

Summary

Initial education and professional development of pre-school teachers

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Formal, non-formal and informal training for the practical aspect of the educational process has to be an integral part of the initial education and subsequent professional development and progress of pre-school teachers. This paper discusses the current discontinuity between these two areas of professional development of pre-school teachers in the light of inadequate (primarily methodical) initial training of future pre-school teachers and the unforeseeable and complex pedagogical practice. The theoretical, professional and occupational knowledge the pre-school teachers have should complement each other and form an indivisible whole that is built up during the process of formal education and the subsequent lifelong learning and education achievable through the professional development of an individual and/or during joint practical explorations conducted by pre-school teachers and other professionals (reflexive practice).

Professional teacher development cannot be defined by self-initiated occasional interventions, but by systematic and continual activities oriented, at the same time, towards the personal and the collective micro-scale exploration and which represent a significant segment of individual and specific professional and academic development.

Keywords: initial education of pre-school teachers, continuing professional development of pre-school teachers, competencies of pre-school teachers, exploration of educational practice, reflexive practice.