2014) indicating that teachers recognise the importance of competencies and the need for their systematic development. The importance is also attributed to the analysis of study programmes for initial teacher education at universities that should define output competencies and learning outcomes. Activities of the project called “Qualification standards and quality improvement of study programmes for primary school teachers and preschool teachers,” under the element of creating the “Proposal for a standard of a complete Master of primary education qualification” included workshops with teachers of the Faculty of Teacher Education in Rijeka that were focused on recording learning outcomes and work on the proposal for a standard of a complete qualification.

Results of projects in the field of education under the title “Development of qualifications standards for teachers as a basis for the introduction of preschool teacher licensing” (Grant scheme - IPA Component IV Operational Programme for Human Potentials Development 3.1. - Further development and implementation of the Croatian Qualifications Framework), within which the “National qualification standard proposal for teachers” was developed, served as a starting point for creating the “Standard of a complete Master of primary education qualification.”

The proposal for a “Standard of a complete Master of primary education qualification” was additionally harmonised with the “Framework of National Qualification Standards for Teachers in Primary and Secondary Schools,” which was published in February 2016 as an umbrella document for the development of the teaching profession in Croatia, in the form of a recommendation, by the professional and strategic body that monitors the quality of preschool, primary, and secondary education at the National Council for Education of the Republic of Croatia.

In the proposal “Standard of a complete Master of primary education qualification” learning outcomes are organised into sets according to key

competencies, which are needed to perform key tasks and activities in the daily work of teachers and their professional development.

Ten learning outcomes are defined with a total of 83 learning outcomes.

SETS OF LEARNING OUTCOMES	NUMBER OF OUTCOMES (83)
1. LEARNING, TEACHING AND PUPIL DEVELOPMENT	9
2. CURRICULUM DESIGN	8
3. EDUCATION AREAS OF THE CURRICULUM	10
4. EVALUATION	8
5. LEARNING ENVIRONMENT	10
6. EDUCATIONAL SYSTEM AND SCHOOL ORGANIZATION	9
7. COOPERATION WITH FAMILY AND COMMUNITY	9
8. PROFESSIONAL DEVELOPMENT AND COMMUNICATION	10
9. RESEARCH IN EDUCATION	10

Set of learning outcomes

1. LEARNING, TEACHING AND PUPIL DEVELOPMENT

Description of learning outcomes:

The teacher must be familiar with the scientific knowledge about processes of learning and thinking, and understand psychophysical predispositions of the pupils for successful teaching and learning. The future teacher is expected to select and apply educational forms and teaching methods that have a stimulating effect on the cognitive, emotional, social and physical development, and to shape all learning activities in ways appropriate to the pupils' developmental age. The teaching process focuses on the pupils and adapts educational work to individual needs, abilities and interests of pupils in order to support them in learning and ensure the educational success of every individual. It also provides assistance and cooperation to pupils with disabilities, and recognises and follows gifted pupils. Regardless of individual differences among the pupils, while planning the organisation and pace of teaching a special importance must be given to motivation, making class content thereby understandable and meaningful with respect to the pupils' different learning styles. The teacher creates and implements interactive collaborative work strategies, gives pupils the possibility of choice and decision-making, as well as directs the teaching process towards independent learning, construction of knowledge, and learning based on co-decision. The teacher necessarily clarifies to the pupils the importance of applying acquired knowledge in everyday activities and allows them to gradually acquire all the higher level of autonomy and self-regulation in learning.

LEARNING, TEACHING, AND THE PUPILS' DEVELOPMENT

LEARNING OUTCOMES (Future Master of primary education will be able to:)
1. apply scientific knowledge on processes of learning and teaching in teaching planning intended for pupils
2. adapt the process of learning and teaching to physical, emotional, social, and cognitive development of pupils
3. understand the developmental characteristics of pupils, including pupils with special educational needs
4. identify and track indicators of a child's development in general and provide adequate support in learning
5. adapt approaches, methods, teaching strategies to individual abilities and interests of pupils, taking into account different learning styles of pupils
6. apply teaching forms that encourage active participation of pupils in the learning process
7. analyse and apply teaching methods of experiential learning in order to develop creative, critical thinking and emotional intelligence
8. identify different learning motivations, temperaments and self-concept of personality traits in pupils
9. plan teaching that encourages self-regulated learning in pupils

Set of learning outcomes

2. CURRICULUM DESIGN

Description of learning outcomes:

Curriculum design is based on scientific knowledge about learning, teaching and clearly defined learning outcomes that pupils need to master. Planning content while shaping the curriculum includes joint reflection, implementation and evaluation of the education process. Knowledge of the curriculum and national curriculum documents is crucial in the planning of the teaching process. It is particularly important that the teacher aligns his/her teaching with the goals of teaching defined in national documents and specifics of the school curriculum. Characteristics of a curriculum co-construction and pupils' competencies in education areas will enable future teachers to design objectives and learning outcomes in the subject curricula. It is expected that the future Master of primary education also includes curricular topics content in the curriculum design (personal and social development, health, safety and environmental protection, learning how to learn, entrepreneurship, use of information and communication technology, civic education and competencies acquired through participation in a variety of independent, class and school projects) adapted to the age and characteristics of the pupils. The teacher must apply different forms of documenting the education process in order to critically explore the quality of the educational practice work.

CURRICULUM DESIGN

LEARNING OUTCOMES (Future Master of primary education will be able to:)
1. explain the theory of curriculum and characteristics of the curriculum (co) construction
2. analyse the National Curriculum Framework in preparing the plan of teaching education areas appropriate to the age and different characteristics of the pupils
3. being informed about the National Curriculum of early and preschool education
4. analyse contents of the education areas of the curriculum
5. extract core competencies of pupils in education areas and formulate learning outcomes
6. show understanding for curriculum contents, as well as critically assess and include curriculum contents on cross-curricular topics
7. use documents that allow planning and implementation of the education process
8. apply various forms of the education process documentation

Set of learning outcomes

3. EDUCATION AREAS OF THE CURRICULUM

Description of learning outcomes:

An interdisciplinary approach is necessary in order to enable a comprehensive (holistic) approach to the development of the pupil competencies, as well as a cross-curricular topic connection that is increasingly evident through education areas in the curriculum design. Education areas represent a connection of units with related subjects, cross-curricular thematic units and conceptual connection with the educational content. It is therefore expected of future teachers to be familiar with the development of scientific disciplines and areas of learning and teaching, certain content in a particular embodiment such as: language and communication, natural sciences, social science and humanity, mathematical, technical and informational, artistic and physical-health areas.

These competencies are defined as knowledge, skills, attitudes and values that a teacher must have from the very beginning of the planning process and preparation ending with their implementation in the educational practice work with pupils through a clear definition of education outcomes that pupils need to acquire and be able to demonstrate after the completion of an educational cycle.

The future Master of primary education is qualified to plan the teaching (on a daily, weekly, monthly, and annual basis) and elaborate in more detail the plan for other forms of teaching as a part of the school curriculum (additional classes, remedial classes, extracurricular activities). He/she must know the didactic and methodical legality of the teaching and learning process as interrelated processes that take place simultaneously and are mutually dependent during class. The Master of primary education is qualified to carry out the teaching in such a way that it is appropriate to the pupils' development and enables active, independent learning, and a practical application of knowledge by using different sources of relevant knowledge and information, and communication technology that encourages participation, observation, independent research, experimentation, discovery, and reasoning.

Knowing how to structure the curriculum for an individual subject of a certain education area within this set of learning outcomes is shown at the generic level that can be applied to any taught subject. Learning outcomes associated with this area are primarily achieved through integrated undergraduate and graduate university programmes for teachers of primary education.

EDUCATION AREAS OF THE CURRICULUM

LEARNING OUTCOMES

(Future Master of primary education will be able to:)

1. explain the historical development of the scientific discipline underpinning the area of teaching and its role in science and society
2. apply didactic and methodical knowledge of teaching planning in language and communication, mathematics, natural sciences, technical and information technology, social sciences, humanities, arts and physical-health fields
3. design the teaching content according to the principles of correlation, integration and interdisciplinarity
4. plan teaching on an annual, monthly and executive level that is in line with national documents in the area of education and intended learning outcomes
5. explain the material and technical prerequisites of learning and teaching with regards to the peculiarities of education areas
6. plan learning and teaching content of the education area in a variety of environments in and out of school
7. use information and communication educational technology in planning of teaching content in education area
8. formulate contents and forms of stimulating children's creativity in education areas of the curriculum
9. plan extracurricular activities for specific education areas focused on the pupils' interests
10. present approaches that encourage problem-research activities of the pupils in education areas of the curriculum

Set of learning outcomes

4. EVALUATION

Description of learning outcomes:

Evaluation is based on an integrated approach of systematic monitoring and encouraging individual pupils' development with a positive focus on their personality and achievements. The future teacher is qualified to conduct formative and summative evaluation. Formative evaluation of a teacher continuously monitors the pupils' progression with the aim of planning the learning and teaching process, enhancing one's independence in learning, encouraging learning motivation, and developing learning skills. Evaluation of acquired knowledge involves the assessment of the knowledge level, skills and values in relation to the defined education outcomes of the curriculum.

