HUMAN RESOURCE FACTORS AS AN ELEMENT OF THE QUALITY IMPLEMENTATION OF MOTOR ACTIVITIES IN KINDERGARTENS

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Abstract:

The importance of good human resource conditions for the implementation of motor activities in kindergartens depends on several factors, including the preschool teachers' qualifications for specific motor/sporting activities, their ability to work in given material circumstances, the possibility of a physical education teacher being involved in certain phases of the actual curriculum, etc. Preschool teachers can upgrade their qualifications by attending continuing education expert training programmes and those aimed at acquiring qualifications to implement specific movement activities. In the area of movement, if the entire educational process is implemented in co-operation with a physical education teacher, this can contribute to the harmonious development of a preschool child as well as ensure higher quality work and safety.

Key words: *preschool teacher, physical education teacher qualified for preschool, child's harmonious development*

Introduction

The specificity of a child's development where all areas (physical, motor, cognitive, emotional and social) intertwine and form a developmental integrity is also important in the study of all factors of the educational process (Videmšek, Štihec, Karpljuk, Meško, & Zajec, 2010). Experts (Gallahue & Ozmun, 2006; Videmšek, Štihec, & Karpljuk, 2008; Cemič, 1996) emphasize that movement affects the growth of bones, muscles, cardiovascular and respiratory systems, while also facilitating the development of a child's motor abilities, skills and knowledge. Movement is a child's inherent need which essentially contributes to appropriate growth and overall development (Malina, Bouchard, & Bar-Or, 2004). By satisfying this need, a child will develop his/her motor abilities, skills and knowledge and at the same time achieve progress in various areas. It is expected that adults who influence the developing child will provide motor activities to the child so as to satisfy his/her basic needs. Since many children in the preschool period spend most of their day in a kindergarten, they are taken care of by preschool teachers and their assistants. Their direct work with children is referred to as the hidden curriculum. Given that the hidden curriculum (Špoljar, 1993) crucially defines the educational process, influences the interaction between a preschool teacher and a child and is reflected in subjective theories, the attitude of preschool teachers to movement and their knowledge of both motor development and the appropriate methodological approach are extremely important. The hidden curriculum not only involves ideologically conditioned contents (Apple, 2006; Anyon, 2006), but interferes substantially with the kindergarten's organization and life as a whole (Moss & Penn, 1996; Dahlberg, Moss, & Pence, 2000; Turnšek, 2002). Subjective theories strongly affect the orientation of teaching and are also reflected in the direction the teacher gears their activity and the method used (Zajec & Cemič, 2010).

To ensure the integrity of a preschool child's development, it is therefore reasonable that preschool teachers frequently attend seminars within continuing training programmes and courses to acquire skills in different sports (skiing, cross-country skiing, rollerblading, etc.). The study by Kavčič (2005) showed that it is reasonable to include a physical education teacher in both the planning/implementing phase and in the analysis of educational work in kindergartens. The integration of experts spe-

cializing in different fields is a logical consequence of the systematic work in a kindergarten based on a transdisciplinary approach. The dimensions of the psychosomatic status are entwined and are indirectly or directly interdependent and therefore during the preschool period the systematic integration and linking of all six areas of the curriculum are very important (Zajec, Videmšek, Karpljuk, & Štihec, 2009). Preschool teachers must combine their knowledge of all six areas and entwine it with developmental psychology, pedagogy, didactics, sociology, etc. At the same time, they must suitably position them in a given geographical area, social context, contemporary circumstances, etc. Some longitudinal studies have revealed that the quality of human resource factors is an important element in the integration of children from less stimulative environments (Burchinal, et al., 2000; Lamb, 1997; Loeb, Fuller, Kagan, & Carrol, 2004; Peiner-Feinberg, et al., 2001; Wachs, Gurkas, & Kontos, 2004). Several authors (Lamb, 1997; Vandell & Wolfe, 2000; Greenspan, 2003; Wachs, Gurkas, & Kontos, 2004) have assessed that educational work quality is of key importance for a child's development in several areas, including the motor one. The preschool teacher's level of expertise is reflected in the actual and hidden curricula, manifesting itself in the integration of all habits, skills and knowledge (Hartman & Stoll, 1997; Dalli, 2006). As a preschool child's development is extremely comprehensive and specific, with each individual progressing at his/her own tempo as dictated by his/her "biological clock" (Gallahue & Ozmun, 2006), we believe it is reasonable to involve a physical education teacher in the planning, implementing and analysing of educational work in kindergartens.

