SLOVENSKO
OGRODJE
KVALIFIKACIJ

Diplomirani vzgojitelj predšolskih otrok (vs)/diplomirana vzgojiteljica predšolskih otrok (vs)

Selected qualifications

Name of qualification	Diplomirani vzgojitelj predšolskih otrok (vs)/diplomirana vzgojiteljica predšolskih otrok (vs)
Translated title (no legal status)	Bachelor of Applied Arts in pre-school teaching
Type of qualification	Diploma prve stopnje (VS)
Category of qualification	Izobrazba
Type of education	Professional bachelor's education
Duration	3 years
Credits	180 credits

Admission requirements

• Matura or
• school-leaving examination or vocational matura in the "pre-school education" or "health education" programme; or
• school-leaving examination (prior to 1 June 1995) under any four-year secondary school programme.

ISCED field

Field
Izobraževalne znanosti in izobraževanje učiteljev

ISCED subfield

subfield izobraževanje vzgojiteljev predšolskih otrok

Qualification level

SQF 7
EQF 6
First level

Learning outcomes

The qualification holder will be able to:
(general competences)

- communicate effectively with children and develop a positive atmosphere in the group,
- develop children's ability to communicate in Slovene,
- express themselves adequately in writing and orally in different communication situations,
- adequately argue a position and present views,
- encourage the development of children's social skills and demonstrate understanding of and proficiency in conversation as a universal means of communication with children,
- create a safe and encouraging learning environment in which children feel accepted, where diversity and social, cultural, linguistic and religious backgrounds are respected and autonomy and responsibility are encouraged,
- (co-)formulate clear rules of behaviour and discipline,
- use suitable strategies to prevent and eliminate inappropriate behaviour,
- demonstrate awareness of the ethical values of own actions and observe these values,
- demonstrate mastery of basic principles and processes for the planning, implementation and evaluation of the learning process,
- adequately integrate and coordinate objectives, content, learning methods and approaches in the concretisation of the curriculum, taking into account modern insights into curriculum teaching methods,
- take into account the developmental characteristics and individual specificities of children and the principles and factors of successful learning when planning and implementing activities,
- establish an effective learning environment by employing a broad repertoire of learning methods and strategies to encourage mental activity in learners,
- connect content to children in an interesting and attractive interdisciplinary manner,
- use effective methods to ensure a healthy learning environment and encourage the development of a healthy lifestyle,
- adequately incorporate information and communication technologies into work,
- adapt work to the individual specificities of children in terms of their physical, social, emotional and intellectual development,
- identify children with special needs, adapt work to their needs and cooperate with other teachers

and experts,
- demonstrate proficiency in organisational and administrative tasks relating to the planning, implementation, monitoring and evaluation of learning activities (spatial and time planning, rational selection and use of aids and materials),
- lead children effectively,
- communicate effectively and cooperate with teachers and other staff in an educational institution (teamwork),
- cooperate effectively with parents and other people who are important to children,
- establish partnerships with other nursery schools (schools) and institutions in the school environment and with experts in the field of education,
- demonstrate knowledge and understanding of and take into account the institutional frameworks of operation of the educational institution (legislation, etc.),
- analyse strong and weak aspects of own teaching and plan own professional development,
- accept feedback and suggestions from own professional environment,
- keep up to date with the latest achievements in disciplines important for own professional activity; analyse new insights and incorporate them into own work in a considered manner,
- maintain continuous professional development and innovation in own work,
- participate actively in research and development projects aimed at improving the quality of educational work,
- comprehend children's values,
- take action for the exercising of human rights,
- observe basic moral and ethical rules,
- recognise the influences of the working environment and its effects on health and strive to ensure a healthy working environment,
- use the arts for the harmonious and holistic development of the child,

(subject-specific competences)