A summative evaluation is an assessment of the pupils' learning outcomes by means of credits or grades, providing the pupils with information on the level of realized achievements at the end of a particular educational cycle. It is also important to encourage the pupils to conduct and lead their own learning and success in different ways, and to develop self-assessment and self-evaluation skills. Emphasis is also placed on the teacher's self-evaluation approach in achieving desired learning outcomes.

Teachers' special attention must focus on motivational (stimulation), diagnostic (recognition), and predictive (forecasting) function of assessment. School assessment should include qualitative and quantitative evaluations of all pupils' achievements and efforts; assessment of the value of their oral and written responses, their skills and efforts, their use of their own abilities, as well as efforts and work in school. In educational practice a teacher applies fundamental evaluation insights, value principles (criteria), assessment methods (strategies), appropriate assessment techniques and self-assessment of learning outcomes. Application of knowledge must go in the direction of continuous monitoring and providing feedback of the pupils' work, which encourages the pupils' motivation to learn and the effectiveness of learning.

EVALUATION

LEARNING OUTCOMES (Future Master of primary education will be able to:)
1. analyse assessment practice in the education process at national and international levels
2. make a distinction between approaches and tools of formative and summative assessment for determining the pupils' achievement
3. design tools and determine the criteria for monitoring and evaluating pupils' progress appropriate to age, abilities and achievements
4. assess learning outcomes by adding numerical and/or descriptive values to the results of the pupils' work
5. apply techniques and tools that will enable pupil self-evaluation and adjustment of learning strategies
6. explain the importance of documenting the pupil's participation and contribution to different learning activities
7. develop stimulating oral and written feedback to the pupils and parents on the results of monitoring the pupils' achievements
8. analyse their own evaluation approach for the purpose of identifying and removing bias

Set of learning outcomes

5. LEARNING ENVIRONMENT

Description of learning outcomes:

The learning environment involves the creation of a pleasant educational, classroom, and school atmosphere that promotes interest and motivation in pupils for learning, and allows them physical, psychological and social security, as well as good relationships, mutual help, recognition and respect. A stimulating learning environment allows each pupil to achieve their interests and potentials by participating in school and extra-curricular activities. In the context of the aforementioned, a future teacher is qualified to identify factors that contribute to the creation of a safe, healthy, and supportive environment. The importance is given to the application of methods and procedures to create a safe environment conducive to the social and emotional development of the child, as well as to the social form of work that creates a climate of mutual respect, trust, solidarity, and collegiality. The teacher knows the rules, laws and conventions relating to the rights of the child. He/she allows the pupils to participate in the creation and development of their learning environment and knowing more about their rights and responsibilities. At the same time, the future teacher is instructed to seek professional assistance from employees in dealing with crisis situations and discipline problems in the classroom. The teacher provides the pupils with different forms of support, especially pupils who are faced with difficulties, creating an environment that encourages a full development in relation to the appropriate age and individual needs of each pupil.

LEARNING ENVIRONMENT

LEARNING OUTCOMES (Future Master of primary education will be able to:)
1. analyse regulations, laws and conventions relating to the protection of rights and interests of the child
2. identify factors and apply methods and procedures that contribute to creating a safe, healthy and supportive environment for a social, emotional and physical development of the child
3. describe the impact of the learning environment with respect to different educational needs and interests of pupils representing their rights and responsibilities
4. implement the agreed code of conduct as a precondition for creating a positive climate for educational work and inclusion
5. plan social forms and collaborative strategies that establish an atmosphere of mutual respect and solidarity
6. describe and interpret different forms of stereotyping, labelling and discrimination against children with regard to the social categories of race, ethnicity, religion, socioeconomic status and cultural capital
7. identify crisis situations and apply principles of prevention and intervention in solving behavioural problems and discipline problems in the classroom
8. plan processes of teaching and learning in different environments and outside school (community, individuals and community institutions) to enable learning in real life situations
9. design forms of organisation and interior design to encourage pupils to collaborate and learn

Set of learning outcomes

6. COOPERATION WITH FAMILY AND COMMUNITY

Description of learning outcomes:

Teacher's cooperation with families and the community is an essential part of the teacher's work, which is founded on the values of participation in social events. Knowledge of various forms of cooperation, concepts, and approaches developed through historically conditioned, philosophical, pedagogical, psychological and sociological factors serves as the basis of teacher education, in the broader sense as the cooperation of school, teachers and families is significantly conditioned by social, economic, even political events. In the narrow sense, knowledge of the family unit development, comparing the discourse on families, and childhood due to different social and historical contexts, analysing specifics of family and childhood in the Croatian social context, identifying positive and negative factors affecting the realisation of teachers' partnership, that is school and family, consists of different sets of key skills. Therefore, the future Master of primary education owns the knowledge on family unit development, dynamics and relationships within the family, forms, and styles of parenting, parental and school responsibilities and rights, as well as competencies that include identifying ways and designing possibilities to create high-quality communication and interaction. In order to build partnerships between families and school the teacher arranges activities consisting of working together with different types of family support to ensure a child's development. He/she is also qualified to implement various forms of cooperation and ways of involving parents in the work and life of the educational community and school.

The teacher understands the importance of cooperation with the community in designing certain aspects of its own educational practice by involving collaborators (institutions, organizations, associations) in creating special features, recognising and forming a school identity. The importance is attached to assuming an active role in seeking and finding opportunities for cooperation, networking, and research opportunities for involvement in projects at the local, national and international levels.

COOPERATION WITH FAMILY AND COMMUNITY

LEARNING OUTCOMES (Future Master of primary education will be able to:)
1. explain and critically judge the theory of socialisation, family, and childhood
2. interpret and compare theoretical points of view as they interpret the particularities of the education process in the modern family
3. distinguish contemporary styles of family upbringing and explain to family members the importance of family support in the child's development and learning
4. show awareness of the scope of work of specialised institutions and experts in the community which families and pupils with adequate support and assistance
5. expose approaches and strategies for the establishment of cooperation and partnership with family and community
6. propose forms of advisory support to family members who care for a child
7. analyse relations with families and colleagues in the community for their improvement
8. prepare the pupils in additional classes and extracurricular activities to participate in festivals and competitions

Set of learning outcomes

7. EDUCATIONAL SYSTEM AND SCHOOL ORGANISATION

Description of learning outcomes:

Teacher's action in professional environment and professional work involves having competencies such as knowledge of the development and characteristics of educational policies at the global, European and national levels, their foundation in philosophical, social and other concepts in the historical discourse, as well as links with contemporary educational policies and educational issues and problems. The future teacher is familiar with national education policies, their impact on the school system, education reforms, organizational structure of educational institutions, as well as leadership and management of the school system, which is particularly important for the teacher's professional work and lifelong learning.

The teacher should possess knowledge of legal foundations of the education system, monitor changes and know characteristics of certain educational levels. He/she is expected to participate in school development by getting involved in the work of school bodies. The future teacher is aware and conscious of the importance of understanding legal and ethical responsibilities and obligations at school. Through their teaching and professional work teachers are expected to improve the quality of school work and to continuously reflect on their position and role in the development of the school as a learning organisation.

EDUCATION SYSTEM AND SCHOOL ORGANISATION

LEARNING OUTCOMES

(Future Master of primary education will be able to:)

1. critically reflect on the relationship of the philosophical and educational discourse in historical and contemporary perspective and their impact on educational policy
2. analyse educational policies with particular focus on the role and social status of teachers and other stakeholders of the education system
3. compare contemporary international trends in education with specifics of the national education system.
4. explain the organizational structure, competency and authority of educational institutions
5. explain institutional frameworks for schools and elements for ensuring quality and development of school
6. explain ways of leading and managing school and its system
7. show awareness of school pedagogical documentation, scope of work and authorities of professional school bodies
8. critically discuss school as a learning organisation and learning society
9. discuss ways to develop collaborative and positive school climate and culture.