It is also reasonable to involve a physical education teacher with adequate preschool education qualifications because the curriculum is target-oriented (Zajec, 2009; Kavčič, 2005). Namely, the curriculum allows the same goals to be achieved in different ways, and conversely: the curriculum allows the teacher to achieve different goals by means of the same activities (Marjanovič Umek & Fekonja Peklaj, 2008). This is where the preschool teacher's level of expertise comes to the fore as many goals (e.g. finding a personal way of solving spatial problems) can be realized using one or several different motor activities, methodological approaches, etc. (for example, a preschool teacher can choose different surfaces on which a child moves or only one which does not change for years). Of course, besides the preschool teacher's knowledge and skills, an important role is often played by material factors for implementing motor activities in a kindergarten. Zajec, Videmšek, Štihec and Šimunič (2010) established that of all the factors involved, namely substantive, organizational, human resource and material, it is the material factors that reveal the least about the frequency of motor activities in kindergartens, whereas the human resource factors are the most helpful in a regression equation of the frequency of motor activities in kindergartens. Preschool teachers can use their inventiveness to satisfy the child's need for movement, even though the material factors are inadequate. Yet inventiveness cannot compensate for all deficiencies, which is why preschool teachers must have certain material factors available.

There is a paucity of studies of material factors in the school domain. For example, Flisek and Štemberger (2008) established that the laws, regulations and minimum norms and standards in most cases fail to satisfy even the basic needs of school and preschool children in terms of sport technology, which encompasses sport facilities, small sport accessories, sport equipment and didactic tools. The concrete material conditions in the first triad were investigated by Štemberger (2003) who found that the actual state of affairs did not comply with the applicable regulations and norms which, in her opinion, were obsolete and out-of-date. Some studies of motor activities in kindergartens have been published (Zajec, et al., 2010; Zajec, 2009; Česnik, 1999) and all of them have shown a lack of material factors in the implementation of motor activities in kindergartens.

In addition to adequate material factors, good human resource factors contribute to the more frequent implementation of motor activities (Zajec, et al., 2010). Žnidaršič (2008) thus found that, in Slovenia, expertly organized and guided motor activities were insufficient and that kindergartens lack appropriately qualified staff. Using a sample of 74 preschool teachers from Slovenia in her study, Kogovšek (2010) established that they attend continuing expert training programmes in the field of movement only every few years (58.1%). This figure shows the appropriateness of a preschool teacher working together with an adequately qualified physical education teacher in all phases of the educational process in a kindergarten. Žnidaršič (2008) claims that some kindergartens have already started including a physical education teacher in the educational process and that they have come to the conclusion that their approach boosts the quality of motor activities, improves safety and enables the curriculum goals set in kindergartens to be achieved.

According to Videmšek and Pišot (2007), the work of a physical education teacher in a kindergarten would encompass the following:

– In co-operation with preschool teachers they would draw up an annual plan for each group of children (in line with the applicable curriculum for kindergartens, the annual action plan and according to the skills, knowledge, characteristics and qualities of the children). They would co-operate with parents and experts in

other fields (a psychologist, a doctor, etc.) in the area of planning.
- They would deliver a specific number of physical education classes jointly with the preschool teacher to children belonging to both age groups (also for children from the first age group – from one- to three-years old – who are still the most "overlooked").
- They would help preschool teachers with the implementation of the "Golden Sun" programme. ("Golden Sun" is the Slovenian national motor/sport programme, which includes all the basic sports skills that children of this age need to know and acquire.)
- They would look for the best ways to implement those activities which cannot be carried out in kindergartens. They would arrange co-operation with sport societies, hire sports grounds, arrange high-quality and low-price courses, organize the way in which summer and winter holidays could be spent, etc.
- They would organize joint activities: cross-country running, hiking trips, sport mornings and afternoons, orientation trips, sport demonstrations, etc.
- They would raise awareness among parents about a child's motor development and the significance of proper motor activities for a child's overall development.
- They would implement the motor activity programme so that all children would enjoy them as much as possible and they would optimally contribute to their development and health.

