

# Lifelong Learning and Changes in Preschool Teacher Education – Croatian Experiences

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## **Abstract**

*With respect to the initiation and implementation of the Differential Programme of Lifelong Learning of Preschool Teachers, it was necessary to carry out its objective evaluation. This implied an investigation and analysis of their satisfaction with the quality of the Programme which was measured by 6 basic components: Communication with students, Teacher preparation, Information availability, Work organization, Complexity of courses and Method of evaluation. A total of 326 assessments were indicated on a 5-point Likert scale. In general, student assessments of all the components, regardless of individual courses, are fairly positive. The most significant predictor for all the others was found to be the component communication with students. It revealed that a communicative relationship with a teacher was given precedence over all the other quality dimensions of teaching. This result considerably differs from results obtained by several research studies on the quality of teaching within full-time academic education. Therefore, the emphasis is very much on students of higher education programmes and their important role in the creation of teaching, implying that their assessments are to be seen as important predictors for programme improvement at the level of every single course as well as the programme as a whole.*

**Key words:** *evaluation; preschool teacher; quality assurance; study programme.*

## **Introduction**

Students and teachers are definitely the most valuable asset of every higher education institution. The advancement of new technologies and media obviously implies a revolutionary potential for education where the idea of mobility is given a completely

new understanding. People and knowledge are considered to be a primary resource of organizational efficiency and competition, while education and training are seen as one of the most important activities aimed at shaping the society and economy based on knowledge. The nature, purpose and modalities of learning that involve participants in the educational process are also changing, and new generations of pupils and students who shaped their learning profile according to the accelerated development of information-communication technologies call for new approaches towards learning and process of education. All this puts additional demands on higher education institutions to be more open and to redefine their role in society in general. Therefore, the organization of lifelong learning becomes the key question for organizations of all kinds. In the processes where possibilities for lifelong learning and creation of a knowledge society are provided, attaching an open attitude to new knowledge is, more than ever, considered to be the central role of educational institutions, including higher education institutions that have the leading role in science, education, research and teaching as well as in knowledge creation and dissemination (Čepić & Krstović, 2011). During the 1990s, the EU policy on education had, among numerous recommendations, announcements, decisions and other documents, pointed out the development of the concept of lifelong learning as one of the key instruments of a successful way of dealing with social changes. One of the main goals of the EU policy on education is the creation of the European space of lifelong learning as well as the European space of higher education (Bollaert et al., 2009). A prerequisite for the realization of such an ambitious project would be harmonization and coordination of university courses at all European universities aimed at empowering research and development in the European context, and providing student mobility and exchange of professors, scientists and administrative personnel. Accordingly, a prerequisite for quality assurance in higher education institutions would also be realized (ESG, 2009). There is another important goal of the EU policy on education: realization of the principle of lifelong learning for all citizens, i.e. improvement of their possibilities of employment, strengthening their communication and problem solving skills in intercultural, pluralistic social contexts, aimed at their preparation for taking on the active roles in a democratic society and market economy. Undoubtedly, higher education institutions manage certain strategic approaches in order to increase their learning potentials. This is being realized within carefully planned infrastructure of learning either by weakening traditional disciplinary boundaries, intensifying learning possibilities, and encouraging and awarding creativity and innovation or by establishing and strengthening open communication among their members. All this has an important impact on the foundations referring to the education of future preschool teachers as critical intellectuals who integrate openness for learning within their intellectual and personal structure. It also represents a challenge for those institutions that educate preschool and primary teachers, have the primary role in the educational process and are, among other things, expected to carry out an effective integration/socialization of professionally trained teachers into the learning

society. They are, besides teachers, given the significance of key factors in the promotion of the Europe of knowledge as a whole cultural-social-educational context. They are the ones whose strength of professionalization significantly contributes to the preparation of future citizens of the united Europe, as well as the development and improvement of their human abilities by which they respond to the challenges posed by the knowledge society, for active participation in that society and independent lifelong learning (Council of the European Union, 2004). Higher education institutions are required to become more proactive and dynamic in order to join the key courses of academic policy and improve their own activity as successfully as possible. At the beginning of 2000, changes in higher education in Croatia were becoming a part of educational-political movement. At the same time, Europe and the Bologna process were presenting the reference framework, i.e. a kind of a benchmark (Šoljan, 2007). Today, the Bologna process is in full practice in Croatia. In the context of carrying out the aforementioned goals, particularly referring to the establishment of policies, practices and system that would provide continuous learning at all levels along with a strong emphasis laid on quality and quality assurance, the University of Rijeka has established an institutional structure with the aim to implement the Lifelong Learning Programme. The fundamental document of the University of Rijeka, i.e. the Strategy of the University of Rijeka points out the importance of lifelong learning that represents an integral part of the overall vision of academic activity in Rijeka. It emphasizes that the University of Rijeka is a research university with a clear orientation towards sustainable development that provides quality maintenance and efficacious education based on learning outcomes and lifelong learning (Sušan, 2014). With respect to the programmes of lifelong learning, they imply accreditation procedures and application of quality standards as well as in the case of university studies (Deluka Tibljaš et al., 2010). Therefore, the obtained credit points can be used for constructing and upgrading the academic and qualification framework. Aimed, on the one hand, at meeting preschool teacher practical needs to cope competently with all the social changes where their role also changes significantly (Tatalović Vorkapić & Vujičić, 2013), and, on the other hand, to harmonize the work of the Faculty of Teacher Education with the Strategy of the University of Rijeka, the initiative for the creation of the Preschool Teacher Lifelong Learning Programme has been launched.