Set of learning outcomes

8. PROFESSIONAL DEVELOPMENT AND COMMUNICATION

Description of learning outcomes:

Professional development of teachers implies continuous learning, improvement and development as professionals in their work with a basic task of training, improving and developing the quality of their own work and the work of the school to the ethical principles and rules of the profession. The future teacher is familiar with the basic features of professional work and professional ethics of his/her future profession and is able to analyse, review, and provide constructive and critical self-reflection in order to improve his/her own working practices. He/she is familiar with formal, non-formal and informal forms of education and learning and is capable of critical thinking on lifelong learning. He/she understands the importance of planning his/her personal growth and development, the significance of documenting his/her vision, reviewing and creating individual training plan that will contribute to his/her own professional development and process of improving his/her own practices.

The teacher is qualified to independently use and critically analyse relevant professional and scientific literature, as well as provide judgment on modern educational trends. In the process of developing professional competencies, he/she understands the significance of effective cooperation through constructive dialogues with colleagues, co-workers, but also with important subjects of the education process, pupils and parents. The future teacher is using Croatian standard language rules in spoken and written communication, and the information and communications technology appropriate for situations and set targets, as well as analysis of different methods of conflict resolution. Analysis of his/her own communication, interaction effects in a variety of professional situations in the process of self-evaluation is vital for the improvement of his/her own work.

PROFESSIONAL DEVELOPMENT AND COMMUNICATION

LEARNING OUTCOMES

(Future Master of primary education will be able to:)

1. apply communication principles and techniques of effective professional communication
2. demonstrate forms of communication in oral, written and digital form with subjects of the education process
3. interpret fundamental ethical principles of professional practice of teachers in schools
4. self-assess professional identity and professional values
5. analyse opportunities for professional advancement and development
6. critically reflect on lifelong learning and evaluate its relationship to formal, non-formal and informal education and learning
7. present a plan of personal growth and professional development
8. use scientific and professional literature and critically review relevant scientific knowledge to advance professional practice
9. self-evaluate actions and activities implemented in real teaching situations
10. critically judge and analyse contemporary educational trends and their implications in the field of lifelong learning

Set of learning outcomes

9. RESEARCH IN EDUCATION

Description of learning outcomes:

The basis of the teachers' professional development comprises the competencies acquired during his/her initial education. The underlying assumption of the professional development and advancement of his/her practice is the possibility of systematic research approach. It is expected that the future Master of primary education possesses methodological skills which include the knowledge of ethical principles in the planning of research, research design, literature, design of measuring instrument, planning approaches, methods and techniques of qualitative and quantitative research. The future teacher is also qualified to conduct research or planning, organisation, data collection, and analysis.

Modern educational practices are based on the results of scientific research. Therefore, it is important that teachers are trained to create a new base of professional knowledge and development of educational sciences.

RESEARCH IN EDUCATION

LEARNING OUTCOMES (Future Master of primary education will be able to:)
1. explain the purpose and appropriateness of the selection of quantitative and qualitative research methods in education
2. define a research problem in educational practice and choose the appropriate method of research
3. search scientific databases for analysis of theoretical concepts and setting objectives and hypotheses
4. prepare a research plan and conduct research
5. use appropriate statistical methods for data processing
6. interpret research results and work on professional/research projects
7. propose improvement for practices based on research findings
8. present results of research on scientific and professional conferences
9. apply ethical principles in the conduct of research

5. IMPLICATIONS OF PROJECT RESULTS ON IMPROVEMENT OF THE QUALITY OF STUDY PROGRAMMES FOR BACHELORS AND MASTERS OF EARLY, PRESCHOOL AND PRIMARY EDUCATION

Developing a culture of quality in higher education is one of the key indicators of any higher education institution. Although the “culture of quality” concept is comprehensive and contains generally accepted patterns of behaviour and business institutions, it can be inventoried through clearly defined quality indicators. Each institution should build its own and purposeful system for quality assurance and procedures for its development. This refers first and foremost to the systematic raising of the level of quality indicators and especially in the dimension of fundamental activities of higher education institutions - organisation and implementation of study programmes. It involves systematic research within the institution, student success and causes of study failure, exam, and exam organisation, success of individual subjects and departments, design and implementation of the quality test of the final outcome of learning (learning outcomes), implementation of internal evaluation and self-evaluation procedures, preparation of an external evaluation, on-going discussions on improving teaching, research competencies of teaching staff, organization of staff training, and the like. These activities create conditions for redefining and redesigning study programmes as a kind of response to the deficiencies and problems.

Similar to this are the results of the project *Qualification Standards and Quality Improvement of Study Programmes for Preschool and Primary School Teachers*. As already stated, our primary goal was the improvement of the quality of study programmes that are carried out at the higher education institution, carrier of the project, and the partner in the project. Following the methodology of the Croatian Qualifications Framework, we started the realisation of a complex and demanding development of the occupational standard of the preschool teacher profession also building on it a two-level complete qualification standard.

At the same time, a complete qualifications standard for the Master of primary education was considered, primarily due to the need to reconstruct the current study programme in accordance with up-to-date knowledge in the field of work in which the teacher in the classroom performs, as well as those that are indicated in contemporary educational policy documents (e.g. Yerevan Communiqué).

These are additional activities in the process of a paradigm change in higher education area through a stronger emphasis on an education based on the needs of the labour market while taking into consideration the students' needs and their perception of the quality of study programmes and competencies after graduation.

This way, with very concrete implications on the process of improving the quality of study programmes at our institutions, we would like to open procedures for a standardization of study programmes based on the same qualification standards that were achieved by entering in the Register of CROQF.

5.1. Fundamental starting point for improving the quality of study programmes

Fundamental starting points for improving the quality of study programmes present a sort of benchmarks on which the process of their reconstruction and revision takes place. Due to their nature, they are a requirement for all stakeholders in the preparation and implementation of study programmes. Starting points are essentially a reflection of learning outcomes at the level of the study programme and represent an essential component to ensure the internal coherence of all components of study programmes and cooperative actions of participants in the course of their development and implementation.

The basic starting points are:

1. Compliance, interdisciplinarity and internal consistency of study programmes (e.g. by forming a common core competency at the level of an individual study profile of core competencies, etc.).
2. Enlargement of an object at the level of learning outcomes (e.g. a common seminar paper at the level of the set of learning outcomes or a competency core)
3. Constructing a study programme on the basis of one-object with the exceptions that are based on the nature of learning outcomes on individual cases (e.g. skills development). Such cases generally have a higher number of ECTS credit points.

4. Strengthening the principle of continuity in the structure of the study programme by emphasising enrolment prerequisites
5. All the subjects in the study programmes end in final requirements/ examinations
6. Redefinition of the ratio of compulsory, elective and optional courses
7. Increase in the number of elective courses
8. Improvement of study programmes in the section on learning outcomes in which the emphasis is on developing practical competencies
9. Functional structuring of the final semester of a study programme in the direction of writing the final/diploma thesis

6. PROPOSALS FOR THE IMPROVEMENT OF THE QUALITY OF STUDY PROGRAMMES

6.1. Structure of study programmes

I. COMPULSORY COURSES

1. COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES

Courses belonging to fundamental scientific disciplines represent the core of general educational academic programmes including pedagogical, psychological, sociological, philosophical and educational and rehabilitation groups of courses.

Education of future preschool teachers and Masters of primary education implies the development of competencies including the work with people, the society, information and technology, and understanding the social and cultural significance of the children's/pupils' development in the context of education. Through study obligations of this group of courses, students acquire general academic and educational foundations.

2. SUBSTRATE SCIENCES AND INTEGRATED - METHODICAL COURSES

Educational fields of the curriculum in primary education are the basis for defining the foundation of substrate sciences and integrated-methodical courses: linguistic and communications field, mathematical field, natural sciences field, technical and computer science field, social and humanistic field, art field, physical and healthcare field and intercourse topics.

Child development fields are the basis for defining the substrate science and integrated-methodical courses in early and preschool education.

Compulsory courses are related to the academic discipline of courses and the following methodology from each of the listed educational fields in relation to the course curricula in educational practice.

This group of courses includes the development of competencies and application of skills from the fields of pedagogy, psychology and individual educational fields, as well as leadership and support of the pupils' development in the processes of learning and teaching. In addition to the general academic knowledge and scientific merits of the course, it emphasises the importance of intercourse integration and interdisciplinary fields and courses for the development of the students' practical competencies as reflective practitioners and professionals.

3. COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENCES

Education of the future expert preschool associate and Master of primary education implies the development of competencies which include exploring their own practices in order to improve the educational work with children. It is therefore necessary to possess knowledge to produce instruments, tools and materials in studies (qualitative and quantitative), and to possess a methodological competency in planning, implementation and interpretation of research.

4. COURSES FOR THE DEVELOPMENT OF PRACTICAL COMPETENCIES

The development of the students' practical competencies is realized through the following forms of work: exercises within individual courses from the general education core of the programme, through practice in the form of training in kindergartens and schools, within a methodical group of courses as an independent and rating student activity and through organised research practice designed for writing the final/diploma thesis. The existing knowledge is reviewed and applied through courses for the development of the students' practical competencies. Also, new knowledge and skills are explored and applied, and existing practice work is improved by connecting it with scientific and research achievements of modern education. The planned work forms that develop practical competencies represent for the students a means of questioning the future of this profession and its role in the society, as well as opening different paths of lifelong learning.

II. ELECTIVE COURSES

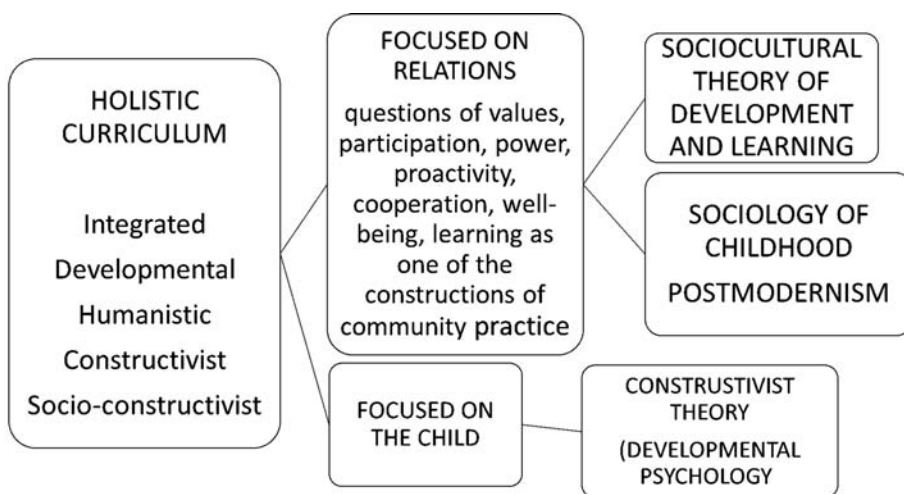
With regards to the courses of basic scientific disciplines, elective courses expand the general and fundamental academic and professional education of students. Specific elective courses, related to academic disciplines and education fields of the curriculum and methodology of work, develop the students' theoretical and practical knowledge and skills, and encourage their further development and sets good foundations for their future professional development and lifelong learning.

Electivity is focused on maintaining personal interests and possibility of creating a personalised study programme with other related faculties.

6.2. Proposal for the improvement of a Bachelor study programme and Master of early and preschool education at the Faculty of Teacher Education in Rijeka and at the Faculty of Teacher Education in Zagreb

An analysis of education outcomes has been made with students of the undergraduate and graduate studies based on the existing study programmes at the Faculty of Teacher Education in Rijeka and Zagreb within courses that are directly focused on the development of practical competencies. A number of questions opened up within the students focus groups in which students estimated if they could impact the quality of study programmes. Those questions have also been a topic of the working groups at joint meetings.

The proposal for the improvement of the quality of study programmes for undergraduates and graduates of early and preschool education is based on the acceptance of a new paradigm of the child and childhood in which a modern institutional early and preschool education is constituted.



6.2.1. Proposal for the improvement of the Bachelor study programme of early and preschool education at the Faculty of Teacher Education in Rijeka

SET OF LEARNING OUTCOMES	LEARNING OUTCOMES	GROUPS OF COURSES
PLAY, LEARNING, AND CHILD DEVELOPMENT	<ul style="list-style-type: none"> • select necessary and apply modern theories of child development and learning • recognise a child's skills, abilities, and interests used to encourage his/her learning and development • support the learning process of a child on the basis of monitoring and recognition of his/her overall development • organise and implement flexible time-rhythm of life of children in the kindergarten • adjust the flow of activities in (un)planned circumstances and situations • explain the types and role of play and apply it in the process of a child's development and learning • recognise the peculiarities in play, learning, and development of children with special needs and rights, and act in accordance with them • describe and interpret the personal, emotional, physical, and social well-being 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competencies • Courses for the development of practical competencies
LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • prepare the space-material environment in accordance with the development needs and interests of the child • identify the kindergarten culture • develop, collect, and prepare incentives for learning, research and creation • identify strengths and weaknesses in the organization of a time-material environment • identify and resolve potential barriers in order to protect the health and safety of the children • anticipate potentially dangerous situations in the educational context • assess and critically review if the organization of space supports social, emotional, physical, cognitive abilities 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Courses for the development of practical competencies

CURRICULUM DESIGN	<ul style="list-style-type: none"> • identify key aspects of the child’s educational needs • create activities based on monitoring the children and their interests • plan, implement and evaluate group curriculum • conceive, implement and evaluate preschool curriculum • evaluate the implementation of the annual plan and programme of the kindergarten on the basis of documentation • implement and evaluate the implementation of special and alternative educational programmes • use various methods of documenting the education process • formulate strategies to meet the needs of educational kinesiology, art, language communication, research and cognitive domains • implement curriculum for the inclusion and evaluate it in cooperation with experts 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies
REFLECTION AND SELF-REFLECTION	<ul style="list-style-type: none"> • evaluate and self-evaluate the quality of a EPE institution • analyse and evaluate elements of the education process • explain, interpret and apply the skill of reflection and self-reflection • implement a basic level of digital literacy in (self)reflection • supply and develop communication skills • argument opinions and critically judge the selection strategy of its activities 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Courses for the development of research competences • Courses for the development of practical competencies
COOPERATION WITH FAMILY AND COMMUNITY	<ul style="list-style-type: none"> • apply skills of establishing cooperative relations • identify the importance of professional responsibility in relation to children, their parents and peers • use of modern working modalities in the implementation of partnerships with parents • identify and understand the contemporary parenting and family context • plan and implement collaboration with primary schools at the partner level • demonstrate appropriate presentation and communication skills • demonstrate knowledge of the particularities of stakeholders and plan their cooperation 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Courses for the development of practical competencies

PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • know and apply the rules of group activities and team work • understand and analyse elements of professional development • identify and analyse concepts of lifelong learning efforts for professional development • keep a folder of professional development • present the work of kindergarten to parents, professionals and other stakeholders at public events and professional meetings • explain the basic tenets of professionalism and professional identity • explain and apply the principles of the professional ethics code of preschool teachers • understand the importance of professional association and professional network of EPE institutions to exchange ideas and experiences • interpret and apply new knowledge from professional and scientific literature 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competencies • Courses for the development of practical competencies
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	GROUPS OF COURSES	%	
COMPULSORY COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	15-35	70
	<i>SUBSTRATE SCIENCES AND INTEGRATED - METHODICAL COURSES</i>	25-45	
	<i>COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENCIES</i>	10-30	
	<i>COURSES FOR THE DEVELOPMENT OF PRACTICAL COMPETENCIES</i>	5-15	
ELECTIVE COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	0-15	30
	<i>SUBSTRATE SCIENCES AND INTEGRATED - METHODICAL COURSES</i>	0-15	
	<i>COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENCIES</i>	0-15	
	<i>OTHER COURSES</i>	0-15	

**6.2.2. Proposal for the improvement of a Master study programme
of early and preschool education at the Faculty of Teacher
Education in Rijeka**

SET OF LEARNING OUTCOMES	LEARNING OUTCOMES	GROUPS OF COURSES
PLAY, LEARNING AND CHILD DEVELOPMENT	<ul style="list-style-type: none"> • critically judge contemporary theories of child development and learning • project the course of the education process in response to the child's needs • argue assessment of the child's activities and opportunities after observing and documenting • interpret modern childhood at the interdisciplinary level • recognise and analyse the child's preparation for school • plan and apply modern strategies for promoting play, learning and development of children with special needs and rights • generate and integrate an understanding of well-being for successful individual functioning and positive social relationships in a quality environment 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies
CURRICULUM DESIGN AND LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • develop and evaluate the kindergarten curriculum in cooperation with the rest of his/her colleagues • design, develop and evaluate the kindergarten curriculum • create and maintain special and alternative educational programmes and public programmes • document the child's activities and opportunities for a co-construction of the curriculum • design and evaluate curriculum inclusion in collaboration with his/her colleagues • plan contextual conditions (environment) for the implementation of educational activities • critically judge contextual conditions of the learning environment • construct and apply various forms of documentation of the education process • critically judge the culture of kindergarten 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies

COOPERATION WITH FAMILY AND COMMUNITY	<ul style="list-style-type: none"> • recognise and understand the impact of specific aspects of parenting and parenting practices • apply appropriate strategies for parenting support • apply various elements of counselling work with parents • present elements of kindergarten work at public events, professional and scientific meetings • implement cooperation with academic institutions, professional associations and organizations • implement collaborative skills in the use of resources of the local community • demonstrate awareness of the opportunities for participation in national and international projects and programmes 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Courses for the development of research competences • Courses for the development of practical competencies
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • identify changes in the professional community and actively promote its development • plan and evaluate plans for professional development of other teachers • understand the processes of mentoring, supervision and evaluation of professional communities • explain the importance of sharing professional knowledge and resources with other professionals, parents and the community • demonstrate leadership skills and good communication with co-workers • developing reflexive skills important for the improvement of reflective practice • promote values of professional ethics of teachers in the professional and social community • support the development of professional associations and professional networks of EPE institutions to exchange ideas and experiences • set up professional culture and promote the concept of new professionalism 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies
RESEARCH IN EDUCATION	<ul style="list-style-type: none"> • evaluate and improve the educational practice by implementing research • identify research problems in the educational practice and devise a plan of research • distinguish and critically evaluate scientific and common-sense thinking in the field of early and preschool education • search and organize relevant information from databases and other Internet and library resources. • adhere to ethical principles in implementing research • critically evaluate scientific work with their own paradigmatic starting points • present the results of research on scientific and professional conferences • interpret the results of research and develop professional work 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Courses for the development of research competences • Courses for the development of practical competencies

KINDERGARTEN ORGANISATION	<ul style="list-style-type: none"> • describe the role of educational organisations in the national and global context • describe the concepts of organisational development and management of educational institutions • apply specific knowledge on the management of educational organisations • explain and apply elements for evaluating EPE institutions • explain and apply the elements of the process of self-evaluation/internal evaluation • explain the role of different stakeholders in the process of organisational development of preschool institutions • identify financial sources and describe ways of applying projects • describe and implement strategies and policies for business communications • identify and analyse the business efficiency of the organisation 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Courses for the development of research competences
EDUCATIONAL POLICY	<ul style="list-style-type: none"> • identify the importance of early and preschool education in the educational system and social context • analyse and understand the relationship between educational policy and its implementation in educational systems • know Croatian and international documents regulating the area of educational policy • prepare and distribute business and professional information to different stakeholders • identify ways of functioning of state bodies and bodies of local and regional governments in policy-child care, and early and preschool education • explain and apply the code of ethics in educational policy 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines

	GROUPS OF COURSES	%	
COMPULSORY COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	25-40	70
	<i>SUBSTRATE SCIENCES AND INTEGRATED - METHODOLOGICAL COURSES</i>	10-25	
	<i>COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENCIES</i>	10-25	
	<i>COURSES FOR THE DEVELOPMENT OF PRACTICAL COMPETENCIES</i>	20-35	
ELECTIVE COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	0-15	30
	<i>SUBSTRATE SCIENCES AND INTEGRATED - METHODOLOGICAL COURSES</i>	0-15	
	<i>COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENCIES</i>	0-15	
	OTHER COURSES	0-15	

**6.2.3. Proposal for the improvement of a Bachelor study programme
of early and preschool education at the Faculty of Teacher
Education in Zagreb**

SET OF LEARNING OUTCOMES	LEARNING OUTCOMES	COURSES
PLAY, LEARNING AND CHILD DEVELOPMENT	<ul style="list-style-type: none"> • select necessary and apply modern theories of child development and learning • recognise a child's skills, abilities, and interests used to encourage his/her learning and development • support the learning process of a child on the basis of monitoring and recognition of his/her overall development • organise and implement flexible time-rhythm of life of children in the kindergarten • adjust the flow of activities in (un)planned circumstances and situations • explain the types and role of play and apply it in the process of a child's development and learning • recognise the peculiarities in play, learning, and development of children with special needs and rights and act in accordance with them • describe and interpret the personal, emotional, physical and social well-being 	<ul style="list-style-type: none"> • Pedagogy of early and preschool education • Developmental psychology • Inclusive pedagogy • <i>Socio-emotional development and children's rights</i> • Applied Developmental Psychology
LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • prepare the space-material environment in accordance with the development needs and interests of the child • identify the kindergarten culture • develop, collect and prepare incentives for learning, research, and creation • identify strengths and weaknesses in the organisation of a time-material environment • identify and resolve potential barriers in order to protect the health and safety of the children • anticipate potentially dangerous situations in the educational context • assess and critically review if the organisation of space supports social, emotional, physical, cognitive abilities 	<ul style="list-style-type: none"> • Preschool teacher profession and reflective practice • Applied developmental psychology • Curriculum development of early and preschool education • Health protection and health care of the preschool child • Methodology of the Croatian language and literature • Kinesiological methodology • Methodology of environmental research • Methodology in music education • Methodology in arts education

CURRICULUM DESIGN	<ul style="list-style-type: none"> • identify key aspects of the child’s educational needs • create activities based on monitoring the children and their interests • plan, implement and evaluate group curriculum • conceive, implement and evaluate preschool curriculum • evaluate the implementation of the annual plan and programme of the kindergarten on the basis of documentation • implement and evaluate the implementation of special and alternative educational programmes • use various methods of documenting the education process • formulate strategies to meet the needs of educational kinesiology, art, language communication, research and cognitive domains • implement curriculum for the inclusion and evaluate it in cooperation with experts 	<ul style="list-style-type: none"> • Preschool teacher profession and reflective practice • Applied developmental psychology • Methodology of the Croatian language and literature • Kinesiological methodology • <i>Environmental</i> Methodology • <i>Methodology</i> in music education • Methodology in arts education • Methods of scientific research • Inclusive pedagogy • Partnership of kindergarten, family and school • Linguistic expression
REFLECTION AND SELF-REFLECTION	<ul style="list-style-type: none"> • evaluate and self-evaluate the quality of a EPE institution • analyse and evaluate elements of the education process • explain, interpret and apply the skill of reflection and self-reflection • implement a basic level of digital literacy in (self)reflection • supply and develop communication skills • argument opinions and critically judge the selection strategy of its activities 	<ul style="list-style-type: none"> • Preschool teacher profession and reflective practice • Communicology • Croatian language
COOPERATION WITH FAMILY AND COMMUNITY	<ul style="list-style-type: none"> • apply skills of establishing cooperative relations • identify the importance of professional responsibility in relation to children, their parents and peers • use of modern working modalities in the implementation of partnerships with parents • identify and understand the contemporary parenting and family context • plan and implement collaboration with primary schools at the partner level • demonstrate appropriate presentation and communication skills • demonstrate knowledge of the particularities of stakeholders and plan their cooperation 	<ul style="list-style-type: none"> • Partnership between the kindergarten, family and school • Communicology • Inclusive pedagogy • Applied developmental psychology • Croatian language

PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • know and apply the rules of group activities and team work • understand and analyse elements of professional development • identify and analyse concepts of lifelong learning efforts for professional development • keep a folder of professional development • present the work of kindergarten to parents, professionals and other stakeholders at public events and professional meetings • explain the basic tenets of professionalism and professional identity • explain and apply the principles of the professional ethics code of preschool teachers • understand the importance of professional association and professional network of EPE institutions to exchange ideas and experiences • interpret and apply new knowledge from professional and scientific literature 	<ul style="list-style-type: none"> • Communicology • Educators profession and reflective practice • Philosophy of education • Introduction to statistics • Croatian language • Art culture • ICT in education • Kinesiology • Music culture • Children’s literature • Basic methodology of scientific and professional work
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	GROUPS OF COURSES	%	
COMPULSORY COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	25-40	70
	<i>SUBSTRATE SCIENCES AND INTEGRATED - METHODOICAL COURSES</i>	10-25	
	<i>COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENICES</i>	10-25	
	<i>COURSES FOR THE DEVELOPMENT OF PRACTICAL COMPETENCIES</i>	20-35	
ELECTIVE COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	0-15	30
	<i>SUBSTRATE SCIENCES AND INTEGRATED - METHODOICAL COURSES</i>	0-15	
	<i>COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENICES</i>	0-15	
	OTHER COURSES	0-15	