Our research problem arose from the integral approach to discussing a preschool child whose development is simultaneous in all areas and for whom movement represents a primary need. A preschool teacher is obliged to adequately satisfy this need; however, due to an excessive workload and a multitude of fields a teacher must specialize in, there can be some shortfalls in this area. As this problem is a very topical one, we aimed to establish the state of affairs with human resource factors in the implementation of motor/sporting activities in kindergartens. We investigated whether it was reasonable to complement the deficit in the area of motor activities by introducing more frequent continuing expert training programmes, integrating an adequately qualified physical education teacher in all phases of the educational process and the training of teachers in the correct use of the available material possibilities.

Methods

Participants

The sample of survey subjects was intentionally selected from three broader areas (eastern, central and western) of Slovenia, depending on the percentage of kindergartens in each area. It included 37 randomly selected kindergarten headteachers, namely seven from the western, 22 from the central and eight from the eastern area. The percentage is proportionately equal to the share of kindergartens in an individual area and the share of children integrated in the educational process.

The study was carried out within a broader research project entitled "Children Amidst Influences of the Modern Lifestyle – Motor Abilities, Physical Characteristics and Health Status of Slovenian Children" implemented at the Institute of Kinesiological Research of the University of Primorska in co-operation with the Faculty of Sport and the faculties of education in Ljubljana, Koper and Maribor.

By prior arrangement with each individual kindergarten, the headteachers were thoroughly acquainted with the purpose and objectives of the study and submitted consent forms and questionnaires. All questions related to the survey questionnaire were answered and agreed on including the method of returning the questionnaires. All the surveyed headteachers submitted their consent to participate in the study. All personal data were protected.

The data acquisition process was carried out in compliance with the Personal Data Protection Act.

Instruments

The data were collected by means of a questionnaire designed for the headteachers of the kindergartens, which consisted of 27 closed-ended, open-ended and combined questions. The questionnaire included sets of questions on human resource factors involved in the implementation of motor/sporting activities in kindergartens.

The questionnaire was designed by Šimunič, Videmšek, Pišot, Štihec, Štemberger, Završnik and Zajec (2008, in Zajec, 2009) within a broader research project entitled "Children Amidst Influences of the Modern Lifestyle – Motor Abilities, Physical Characteristics and Health Status of Slovenian Children" and its measurement characteristics were verified (Project website: http://www.zrs.upr.si/sl/In%C5%A1tituti/In%C5%A1titut+za+kineziolo%C5%A1ke+raziskave/Projekti/Starej%C5%A1i+projekti/id/607/title/%C2%BBOtrok+med+vplivi+sodobnega+%C5%BEivljenjskega+sloga%C2%AB+%E2%80%93+gibalne+sposobnosti,+telesne+zna%C4%8Dilnosti+in+zdravstveni+status+slovenskih+otrok).

Procedures

The data obtained were processed using SPSS 15.0 for Windows (Statistical Package for Social Sciences, Inc., Chicago IL). Data were analysed by the following statistical methods: descriptive statistics and frequency distribution. ANOVA (analysis

of variance) was used for numerical variables as well as other appropriately transformed variables to examine statistical significance of differences between groups. Statistical significance was verified at a 5% risk level (p=.05).

Results

The human resource factors in the implementation of motor activities in kindergartens are multidimensional since they include, among others, preschool teachers' professional qualifications to implement movement-related contents, their continuing expert training and inclusion of other experts in the educational process.

