
Magister profesor zgodnjega učenja/magistrica profesorica zgodnjega učenja

Selected qualifications

Name of qualification	Magister profesor zgodnjega učenja/magistrica profesorica zgodnjega učenja
Translated title (no legal status)	Master of Arts in teaching in early learning
Type of qualification	Diploma druge stopnje
Category of qualification	Izobrazba
Type of education	Master's education
Duration	2 years
Credits	120 credits

Admission requirements

- A completed first-cycle study programme in a relevant professional field (pre-school education, general elementary teaching, pedagogy, psychology, special needs children, educational science); or
- a completed first-cycle study programme in another field, if prior to enrolment the candidate completes course units essential for further study and totalling 30 credits in the subject fields of Slovene language, pedagogy, developmental psychology, pedagogical psychology and special education; or
- a completed professional higher education programme in Pre-school Education adopted before 11 June 2004; or
- another professional higher education or academic higher education programme adopted before 11 June 2004, if prior to enrolment the candidate completes course units essential for further study and totalling 30 credits in the subject fields of Slovene language, pedagogy, developmental psychology, pedagogical psychology and special education.

ISCED field

Field
Izobraževalne znanosti in izobraževanje učiteljev

ISCED subfield

subfield izobraževanje vzgojiteljev predšolskih otrok

Qualification level

SQF 8
EQF 7
Second level

Learning outcomes

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

- understand basic social processes, scientific principles and modern achievements that are a guide to analysing and resolving challenges and issues in the professional field,
- express self precisely and clearly, and use professional language with authority,
- develop and understand basic pedagogical concepts and the laws of their development and functioning,
- critically assess existing practices, politics and research on early learning,
- understand the role of environmental factors in a child's development and learning,
- demonstrate theoretical and practical proficiency in communication,
- cooperate with all those involved in the processes of early learning,
- search, select and use relevant data and information offered by written resources and modern technology,
- create and express a positive attitude and responsibility towards different arts and cultures,
- receive, perceive and produce in various artistic languages in relation to ensuring a encouraging learning environment,
- select and use different strategies, approaches and methods of work with different children,
- cooperate on and manage team and independent work,

- plan and implement projects and present own achievements and findings in various forms,
- cultivate a culture of living and transfer knowledge about it with an emphasis on awareness raising of the importance of nature and ecology for humans and of psychophysical health,

(subject-specific competences)

- recognise the differences and needs of children,
- contribute to a quality assurance system,
- cooperate with colleagues to improve own learning and teaching and share experience with others,
- understand and justify modern pedagogical practice,
- understand and critically assess the official and implementation curriculum,
- recognise and integrate in an applied way all the elements of the curriculum,
- accommodate and respect the cultural specifics of families and local communities,
- evaluate, critically select and provide music for children,
- engage in artistic activity and develop a positive attitude towards musical culture,
- develop new knowledge and understand the importance of performance art,
- understand concepts of fine art and communication and the laws of fine art expression,
- understand modern approaches and strategies in managing and implementing fine art activities,
- use different concepts of childhood and education in planning, implementing and evaluating work with individuals or groups,
- offer emotional security to children,
- promote the independence of children in accordance with their maturity,
- direct attention to the positive qualities of own personality and personalities of others,
- understand and take into account relations between the educational institution and local environment,
- recognise and understand in an interdisciplinary way diversity in the educational space,
- encourage children's curiosity in the area of natural science,
- link and generalise fundamental natural science terminology and adapt it to the cognitive capacities of children,
- behave responsibly in the environment,
- offer children forms of assistance in developing logical and mathematical thinking and concepts,
- develop strategies for solving simple mathematical problems and by means of cognitive conflict motivate children to grasp problem situations and solving the pertaining problem,
- carry out empirical, mainly qualitative research in the field of early learning and teaching,
- observe ethical principles in research processes,
- select appropriate linguistic signs and codes depending on the position of speech and purpose of communication,
- create scientific texts,
- master communication in theory and practice,
- verify and apply acquired knowledge in practice,
- promote early speech development in children and other forms of symbolic expression,
- understand the role of environmental factors in a child's development and learning.

Assessment and completion

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

To progress to the second year, a student must attain 48 credits (80% of credits) out of 60 credits in the first-year study programme.

Transitions

Third-cycle doctoral study programmes (SQF level 10)

Condition for obtaining certificate

Students must complete all requirements defined by the study programme in order to complete their studies.

Awarding body

University of Primorska, Faculty of Education

URL

<http://www.pef.upr.si/eng/>