**6.2.4. Proposal for the improvement of a Master study programme
of early and preschool education at the Faculty of Teacher
Education in Zagreb**

SET OF LEARNING OUTCOMES	LEARNING OUTCOMES	COURSES
PLAY, LEARNING AND CHILD DEVELOPMENT	<ul style="list-style-type: none"> • critically judge contemporary theories of child development and learning • project the course of the education process in response to the child's needs • argue assessment of the child's activities and opportunities after observing and documenting • interpret modern childhood at the interdisciplinary level • recognise and analyse the child's preparation for school • plan and apply modern strategies for promoting play, learning and development of children with special needs and rights • generate and integrate an understanding of well-being for successful individual functioning and positive social relationships in a quality environment 	<ul style="list-style-type: none"> • Psychology of parenthood • Contemporary literary theories in children's literature • Kinesiological transformations • Contemporary childhood • Theories of language development in children • Traditional and new media at an early age • Inclusive curriculum • A child in crisis
CURRICULUM DESIGN AND LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • develop and evaluate the kindergarten curriculum in cooperation with the rest of his/her colleagues • design, develop and evaluate the kindergarten curriculum • create and maintain special and alternative educational programmes and public programmes • document the child's activities and opportunities for a co-construction of the curriculum • design and evaluate curriculum inclusion in collaboration with his/her colleagues • plan contextual conditions (environment) for the implementation of educational activities • critically judge contextual conditions of the learning environment • construct and apply various forms of documentation of the education process • critically judge the culture of kindergarten 	<ul style="list-style-type: none"> • Contemporary methodical theories • Programming methodology in physical education • Contemporary childhood • Inclusive curriculum

<p>COOPERATION WITH FAMILY AND COMMUNITY</p>	<ul style="list-style-type: none"> • recognise and understand the impact of specific aspects of parenting and parenting practices • apply appropriate strategies for parenting support • apply various elements of counselling work with parents • present elements of kindergarten work at public events, professional and scientific meetings • implement cooperation with academic institutions, professional associations and organizations • implement collaborative skills in the use of resources of the local community • demonstrate awareness of the opportunities for participation in national and international projects and programmes 	<ul style="list-style-type: none"> • Psychology of parenthood • Child, preschool teachers, parents, media • Family pedagogy • Theories of children’s language development
<p>PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • identify changes in the professional community and actively promote its development • plan and evaluate plans for professional development of other teachers • understand the processes of mentoring, supervision and evaluation of professional communities • explain the importance of sharing professional knowledge and resources with other professionals, parents and the community • demonstrate leadership skills and good communication with co-workers • developing reflexive skills important for the improvement of reflective practice • promote values of professional ethics of teachers in the professional and social community • support the development of professional associations and professional networks of EPE institutions to exchange ideas and experiences • set up professional culture and promote the concept of new professionalism 	<ul style="list-style-type: none"> • Self-evaluation and development of preschool institutions • Public relations • Family pedagogy • Inclusive curriculum

RESEARCH IN EDUCATION	<ul style="list-style-type: none"> • evaluate and improve the educational practice by implementing research • identify research problems in the educational practice and devise a plan of research • distinguish and critically evaluate scientific and common-sense thinking in the field of early and preschool education • search and organise relevant information from databases and other Internet and library resources. • adhere to ethical principles in implementing research • critically evaluate scientific work with their own paradigmatic starting points • present the results of research on scientific and professional conferences • interpret the results of research and develop professional work 	<ul style="list-style-type: none"> • Research methodology in early and preschool education • Study of children’s artistic creativity • Study of children’s musical creativity • Ethics • Texts on the preschool teacher’s profession in German and English language • Qualitative research in early and preschool education • Quantitative research in early and preschool education • Croatian language of academic communication
KINDERGARTEN ORGANIZATION	<ul style="list-style-type: none"> • describe the role of educational organisations in the national and global context • describe the concepts of organizational development and management of educational institutions • apply specific knowledge on the management of educational organizations • explain and apply elements for evaluating EPE institutions • explain and apply the elements of the process of self-evaluation/internal evaluation • explain the role of different stakeholders in the process of organisational development of preschool institutions • identify financial sources and describe ways of applying projects • describe and implement strategies and policies for business communications • identify and analyse the business efficiency of the organisation 	<ul style="list-style-type: none"> • Basics of management • Public relations • Croatian language of academic communication • Teamwork

EDUCATIONAL POLICY	<ul style="list-style-type: none"> • identify the importance of early and preschool education in the educational system and social context • analyse and understand the relationship between educational policy and its implementation in educational systems • know Croatian and international documents regulating the area of educational policy • prepare and distribute business and professional information to different stakeholders • identify ways of functioning of state bodies and bodies of local and regional governments in policy-child care and early and preschool education • explain and apply the code of ethics in educational policy 	<ul style="list-style-type: none"> • Education policy and early and preschool education • Family pedagogy
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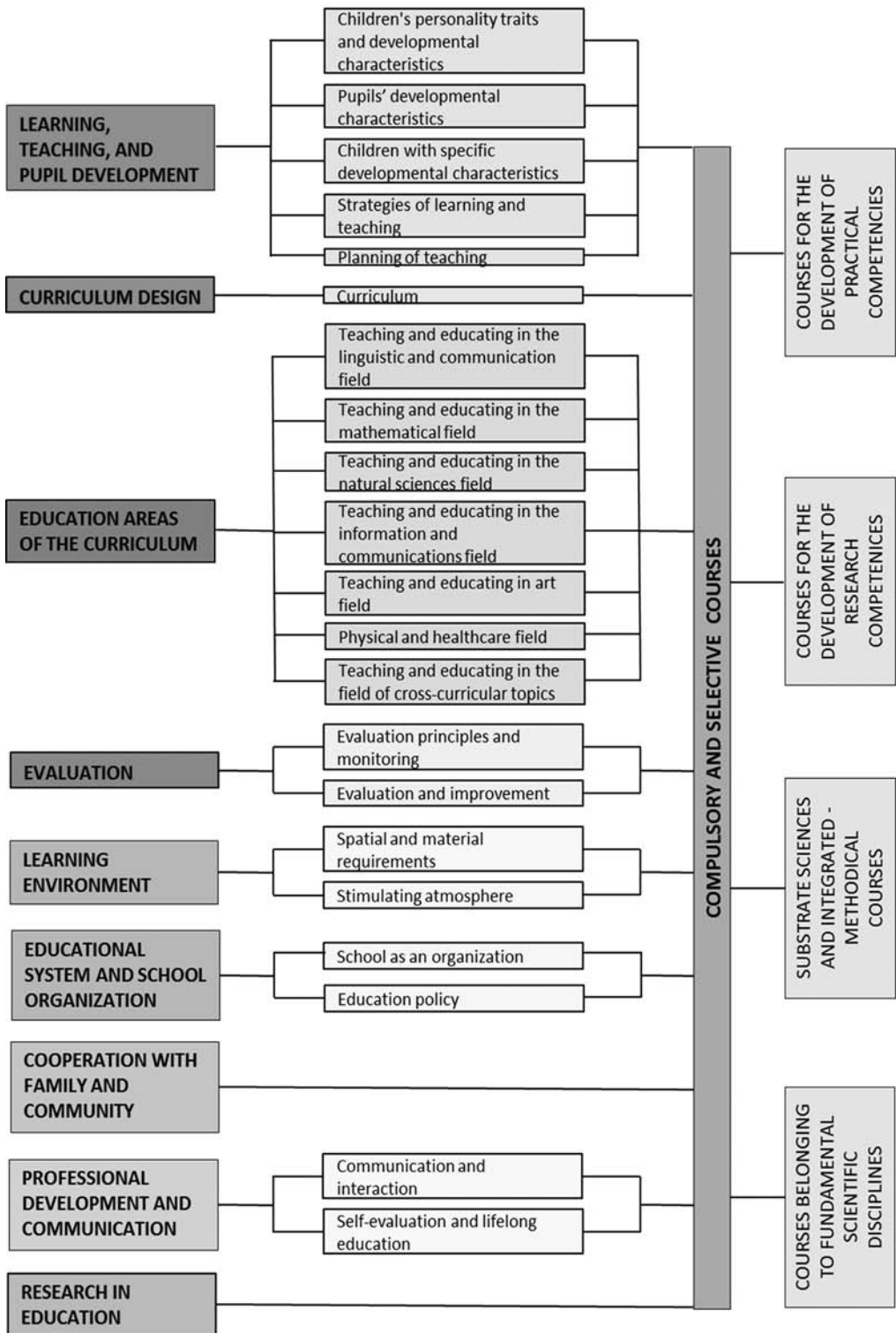
	GROUPS OF COURSES	share in %	
COMPULSORY COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	25-40	70
	<i>SUBSTRATE SCIENCES AND INTEGRATED - METHODICAL COURSES</i>	10-25	
	<i>COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENICES</i>	10-25	
	<i>COURSES FOR THE DEVELOPMENT OF PRACTICAL COMPETENCIES</i>	20-35	
ELECTIVE COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	0-15	30
	<i>SUBSTRATE SCIENCES AND INTEGRATED - METHODICAL COURSES</i>	0-15	
	<i>COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENICES</i>	0-15	
	OTHER COURSES	0-15	