The headteachers' opinions about their preschool teachers' qualifications to work in a kindergarten are presented in Table 1. Nearly one fifth of the surveyed headteachers of kindergartens from the three areas of Slovenia (18.9%) believe their preschool teachers are insufficiently qualified. Preschool teachers can acquire qualifications within continuing expert training programmes or training programmes to acquire a skill. The percentages of preschool teachers with individual additional qualifications are given in Table 2.

The kindergarten headteachers think that preschool teachers have the highest professional qualifications in the areas of swimming and skiing. However, 21.6% and 32.4% of them believe that preschool teachers are not adequately trained to teach swimming and skiing, respectively. According to the headteachers, preschool teachers are insufficiently qualified for guiding hiking groups given that 43.2% of them think their staff is insufficiently trained; 56.8% think that some have adequate qualifications, whereas none of them thinks that all their preschool teachers are adequately trained. The lowest share of adequately trained staff in kindergartens is the share pertaining to rollerblading (Table 2).

Table 3 shows that even though most headteachers think that their preschool teachers are inadequately trained to implement motor activities in a kindergarten, only a good third of the staff in the selected sample (37.8% of preschool teachers) attend continuing expert trainings and courses related to motor activities, whereas nearly two-thirds (59.5%) attend such training programmes only every few years. Considering the headteachers' opinions (Table 1), namely that their preschool teachers are insufficiently or only adequately trained to implement motor activities in kindergartens, we checked how frequently preschool teachers attend continuing expert training programmes by area. The results are shown in Table 4.

Using a Likert scale, where 1 means the least often and 5 the most often, the headteachers replied about the frequency of their preschool teachers' attending training programmes by area. Table 4

Table 1. Headteachers' opinions on preschool teachers' qualifications for implementing motor activities

Preschool teachers' qualifications	N	%
Very highly qualified	2	5.4
Adequately qualified	28	75.7
Insufficiently qualified	7	18.9
Total	37	100.0

Table 2. Additional qualifications of preschool teachers

Qualifications	YES, most of them		YES, some of them		NO	
	N	%	N	%	N	%
Swimming instructor/teacher	5	13.5	24	64.9	8	21.6
Skiing instructor	1	2.7	24	64.9	12	32.4
Hiking mentor/guide	0	0	21	56.8	16	43.2
Rollerblading instructor/teacher	1	2.7	6	16.2	30	81.1
Sport professional I. – basic physical education for preschool children	9	24.3	5	13.5	23	62.2

Legend: N – number of replies; % – percentage in the sample
(Faculty of Sport in Slovenia organizes training courses for individual sports such as skiing, skating, swimming, etc. Upon successful completion of the course the participant acquires a degree of competence for each branch. The criteria of evaluation in this question were degrees for every branch.)

Table 3. Continuing expert training programmes in the field of movement

Continuing education expert training programmes	N	%
Never	0	0
Every few years	22	59.5
Every year	14	37.8
Several times a year	1	2.7
Total	37	100.0

Legend: N – number of replies; % – percentage in the sample

Table 4. Areas where preschool teachers most frequently receive additional expert training

Areas	N	min	max	mean value	standard deviation
Movement	37	1	5	3.00	1.08
Mathematics	37	1	4	2.81	1.18
Society	37	1	5	3.22	1.03
Nature	37	1	5	3.38	1.30
Art	37	1	5	3.38	1.14
Language	37	1	5	3.32	1.16

Legend: N – number of replies; min – minimum value; max – maximum value

shows that the first place in terms of the frequency of attending additional training programmes goes to nature and art (a mean value of 3.38), followed by foreign language (3.32), and society in 4th place (3.22), whereas the area of movement ranks second last, with a mean value of 3 and a standard deviation of 1.08; the last place is occupied by mathematics, with a mean value of 2.81 and a standard deviation of 1.18.

The question of whether it is reasonable to employ an adequately qualified physical education teacher in a kindergarten was responded to by most headteachers positively, namely that it is reasonable to employ at least one such teacher jointly for several kindergarten units. If they had the chance, 18.9% of the surveyed headteachers would employ a physical education teacher who would work as a municipal co-ordinator. Only 5.4% of the headteachers would employ one physical education teacher for each unit. Nevertheless, Table 6 shows the current state of employment and, consequently, the availability of motor activities in kindergartens.