### ***Implementation of Differential Lifelong Learning Programme at the Faculty of Teacher Education of the University of Rijeka – Aims and Structural Components***

The initiation of the Differential Lifelong Learning Programme aimed at the enrolment of preschool teachers into the graduate Early and Preschool Education Study is closely connected to the fact that the Faculty of Teacher Education of the University of Rijeka launched the undergraduate university Early and Preschool Education Study in the academic year 2009/2010. It is the first-of-a-kind study in the Republic of Croatia. The

education of preschool teachers was the only form of education within the education profession that was, until now, being carried out through the professional study in the duration of 6 semesters upon completion of which graduates obtained 180 ECTS credits. The nature of a professional study is such that offers an adequate level of knowledge and skills to students providing them with the ability to carry out professional occupations and becoming directly involved in the work process.

At the same time, the scientific cognitions that expound the 21<sup>st</sup> century childhood also affirm a different view of a child and their institutional education (Dahlberg, Moss, & Pence, 2003; Anning, 2004; Smidt, 2006; Ballantine & Hammack, 2009). In this context, a preschool teacher is given a special role of "a significant other person" in a child's education (Fullan, 2005; Rinaldi, 2006; Dahlberg & Moss, 2006; Miljak, 2009; Vujičić, Čepić, & Papak, 2010). In this connection, there are certain expectations of a preschool teacher as a professional who would perform their professional duties in a responsible and ethical way (Elliott, 1990). Responses to such professional demands placed on preschool teachers can be found in qualitative education that, among other things, needs to be an anticipator of their professional role in a way that represents a genuine prerequisite for a professional affirmation to the highest levels as well as for lifelong learning (Fullan, 2007; Golan & Fransson, 2009). Such education was not available for preschool teachers through the form of their closed and finite preschool education study. What is more, studies that would provide professional bachelors of preschool education with the continuation of their education at a higher level have never been implemented in the higher education system. In short, these are the reasons why the undergraduate and graduate university Early and Preschool Education Study was initiated at the Faculty of Teacher Education in Rijeka.

The purpose of the Lifelong Learning Programme that enables students to enrol into the graduate university study is exceptionally justified. This justification can be explained at two levels. The first one represents the possibility of carrying out lifelong learning as a learning process aimed at personal development and gaining new knowledge (EC, 2007). Namely, the working practice of preschool education in the Republic of Croatia involves only those preschool teachers who completed the professional preschool teacher study that lasted for 3 years and upon whose completion they gained 180 ECTS credits (or some other study that is at the equal level as the mentioned one). Many eminent professionals from the practice express their interest for the continuation of the study at the higher levels continuously and for a long time. In many cases, they made contacts with the Faculty of Teacher Education Rijeka determined to pursue their goal. Until now, such a possibility was not achievable. The moment when the possibility to enrol into the graduate university study and to initiate the Lifelong Learning Programme, which would make it possible for the students to adequately compensate for the competences that would enable them to enrol, was made open, was also a particularly important moment for these professionals and the development of their professional career.

On the other hand, raising the educational level for professionals in any occupation represents a qualitative shift that, at the same time, pushes the boundaries of profession development in the most efficient way. The system of preschool education as a whole would profit a lot if there were professionals whose educational level is raised to the level of a master of early and preschool education. Therefore, we hold that the initiation of the Lifelong Learning Programme represents an anticipation of the development of the whole system of preschool education in the Republic of Croatia.