6.3. Proposal for improvement of a Master of early and preschool education study programme at the Faculty of Teacher Education in Rijeka

The existing programme of the integrated undergraduate and graduate university study at the Faculty of Teacher Education was analysed in order to improve the existing study programmes in the field of primary education at institutions of higher education. An analysis of the previously conducted quantitative research was also made, which in addition to the proposals for a framework of qualification standards for primary education provided the basis for qualitative research through focus groups. Testing and evaluation of the elements of the study programme through learning outcomes were generated through focus groups along with Masters of primary education, principals and expert associates from selected primary schools (City of Rijeka, Rijeka surroundings, Gorski Kotar, islands). At the same time, training programmes were organized through thematic workshops for teachers of the Faculty of Teacher Education in Rijeka about the application of the concept of learning outcomes and the correct elaboration of the anticipated learning outcomes that are connected to the sets of learning outcomes in the Proposal for a standard of a complete Master of primary education qualification.

A model of a good organization of student practice has been analysed and interpreted based on the study visit of the working group in Slovenia in the context of evaluation of professional practice and proposals for improving the development of the students' practical competencies. Through organised thematic workshops led by external experts, students have been educated on the evaluation and self-evaluation of school practice implementation. The students' satisfaction with school practice implementation was tested through surveys at the Faculty of Teacher Education.

Conclusions and recommendations for the improvement of the integrated undergraduate and graduate university study programmes at the Faculty of Teacher Education are based on the obtained indicators of implemented activities, using the competency approach that puts the pupils at the centre, with strongholds in the sets of learning outcomes in the Proposal for a standard of a complete Master of primary education qualification.



SET OF LEARNING OUTCOMES	LEARNING OUTCOMES	GROUPS OF COURSES
LEARNING, TEACHING AND PUPIL DEVELOPMENT	<ul style="list-style-type: none"> • apply scientific knowledge on processes of learning and teaching in teaching planning intended for pupils • adapt the process of learning and teaching to physical, emotional, social and cognitive development of pupils • understand the developmental characteristics of pupils, including pupils with special educational needs • identify and track indicators of a child's development in general and provide adequate support in learning • adapt approaches, methods, teaching strategies to individual abilities and interests of pupils, taking into account different learning styles of pupils • apply teaching forms that encourage active participation of pupils in the learning process • analyse and apply teaching methods of experiential learning in order to develop creative, critical thinking and emotional intelligence • identify different learning motivations, temperaments and self-concept of personality traits in pupils • plan teaching that encourages self-regulated learning in pupils 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies
CURRICULUM DESIGN	<ul style="list-style-type: none"> • explain the theory of curriculum and characteristics of the curriculum (co)construction • analyse the National Curriculum Framework in preparing the plan of teaching education areas appropriate to the age and different characteristics of the pupils • being informed about the National Curriculum of early and pre-school education • analyse contents of the education areas of the curriculum • extract core competencies of pupils in education areas and formulate learning outcomes • show understanding for curriculum contents, as well as critically assess and include curriculum contents on cross-curricular topics • use documents that allow planning and implementation of the education process • apply various forms of the education process documentation 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies

<p>EDUCATION AREAS OF THE CURRICULUM</p>	<ul style="list-style-type: none"> • explain the historical development of the scientific discipline underpinning the area of teaching and its role in science and society • apply didactic and methodical knowledge of teaching planning in language and communication, mathematics, natural sciences, technical and information technology, social sciences, humanities, arts and physical-health fields • design the teaching content according to the principles of correlation, integration and interdisciplinarity • plan teaching on an annual, monthly and executive level that is in line with national documents in the area of education and intended learning outcomes • explain the material and technical prerequisites of learning and teaching with regards to the peculiarities of education areas • plan learning and teaching content of the education area in a variety of environments in and out of school • use information and communication educational technology in planning of teaching content in education area • formulate contents and forms of stimulating children's creativity in education areas of the curriculum • plan extracurricular activities for specific education areas focused on the interests of pupils • present approaches that encourage problem-research activities of pupils in education areas of the curriculum 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies
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EVALUATION	<ul style="list-style-type: none"> • analyse assessment practice in the education process at national and international levels • make a distinction between approaches and tools of formative and summative assessment for determining pupil achievement • design tools and determine the criteria for monitoring and evaluating pupils' progress appropriate to age, abilities, and achievements • assess learning outcomes by adding numerical and/or descriptive values to the results of the pupils' work • apply techniques and tools that will enable pupil self-evaluation and adjustment of learning strategies • explain the importance of documenting pupil's participation and contribution to different learning activities • develop stimulating oral and written feedback to pupils and parents on the results of monitoring pupils' achievements • analyse their own evaluation approach for the purpose of identifying and removing bias 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies
LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • analyse regulations, laws, and conventions relating to the protection of rights and interests of the child • identify factors and apply methods and procedures that contribute to creating a safe, healthy and supportive environment for the social, emotional, and physical development of the child • describe the impact of the learning environment with respect to different educational needs and interests of pupils representing their rights and responsibilities • implement the agreed code of conduct as a precondition for creating a positive climate for educational work and inclusion • plan social forms and collaborative strategies that establish an atmosphere of mutual respect and solidarity • describe and interpret different forms of stereotyping, labelling, and discrimination against children with regard to the social categories of race, ethnicity, religion, socioeconomic status and cultural capital • identify crisis situations and apply principles of prevention and intervention in solving behavioural problems and discipline problems in the classroom • plan processes of teaching and learning in different environments and outside school (community, individuals, and community institutions) to enable learning in real life situations • design forms of organisation and interior design to encourage pupils to collaborate and learn 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses

<p>EDUCATIONAL SYSTEM AND SCHOOL ORGANIZATION</p>	<ul style="list-style-type: none"> • critically reflect on the relationship of the philosophical and educational discourse in historical and contemporary perspective and their impact on educational policy • analyse educational policies with particular focus on the role and social status of teachers and other stakeholders of the education system • compare contemporary international trends in education with specifics of the national education system • explain the organisational structure, competency, and authority of educational institutions • explain institutional frameworks for schools and elements for ensuring quality and development of school • explain ways of leading and managing school and its system • show awareness of school pedagogical documentation, scope of work and authorities of professional school bodies • critically discuss school as a learning organization and learning society • discuss ways to develop collaborative and positive school climate and culture. 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of practical competencies
<p>COOPERATION WITH THE FAMILY AND COMMUNITY</p>	<ul style="list-style-type: none"> • explain and critically judge the theory of socialisation, family and childhood • interpret and compare theoretical points of view as they interpret the particularities of the education process in the modern family • distinguish contemporary styles of family upbringing and explain to family members the importance of family support in the child's development and learning • show awareness of the scope of work of specialised institutions and experts in the community in which families and pupils can provide adequate support and assistance • expose approaches and strategies for the establishment of cooperation and partnership with family and community • propose forms of advisory support to family members who care for a child • analyse relations with families and colleagues in the community for their improvement • prepare pupils in additional classes and extracurricular activities to participate in festivals and competitions 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Courses for the development of practical competencies