The previous table (Table 5) shows that two thirds of the headteachers (64.9%) think it is reasonable to employ a physical education teacher who is qualified for preschool at least jointly for several kindergarten units, yet none of the selected kindergartens employs a physical education teacher to work together with the preschool teacher. In most kindergartens (97.3%) motor/sporting activities are implemented by preschool teachers alone (Table 6).

Table 7 shows that nearly 89.2% of the surveyed kindergarten headteachers see the advantages of combining forces with a physical education teacher.

To establish a personnel structure, a composite variable was designed to include all re-coded variables which encompass different human resource conditions in kindergartens and are an important element in the implementation of motor activities. This composite variable combines nine appropriately transformed variables which refer to the headteachers' opinions of preschool teachers' qualifications, the attainment of adequate titles such as a swimming teacher or instructor, skiing instructor, mountain guide, rollerblading instructor and sports professional, as well as variables related to the headteachers' opinions about who should lead motor activities and who actually leads them. As researchers, we did not expect any differences to occur between individual areas in terms of the human resource structure.

Table 5. Rationale for employing physical education teachers qualified for preschool in kindergartens

Employment of a physical education teacher in a kindergarten	N	%
Not required	4	10.8
Yes, in each kindergarten unit	2	5.4
Yes, jointly for several kindergarten units	24	64.9
Yes, as a municipal co-ordinator for all kindergartens in the municipality/ town	7	18.9
Total	37	100.0

Legend: N – number of replies; % – percentage in the sample

Table 6. Organized motor activities delivery in a kindergarten

Who leads motor activities in the kindergarten?	N	%
Physical education teacher qualified for preschool	1	2.7
Preschool teacher	36	97.3
Physical education teacher qualified for preschool and a preschool teacher	0	0
Total	37	100.0

Legend: N – number of replies; % – percentage in the sample

Table 7. Advantages of joint leadership of motor activities in a kindergarten

Joint leadership	N	%
No	4	10.8
Yes	33	89.2
Total	37	100.0

Legend: N – number of replies; % – percentage in the sample

Table 8. Testing the differences between three Slovenian areas in terms of human resource factors for implementing sporting activities in kindergartens

Analysis of variance	Sum of square deviations	Degree of freedom	Estimated variance	F	Statistical significance
Between the groups	12.394	2	6.197	2.323	.113
Total	103.081	36			

Legend: F – F-value; statistical significance – the hypotheses were confirmed or rejected at a 5% risk level (p≤.05)*.

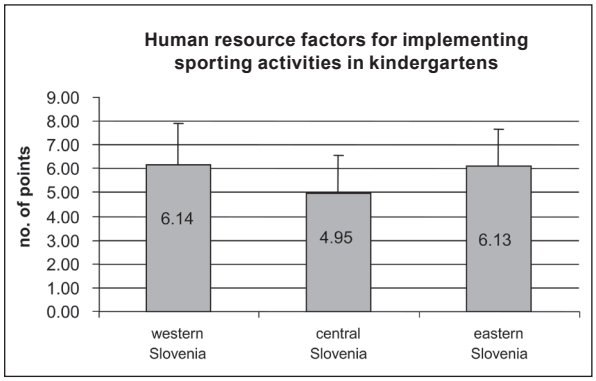

Figure 1. Comparison of mean values between three Slovenian areas in terms of human resource conditions for implementing sporting activities in kindergartens, expressed as a number of points, with added standard deviation.

Analysis of variance was used to establish any differences between the areas and no statistically significant differences were found between the groups (Table 8).

Figure 1 shows some minor differences between the areas. In western and eastern Slovenia, the human resource factors in the implementation of sport activities are slightly better than in the central area. However, while establishing differences between the areas in terms of human resource factors in kindergartens the results of the analysis of variance showed no statistically significant changes.

