

PROJECT: KEEP EDUCATING YOURSELF- KEY
Ref. 598977-EPP-1-2018-RS-1-EPPKA2-CBHE-JP

ACTIVITY REPORT

TITLE	<p>WP 1 – 3rd meeting</p> <p>1.1 Comparative analysis of ECEC CPD in RS, ME, RO, SI, HU & UK</p> <p>1.3 Preparing a joint position paper on pre-school CPD</p> <p>1.5 Preparing the Introductory Conference</p> <p>WP 7 – 3rd meeting</p> <p>7.1 Website programming & dissemination</p> <p>7.3. Media promotion & newsletter</p>
PLACE AND DATE	<p>College of Professional Studies for Pre-school Teachers in Pirot</p> <p>Ćirila i Metodija 29, 18300 Pirot, Serbia</p> <p>13th, 14th and 15th of March 2019</p>
HOSTED BY	<p>College of Professional Studies for Pre-school Teachers in Pirot</p>
PARTICIPANTS	<p>Representatives from colleges in Novi Sad, Vršac, Sremska Mitrovica, Pirot, Kruševac, as well as representatives from Faculty of Philosophy in Nikšić, and University of Maribor.</p>
LEADS/FACILITATORS	<p>Emilija Popović, VSPI & Veselin Mićanović, University of Montenegro</p>
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2 PREPARATION

Based on the meeting in Novi Sad which took place in February 2019, every EU partner institution is expected to prepare a short analysis of a continuous professional development in their respective countries. The same is expected of partners and institution representatives in Serbia and Montenegro.

3 REALIZATION

The following activities were carried out at the meeting:

- Presentation of prepared analyses of continual professional development on EU partner institutions as well as in Serbia and Montenegro
- It was stated that it was necessary to offer a systemic support for pre-school teachers with respect to their professional development and lifelong learning as well as to adjust or equalise the weight (the point system) of various forms of professional development.
- It was stated that it would be good to place special emphasis, among other things, on horizontal manners of professional development, to make the programmes from various domains visible to pre-school teachers, especially those programmes which deal with less represented topics in pre-school education and upbringing (art, ecology, ICT, interculturalism, first aid, nutrition).
- Likewise, the analyses reveal that all forms of professional development are not equally represented or even visible. Thus, it is necessary to ascertain the reasons due to which some forms of professional development are less represented or not represented at all, as well as to devise a special methodology of observation and data collection regarding the less represented forms of professional development.
- Furthermore, it is a common conclusion that institutions whose primary task is to educate pre-school teachers can significantly contribute to both their alumni (now pre-school teachers) and their current students by assisting them in the process of planning and realising a model of personal and professional development, bearing in mind that colleges are unique places which combine theory and practice.

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- Last but not least, through the presented analysis of the system and procedures of a continual professional development of pre-school teachers the present consortium members reached the conclusion that all relevant documents (rulebooks) give due attention to pre-school teachers' professional development. However, considering that in the past year the Ministry of Education presented the new *Basics of the Programme of Pre-school Education and Upbringing*, it is necessary to reconsider the competences defined by the current Rulebook on the Basics of the Programme of Pre-school Education and Upbringing in the process of defining the programmes of professional development, bearing in mind the types of competences necessary for the implementation of the new Basics.
- Partners from Slovenia presented the state of continuous professional development in this partner country, placing emphasis on the practice of the Centre for Continuing Education of the University of Maribor. The analysis of partners from Slovenia initiated a series of interesting questions and a discussion ensued. It was a general conclusion that this particular analysis had been very inspiring regarding the ideas and solutions which Slovenian partners provide with respect to the ECEC CPD. Namely, the concept of lifelong learning at the University of Maribor is applied through career development, education upgrade and kindergarten programmes. Likewise, the aforementioned partners emphasise that in their system of pre-school teachers' career advancement there are three levels of advancement: a mentor, a consultant and an adviser. These levels of advancement are not obligatory. However, pre-school teachers are motivated to pursue them due to pay grades, which ensure that employees' efforts will be properly rewarded.
- Bearing in mind that partners from the United Kingdom, Romania and Hungary were not present at this meeting, there was no opportunity to hear the analysis of ECEC CPD in these countries. However, the partners from Romania and Hungary forwarded their analyses to the project co-ordinator and WP1 coordinator. Thus, the present partners had an opportunity to become acquainted to some extent with the models of professional development in these countries, so there was a basis for a comparative analysis of different systems of ECEC CPD.
- In the course of the third day the participants summed up results of discussions and presented analyses and tasks have been assigned for the upcoming meeting in Podgorica which is to take place on 28th and 29th of March, 2019.

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- The standpoint of all participants is that there is a need to inquire into and if necessary reconsider pre-school teachers' needs regarding their professional development, that legal framework needs to be adapted to the new circumstances, that there is a good basis for the installation of centres for lifelong learning since colleges which educate pre-school teachers have the best insight into competences of their graduates, but also into educational trends which are prone to constant transformation and require the acquisition of new competences.
- Likewise, after various forms of professional development had been presented, it was clear that there exists a clear need for different (even additional) forms of professional development with respect to the existing offer, visibility, selection, realisation, etc.
- Among other things, it has been emphasised that there is room for improving the communication among project partners. Furthermore, for the purpose of a more efficient exchange of a large amount of project documents, it was suggested that perhaps it would be good to resort to some of the existing virtual platforms (OneDrive, Asana, Trello, etc.), whereby each partner would constantly have insight into available project materials.

4 LEADS/FACILITATOIRES IMPRESSIONS

All activities listed in the agenda have been implemented. Representatives of all teams are familiar with the accomplished activities within WP 1 and WP 7 and the planned activities in the following period, as well as the dates for their realization. Determined are the dates for the next meeting.

5 EVALUATION

Will be available as of...

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6 CONCLUSIONS & NEXT STEPS

Agreed dates for the upcoming activities:

- The college from Novi Sad is expected to combine and consolidate all presented and provided analyses by colleges/partners from Serbia (Novi Sad, Vršac, Sremska Mitrovica, Pirot, Kruševac); in that respect, it is necessary that the aforementioned analyses be forwarded to the Novi Sad College no later than Monday, March 18th
- The college from Sremska Mitrovica is expected to perform a comparative analysis of the ECEC CPD between Serbia and Slovenia
- The college from Vršac is expected to perform a comparative analysis of the ECEC CPD between Serbia, Montenegro and Romania
- The college from Kruševac is expected to perform a comparative analysis of the ECEC CPD between Serbia and England, provided that UK partners forward the necessary material
- The college from Pirot is expected to perform a comparative analysis of the ECEC CPD between Serbia and Hungary
- The University of Montenegro is expected to perform a comparative analysis of the ECEC CPD in Montenegro and Serbia; likewise, as co-ordinators of the WP1 they are expected to combine and consolidate all previously mentioned comparative analyses
- Deadline for submitting the aforementioned comparative analyses to the partner and co-ordinator from Podgorica is Monday, March 25th
- The final comparative analysis should be presented in both English and Serbian; therefore, it would be most welcome if all analyses performed by individual project partners are submitted to the WP1 co-ordinator in both languages
 - Presentations which are to be prepared for the meeting in Podgorica are expected to be bilingual (in English and Serbian/Montenegrin)

Dates for next meeting:

- March 28 and 29, 2019 - Podgorica