- observe and monitor the child's achievements, progress and development,
- communicate effectively with parents and use various forms of cooperation with them,
- nurture children's curiosity and encourage exploration in early learning,
- plan and prepare didactic materials for early learning,
- critically evaluate and analyse the social, ethical, health and legal aspects of the use of education technology, including for children with special needs,
- critically recognise the constitutions of childhood through discourse and institutions and demonstrate understanding of education as the contradictory shaping of the (post-)modern subject,
- demonstrate understanding of the concepts of modern education for the social/cultural environment, and the theoretical starting points and principles of early learning/teaching according to the model of interdisciplinary social studies,
- analyse institutions critically from the point of view of the "hidden curriculum",
- use movement activities as a means of influencing and shaping personality; acquire and structure movement experience,
- demonstrate understanding of the methodology of movement/sports education and movement/sports teaching in all pre-school age groups and among first-year children in 9-year elementary school,
- use knowledge of the child's motor development in dialectic connection with the cognitive, conative, and anthropological dimensions,
- develop knowledge of didactic methods for leading sports education in the earlier years of primary school,
- develop models for gathering information on the morphological and motor status of the child and on changing psychosocial status through the means of motor activities,
- develop musical abilities and skills and demonstrate understanding of the importance of musical activities and active learning for the child's holistic musical development,
- recognise the forms in which capacity for musical development appears, with knowledge of the

principles of the child's musical development,
- demonstrate musical creativity, communicate and express experiences through music and other arts,
- monitor children's artistic development and creatively implement art activities in pre-school institutions,
- cooperate creatively in the preparation of a project in a small group and in the development of projects integrating theatre, art, technical, music and dance/movement activities,
- develop criteria for the evaluation of artistic creations for children,
- develop science skills and abilities and bring children closer to science through practical knowledge,
- identify children with special needs, adapt programmes to their needs and work as part of a team in the preparation of individualised training programmes for them,
- develop creative dance activities for the child's all-round development,
- create an encouraging atmosphere as children express themselves through dance and relaxation games to strengthen relationships in the group,
- critically evaluate and apply theories of childhood, development and learning in the planning, implementation and evaluation of educational work,
- provide children with emotional security and encourage independence in accordance with their maturity,
- create an encouraging play environment and positive mutual relations and solve problems effectively,
- select appropriate linguistic signs and the appropriate codes depending on the position of speech and purpose of communication,
- use the stylistic procedures of describing, narrating, retelling, summarising, reporting, explaining, defining, clarifying,
- encourage children's speaking skills,
- evaluate language situations in a bilingual or multilingual community, encourage children in the choice of appropriate language codes in such situations, serve as a linguistic model and a model of open and tolerant cooperation in a (multilingual) group,
- select appropriate language signs for the production of an indirect speech act,
- interpretive reading, narrating, declaiming, reciting,
- develop reading culture, (pre-)reading skills and listening strategies in the pre-school phase and responding to a read text,
- apply knowledge of the principles of symbolic play and its importance in the development of speech in children,
- apply knowledge of literary genres and forms of children's literature that correspond to the emotional and cognitive capacities and level of aesthetic perception of pre-school children,
- apply knowledge of concepts in education and their philosophical and historical foundations in the planning, implementation and evaluation of educational work,
- use appropriate strategies to deal with inappropriate behaviour, aggression and conflict.

Assessment and completion

Students' knowledge is assessed by means of practical exercises and seminar papers, and also via products, projects, performances, services, etc. and by examinations. Examination performance is scored as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

Progression

In order to progress to the second year, students must complete 54 (90%) of the 60 credits available in the first year. To enrol in the third year, in addition to having completed all first-year requirements, students must have completed 54 of the 60 credits available in the second year.

Transitions

Second-cycle master's study programmes (SQF level 8)

Condition for obtaining certificate

Students complete their studies when they have successfully met all requirements of the study programme and completed and defended a diploma thesis.

Awarding body

University of Maribor, Faculty of Education

URL

https://pef.um.si/en/home/