Discussion and conclusions

The study included kindergarten headteachers who play a decisive role in kindergarten organization and management. Their autonomy influences all of the presently researched areas since a headteacher is a pedagogical leader and a form of management of a kindergarten. Their tasks and responsibilities are stipulated in the Organization and Financing of the Education Act. The basic tasks include the organization of work as well as the management and administration of a kindergarten; a headteacher represents and acts on behalf of a kindergarten and is accountable for performing the work within the limits of the law. Since headteachers have broad terms of reference and autonomy, their opinion matters as it affects the realization or non-realization of changes related to material and human resource factors in the implementation of motor activities in a kindergarten.

In addition, research has proven that a good teacher is one who can work well in both good and poor material conditions. Using a sample of 72 three- to six-year-old children, Videmšek, Pirc, Praprotnik and Karpljuk (2007) investigated special characteristics when selecting sports facilities for preschool children and established that the efficient implementation of motor activities requires not only an adequate tool but also adequate motivation which can only be provided by an appropriately qualified, highly motivated and encouraging teacher.

Our study reveals that 18.9% of the surveyed kindergarten headteachers think their preschool teachers are insufficiently qualified to implement the sport-educational process, 75.7% believe they are adequately trained and only 5.4% think they are highly qualified. 21.6% and 32.4% of headteachers believe their preschool teachers are not appropriately trained to teach either swimming or skiing. According to 43.2% of the headteachers, their preschool teachers are insufficiently trained to guide a hiking group. The last figure raises some concern as Slovenians consider hiking one of the most important leisure sporting activities and the conditions for mountaineering in Slovenia are excellent, while at the same time it has been noticed that knowledge and qualifications in this area are deficient. Such insufficient qualifications are a consequence of the preschool teachers' lack of interest, the necessary redesigning of syllabuses in teachers' education, the high costs of the training for hiking mentors, etc.

Due to insufficient knowledge, necessary retraining, qualifications and the desire to boost the quality of work with preschool children, some kindergartens have decided to co-operate with a physical education teacher. They are employed in the post of an assistant to a preschool teacher or as a preschool teacher (Žnidaršič, 2008; Zajec, 2009; Bolka, 2010). These jobs can be taken by physical education teachers who have completed the Preschool Teacher Education Module at the Faculty of Education. Currently, no system keeps records of the number of physical education teachers working in kindergartens. Statistical data on employees in kindergartens only show the number of kindergarten employees by job title and gender. Given that

many researchers emphazise the importance of kindergartens and physical education teachers co-operating to ensure children's integral development (Videmšek, et al., 2010), our study investigated the headteachers' opinions about co-operation of the two experts. It was established that most surveyed headteachers (67.6%) think it is most appropriate that the hours dedicated to motor/sporting activities in kindergartens and other motor/sporting activities are jointly led by a physical education teacher, who is qualified for preschool, and a preschool teacher. 27% of them believe that a preschool teacher is the most competent leader and 5.4% think that the most competent one is an adequately qualified physical education teacher. Even if most headteachers (89.2%) think that such combined work has positive effects on the overall development of a preschool child, none of the surveyed kindergartens employs a physical education teacher alongside a preschool teacher. In most kindergartens (97.3%) motor/sporting activities are implemented by preschool teachers alone, even if their headteachers think that the most important benefits of joint work include better possibilities for individual work, higher quality motor contents, a better exchange of experience between the leaders and the easier achievement of goals. Most headteachers' replies to the question of whether it is reasonable to employ an adequately qualified physical education teacher were positive, namely that it is reasonable to employ them. More than one half of the surveyed headteachers (64.9%) believe it is reasonable to employ at least one physical education teacher for several kindergarten units, whereas 18.9% would employ a physical education teacher as a municipal co-ordinator if only they had the chance. Only 5.4% would employ one physical education teacher in each unit. The headteachers' inclination towards this type of co-operation is obvious. The reasons for the lack of such co-operation include financial obstacles, standards, norms, laws and regulations. The study by Bolka (2010) showed that both preschool teachers and parents are inclined towards a preschool teacher and a physical education teacher jointly leading organized motor activities. Using a sample of 71 preschool teachers and 200 parents, Bolka (2010) established that 94% of the surveyed preschool teachers thought there was a need to integrate physical education teachers, whereas the respective percentage among parents was 98%. Both parents and preschool teachers mostly (94%) thought that both, and not only a physical education teacher, should implement the activities. The reasons for such joint leadership include ensuring greater safety, which was also established in the study by Zajec (2009). Only good co-operation between experts can facilitate the harmonious development of a preschool child (Greenspan, 2003; Wachs, et al., 2004).

