

Specification of courses for the book of courses

Study program		Preschool Teacher	
Module		/	
Type and level of studies		Basic vocational studies - 1st level study program (professional bachelor degree)	
Name of the subject		Models of Preschool Teacher Professional Development	
Teacher (for lectures)		/	
Teacher/associate (for practical classes)		Biljana Vujasin	
Teacher/associate (for DON)			
Year of study when the component is delivered		3	
Semester/trimester when the component is delivered		6	
Number of ECTS		3	Status of the course (compulsory/optional) optional
Condition	None		
Goal of the course	<p>1. familiarization with competences and models of professional development - traditional (technically rational understanding of professional activity) and contemporary (critical-reflexive understanding of profession). Training to support the development of the competencies of the trainee and mentors. Awareness of the importance of professional development. Raising the level of cooperation between mentors and trainees. Professional development as response to the challenges of constant change.</p>		
The outcome of the course	<p>At the end of the course, students should be able to:</p> <ol style="list-style-type: none"> 1. recognize professional competences; 2. appoint professional competences; 3. understand the importance of professional development of educators; 4. changing attitudes about the importance of professional development of educators; 5. critically evaluate the competencies of mentors and trainees; 6. evaluate the importance of developing competencies of mentors and trainees; 7. analyze the importance of professional and personal development of educators. 		
Course content			
Theory classes	/		
Practical classes (don, research work during the studies)	<p>in teaching, strategies and ways of encouraging reflection. Capability of self-competence. Social competences (communicative, emotional, emancipatory). Key competences of education for action competence. Models of professional development. The perceptions of the professional development of teachers / educators (traditional and alternative critical-reflexive). Communication skills of teachers (personal and professional potentials in communication). Creating your own professional development model.</p>		
Bibliography			
1	Valenčič Zulfan, M. (2008): <i>Учитељ на путу професионалног развоја од почетника до експерта</i> . Вршац		
2	Гојков, Г., Грандић, Р. и др. (2008): <i>Компетенције учитеља и васпитача</i> (134-170; 225-250).		
3	Стаматовић, Ј. (2006): Стручно усавршавање као сегмент професионалног развоја – процес и потребе. Настава и васпитање, Београд. Педагошки		
4	Група аутора (2009): Ментор и приправник – Водич за наставнике, васпитаче и стручне сараднике. Завод за унапређивање о. Београд.		
5	Правилник о дозволи за рад наставника, васпитача и стручних сарадника, Службени гласник РС.		
Number of active classes per week during a semester/trimester/ year			
Lectures	Practical classes	Research work during the course	Other classes
0	2		1
Teaching methods	Collaborative and team teaching, workshops, discussion, individual work.		
Mode of delivery		face-to-face	
Knowledge assessment (maximum number of points 100)			
Pre-exam obligations	Points	Final exam	Points
In class activity	10	Written exam	50
Practical classes	10	Oral exam	
Colloquium	30		
Seminar papers			
Language of instruction	Serbian/English		