The Faculty of Teacher Education in Rijeka has fully accepted the fact that lifelong learning is a component of the activity of higher education institutions that are expected to systematically organize, i.e. improve lifelong learning. By initiating the Lifelong Learning Programme, the Faculty of Teacher Education in Rijeka has begun to accomplish its long-term goal: to realize the leading role in the area of lifelong learning within the domain of early and primary education at the regional and national level, and to ensure its programmes to become internationally recognized. It is open to people of all ages thus providing continuous education and personal development. At the same time, the Programme carries out lifelong learning in accordance with new scientific cognitions within the scope of early and preschool education and the needs of active professionals coming from the domain. What is more, its direct aim is to motivate graduate students for lifelong learning, i.e. development of a culture of continuous learning and awareness of the need for lifelong learning. In this connection, a target student group was formed consisting of students willing to pursue the graduate study upon the completion of the corresponding professional study. In doing so, we advocate the preschool teacher profession defined as a complex profession that implies reflective thinking, continuous professional development, autonomy, responsibility, creative research and personal judgement (Datnow et al., 2002; Hawley, 2002; Tatalović Vorkapić & Vujičić, 2013). We carry out such a profession by creating a new concept of initial education that implies the application of the competence approach as a certain new paradigm where both the theoretical and practical dimension are harmonized in order to accomplish qualitative educational action. This is the way to realize the goal which is to educate a preschool teacher as a critical intellectual and thoughtful reflective practitioner.

The structure of the Lifelong Learning Programme consists of 6 courses and the maximum workload of 30 ECTS, i.e. 840 contact hours. The courses are selected according to the fact that it is about a certain compensation of competences (generic and specific ones) in the context of differential characteristics and specificities related to the form of the study programme (professional vs. university one). Therefore, the Programme represents a comprehensive whole upon whose completion students attain the level and form of competences equal to the undergraduate level of university studies.

The courses are structured according to a plan in order to follow the logical structure of higher education didactics relevant to the processes of adult learning and nature of the programme within which they are being realized (lifelong learning). In this

connection, the courses are grouped within one semester and carried out in three cycles. Students are obliged to fulfil all their duties stipulated in the Lifelong Learning Programme. The Programme is completed by taking all the stipulated examinations after which students are issued a Certificate of Programme Completion.

### ***Aim and Problems of Research***

Regarding the fact that developing and implementing any new university programme implies evaluation at a certain level, it was both necessary and interesting to investigate and analyse the level of satisfaction of the first generation of the Differential Programme students. The Programme represents a component of lifelong learning and is a prerequisite for the enrolment into the graduate Early and Preschool Education Study. The goal of monitoring the Programme realization is to provide actualities, relevance and usefulness of the teaching contents and methods which further brings us to the final aim, i.e. to reach the differential level of students' competences needed for the enrolment into the graduate study and continuation of their academic career. Upon the completion of the Programme, students were provided with the possibility to fill in a specifically designed evaluation questionnaire and thus participate in the Programme evaluation and implementation. Satisfaction with the Programme quality was carried out and measured by 6 basic components that were assessed as relevant indicators of further improvement of the current programme (Lewis, 2009). The basic components are as follows: Communication with students, Teacher preparation, Information availability, Work organization, Complexity of courses and Method of evaluation. All of the six indicators were evaluated during the lectures scheduled through the Differential Programme.

### ***Research Problems:***

- 1) to determine the level of students' satisfaction with the Programme referring to the following components: Communication with students, Teacher preparation, Information availability, Work organization, Complexity of courses and Method of evaluation.
- 2) to determine the correlation between all the investigated indicators of satisfaction: Communication with students, Teacher preparation, Information availability, Work organization, Complexity of courses and Method of evaluation.

## **Method**

### ***Subjects***

A number of 70 respondents, i.e. students of the Preschool Teacher Lifelong Learning Programme at the Faculty of Teacher Education in Rijeka participated in the research. Their average age is  $M=30.82$  ( $SD=8.32$ ) with the age range from 22 to 50. All the students were females. Out of 70 students, 58 were employed in kindergartens as preschool teachers, 4 had another position in some other organization and 8 were

unemployed. With respect to their previously completed studies, 52 out of 70 gained a professional title of a preschool teacher through a higher education programme that lasted 4 semesters (2 years of study), 17 through a higher education programme that lasted 6 semesters (3 years of study) and only one through a higher education programme that lasted 8 semesters (4 years of study). The range referring to the year of completion of the study is from 1981 to 2010. A number of 46 students completed their study in Rijeka, 8 in Čakovec, 7 in Zagreb, 3 in Petrinja, 3 in Pula, 1 in Zadar and 1 in Split.

### Measurement Instruments and Procedure

Students in the Differential Programme completed the assessment questionnaire for every single course. This short questionnaire had been previously used for quick and objective quality evaluation at our faculty (Anđić, 2009). Each questionnaire contained the following instructions: *“Dear Sir/Madam, your opinion is of great importance to the improvement of the quality of the future work in this course. Therefore, we kindly ask you to fulfil the assessment questionnaire taking into account your perspective and experience as a student. This assessment questionnaire is anonymous.”*

The students’ task was to assess the given dimensions of the Programme quality, i.e. Communication with students, Teacher preparation, Information availability, Work organization, Complexity of courses and Method of evaluation on a scale from 1 (very low quality) to 5 (very high quality).