The need for continuing education expert programmes is indispensable in these times of a knowledge-based society (Zajec, 2009). The participants attend seminars and training programmes to develop different abilities, acquire specific skills, move into higher salary brackets, learn about novelties, promote motivation for work, etc. (Majerič, Žvan, & Zajec, 2008). Our study has shown that 37.8% of preschool teachers in the surveyed kindergartens attend continuing expert training programmes in the field of sport every year and 59.5% every few years. Sport thus ranks fifth among the other six areas (nature, art, language, society, movement and mathematics). The reasons can be found in the popularity of the various areas, teachers' interest in a specific field, their foreknowledge, etc. Namely, the findings (Majerič, et al., 2008) show that seminar attendees choose the theme of the seminar based on the lecturer's popularity. They prefer to broaden their knowledge and experience in those fields where they already feel more competent.

Researchers (Kropej, 2007; Videmšek, Štihec, Karpljuk, & Debeljak, 2003; Pišot & Planinšec, 2005; Riddoch, et al., 2004) also emphasize that the environment is the factor with which parents, preschool teachers and physical education teachers can substantially influence a child's development and contribute to forming his/her lifestyle. This in turn gives the kindergarten, in which a child spends most of his/her time, a wide range of possibilities in terms of human resource and material conditions and it also gives headteachers the responsibility to make the right selection.

It was established that good human resource factors are relevant in terms of the frequency of implementing motor activities in kindergartens. The surveyed headteachers believe that preschool teachers should receive continuous expert training and that they should acquire specific skills to guide children in specific activities such as skiing, rollerblading, swimming, etc. A physical education teacher qualified for preschool can contribute to the high quality, safe and systematic planning, implementing and evaluation of work. The headteachers think that such a teacher should be employed to cover several kindergarten units.

Dahlberg, Moss and Pence (2000) believe that the path to the better quality of human resource factors is comprehensive, time-consuming and demanding. According to research by Marjanovič Umek and Fekonja Peklaj (2008), walking down this path means sufficiently "equipping" preschool teachers with theoretical, expert and practical knowledge, along with establishing adequate conditions at the level of the organization and curricular solutions which facilitate the expert and autonomous work of preschool teachers.

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LJUDSKI RESURSI KAO ELEMENT KVALITETE PROVEDBE MOTORIČKIH AKTIVNOSTI U DJEČJIM VRTIĆIMA

Važnost dobrih kadrovskih resursa, odgovornih za provedbu motoričkih aktivnosti u dječjim vrtićima, ovisi o nekoliko faktora koji uključuju kvalificiranost odgajatelja predškolske djece za provedbu motoričkih/sportskih aktivnosti, njihovu sposobnost djelovanja u zadanim materijalnim uvjetima, mogućnost uključivanja nastavnika tjelesne i zdravstvene kulture u određene faze aktualnog nastavnog plana, itd. Predškolski učitelji mogu unaprijediti svoje kompetencije pohađanjem kontinuiranih obrazovnih stručnih programa te programa za stjecanje kvalifikacije za provedbu specifičnih motoričkih aktivnosti. Ako je proveden u suradnji s nastavnicima tjelesne i zdravstvene kulture, cijeli odgojno-obrazovni proces u dijelu tjelesnih aktivnosti može doprinijeti harmoničnom razvoju djece predškolskog uzrasta te također povećati kvalitetu rada kao i razinu sigurnosti djece za vrijeme aktivnosti.

Ključne riječi: *odgajatelj u vrtiću, nastavnik tjelesne i zdravstvene kulture kvalificiran za rad s predškolskom djecom, harmonični razvoj djeteta*

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