<p>PROFESSIONAL DEVELOPMENT AND COMMUNICATION</p>	<ul style="list-style-type: none"> • apply communication principles and techniques of effective professional communication • demonstrate forms of communication in oral, written and digital form with subjects of the education process • interpret fundamental ethical principles of professional practice of teachers in schools • self-assess professional identity and professional values • analyse opportunities for professional advancement and development • critically reflect on lifelong learning and evaluate its relationship to formal, non-formal and informal education and learning • present a plan of personal growth and professional development • use scientific and professional literature and critically review relevant scientific knowledge to advance professional practice • self-evaluate actions and activities implemented in real teaching situations • critically judge and analyse contemporary educational trends and their implications in the field of lifelong learning 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Substrate sciences and integrated - methodical courses • Courses for the development of research competences • Courses for the development of practical competencies
<p>RESEARCH IN EDUCATION</p>	<ul style="list-style-type: none"> • explain the purpose and appropriateness of the selection of quantitative and qualitative research methods in education • define a research problem in educational practice and choose the appropriate method of research • search scientific databases for analysis of theoretical concepts and setting objectives and hypotheses • prepare a research plan and conduct research • use appropriate statistical methods for data processing • interpret research results and work on professional/research projects • propose improvement for practices based on research findings • present results of research on scientific and professional conferences • apply ethical principles in the conduct of research 	<ul style="list-style-type: none"> • Courses belonging to fundamental scientific disciplines • Courses for the development of research competences • Courses for the development of practical competencies

	GROUPS OF COURSES	%	
COMPULSORY COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	15-35	70
	SUBSTRATE SCIENCES AND INTEGRATED - METHODOLOGICAL COURSES	25-45	
	COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENCES	5-20	
	COURSES FOR THE DEVELOPMENT OF PRACTICAL COMPETENCIES	5-20	
ELECTIVE COURSES	<i>COURSES BELONGING TO FUNDAMENTAL SCIENTIFIC DISCIPLINES</i>	0-15	30
	SUBSTRATE SCIENCES AND INTEGRATED - METHODOLOGICAL COURSES	0-15	
	COURSES FOR THE DEVELOPMENT OF RESEARCH COMPETENCES	0-15	
	OTHER COURSES	0-15	

EXCERPTS FROM REVIEWS

Review of the Standard of a complete Bachelor and Master of primary education qualification

Certain terms and requirements are clearly explained in the introductory part of the theoretical framework prior to the Qualifications Framework: what is the foundation of the Croatian qualifications framework, European directives and international regulations, determinants of the European qualifications framework, the importance of CROQF in a better matching of the labour market needs with obtaining educational programs. Particular attention is paid to the evaluation of learning outcomes, introduction of the competency approach and an emphasis on learning outcomes of the Croatian study programs as the basis for the introduction of each individual qualification and the harmonisation of qualification standards with profession standards. Learning outcomes are confirmed with an appropriate qualification that is included in the Register of CROQF.

The basic principles for drafting the framework of qualification standards are explained: what are outcomes, components, levels and the importance of integrating learning outcomes with competencies.

The framework for the development of the Standard of a complete Bachelor and Master of primary education qualification is the result of six (6) learning outcomes for the 6th level (Bachelor of early and preschool education), seven (7) learning outcomes for the 7th level (Master of early and preschool education) and related ECTS credits. Clear criteria are determined for gaining a set of competencies that an education participant can expect to obtain upon the completion of education for a qualification at a certain level (level 6 and level 7). Both levels of the Croatian qualifications framework include a simple and practical basic structure and a minimal number of basic elements, and enable the learning outcomes to be measured and mutually compared. The starting point is the outcome of the goals to be achieved, as well as all activities and tasks that must be performed for their successful achievement. All parts are in accordance

with the European Qualifications Framework, National Qualifications System, the National Qualifications Framework and the National Curriculum of early and preschool education and they can be observed in terms of mobility and competency development at a higher level.

Basic characteristics of qualification levels were carefully used (set of measurable indicators through the range and complexity of acquired competencies), volume (the amount of acquired competencies expressed in ECTS credits), profile (field of work and learning of acquired competencies and expressed with the titles of Bachelor of preschool education and Master of early and preschool education), quality (reliability issued clear documentation in the Croatian relation to the level, volume and acquired competencies (level 6 and level 7)) and quality of qualification/learning outcomes (reliability of the issued official document in relation to the reported level, volume and profile of the acquired competencies). Measurable indicators of levels are reflected in the described learning outcomes for specified levels, which are clear, mobility and complexity are visible at a higher level, and they are connected to a measuring unit of an ECTS credit which expresses the volume of acquired competencies during an average time spent in acquiring such competencies.

Assoc. Prof. Vesnica Mlinarević, PhD

Recenzija besedila Standarda kvalifikacija za odgajatelje prvostupnika i magistra ranoga i predškolskoga odgoja i obrazovanja, Učiteljskoga fakulteta Sveučilišta u Rijeci

Struktura besedila je naslednja: Uvodno polazište, Osnovna načela za izradu ovira standarda kvalifikacija, Ishodi učenja, okvir za izradu standarda kvalifikacija za odgajatelje prvostupnika i magistra ranoga i predškolskoga odgoja i obrazovanja, okvir za izradu standarda kvalifikacije za odgajatelja prvostupnika, 6. razina, okvir za izradu standarda kvalifikacije magistra ranoga i predškolskoga odgoja i obrazovanja, 7. razina.

V uvodnih poglavjih so opredeljeni razlogi za uvedbo *Okvira za izradu standarda kvalifikacija za odgajatelja prvostupnika i magistra ranoga i predškolskoga odgoja i obrazovanja*. Pri tem se opirajo na relevantne dokumente v republiki Hrvatski, na okvir *Evropskega kvalifikacijskega okvira*, evropskih smernic in mednarodnih predpisov. Opredeljena so temeljna načela za izdelavo okvirjev standarda kvalifikacij in predvidene izhode učenja, ki jih sestavljata dva dela in sicer Aktivnosti in kontekst na katerega se nanaša.

V nadaljevanju sta predstavljeni poglavji okvir za izradu standarda kvalifikacije za odgajatelja prvostupnika 6. razina, okvir za izradu standarda kvalifikacije magistra ranoga i predškolskoga odgoja i obrazovanja, 7. razina. V vsakem od njih so prikazana področja izhodov učenja na 6. in 7. ravni z ECTS.

Navedeni sklopi se vsebinsko smiselno nadaljujejo v okvir za izradu standarda kvalifikacije magistra ranoga i predškolskoga odgoja i obrazovanja, 7. razina.

Ugotovitve

Predlagatelj strokovno in argumentirano utemeljuje potrebo po uvedbi Okvira za izradu standarda kvalifikacija za odgajatelje prvostupnika i magistra ranoga i predškolskoga odgoja i obrazovanja.

Sklep

Na podlagi proučitve podanega besedila dokumentov in zgoraj zapisanih ugotovitev dajem k okviru za izradu standarda kvalifikacija za odgajatelje prvostupnika i magistra ranoga i predškolskoga odgoja i obrazovanja **pozitivno mnenje**.

prof. dr. sc. Jurka Lepičnik Vodopivec

Review of the Standard of a complete Master of primary education qualification

The framework for the drafting of the proposal for a standard of a complete Master of primary education qualification is an important and required document for the Croatian education system and labour market. This document is a good basis for continued work on developing and defining the standards of a complete Master of primary education qualification. The Standard of qualifications, which could be developed under this framework, would serve as information to different social participants about the competencies that teachers are required to have at the end of initial education. That would be a clear message to all the interested participants about the responsibilities that faculties, where the future teachers are educated, take on in the formation of the teachers' competencies. Furthermore, that standard would serve as a basis for redefining the existing programmes and the development of new programmes of initial teacher education or to (re)define the learning outcomes at the programme level, as well as individual courses.

Prof. Vlatka Domović, PhD

Review of the Standard of a complete Master of primary education qualification

The framework for the drafting of the proposal for a standard of a complete Master of primary education is a good basis for further development of the Standard of a complete Master of primary education qualification in accordance with the Ordinance on the Croatian Qualifications Framework Register.

Since the determination of the sets of learning outcomes is the key precondition for the development of qualification standards (volume of the set, ways of testing individual outcomes, conditions of accessing the realisation of the set) this approach is justified because it allows a gradual construction and improvement of models in continuous dialogue with other participants.

The proposed framework is following directly the goals of the Strategy of Science, Education and Technology (2014) and is an example of good practice how to operationalize the measures defined in Objective 4, Strategy for Education, Science and Technology.

Prof. Vlasta Vizek Vidović, PhD

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