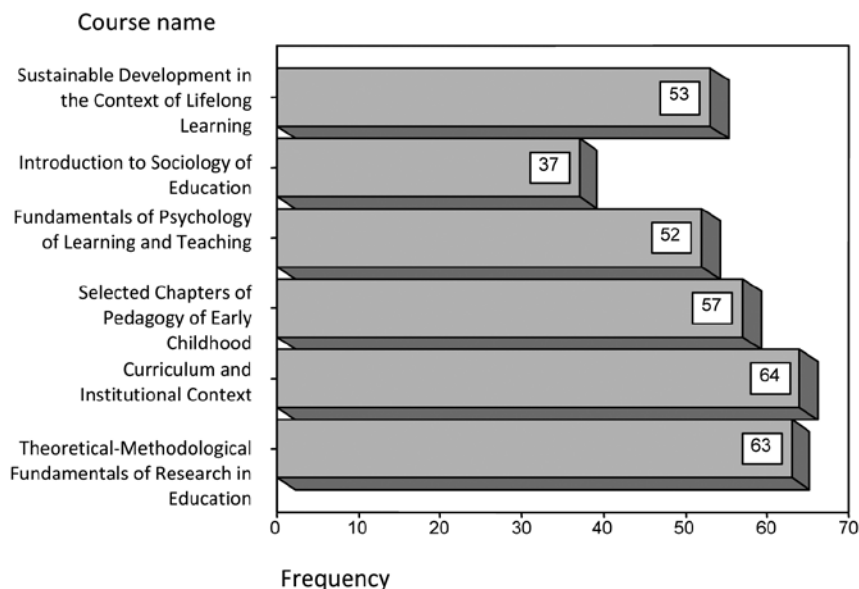


Figure 1. Frequencies of assessments referring to individual courses

As can be seen in Figure 1, the students assessed the same dimensions for all 6 differential courses they attended: Sustainable Development in the Context of Lifelong Learning (N=53), Introduction to Sociology of Education (N=37), Fundamentals of Psychology of Learning and Teaching (N=52), Curriculum and Institutional Context (N=64), Selected Chapters of Pedagogy of Early Childhood (N=57), and Theoretical-Methodological Fundamentals of Research in Education (N=63). The implemented investigation resulted in 326 assessments in total.

## Results and Discussion

Regarding the fact that the confidentiality and the anonymity of the professors who held the lectures within their courses should remain at the high level, only aggregated results for six courses have been analysed and demonstrated in this research.

### *Descriptive Statistics*

**Communication with students.** As can be seen in Table 1, 3 assessments (0.9%) of the quality of communication with students were very low, 26 assessments (8%) were low, 47 assessments (14.4%) were moderate, 108 assessments (33.1%) were high, and 142 assessments (43.6%) of the quality of communication with students were very high. Altogether, with respect to this dimension, there were 326 assessments referring to all 6 aforementioned courses. It can be noticed that the assessments are mostly very positive leading to the conclusion that the students were very satisfied with the communication that was established with their professors within the Lifelong Learning Programme.

**Teacher preparation.** As can also be seen in Table 1, 1 assessment (0.3%) of teacher preparation for teaching within the Lifelong Learning Programme was very low, 10 assessments (3.1%) were low, 29 assessments (8.9%) were moderate, 98 assessments (30.1%) were high, while 185 assessments (56.7%) of teacher preparation for teaching were very high. Altogether, with respect to this dimension, there were 323 assessments referring to all 6 aforementioned courses. As was the case with the previous dimension, the students here were also rather satisfied with teacher preparation for teaching since the assessments are to a great extent positive and of very high quality.

**Work organization.** As can be seen from Table 1, 3 assessments (0.9%) of the organization of work and teaching within the Lifelong Learning Programme were very low, 27 assessments (8.3%) were low, 76 assessments (23.3%) were moderate, 100 assessments (30.7%) were high, while 120 assessments (36.8%) of the organization of work and teaching were very high regarding its quality. Altogether, with respect to dimension, there were 326 assessments referring to all 6 aforementioned courses. Again, as was the case with the previous dimensions, the assessments mostly refer to high and very high quality in the organization of work with the students of the Lifelong Learning Programme.



Table 1  
 Percentages, means and standard deviations for each evaluation dimension

Evaluation dimensions	Percentage					M	SD
	Very low quality	Low quality	Moderate quality	High quality	Very high quality		
Communication with students	0.9	8	14.4	33.1	43.6	4.1	0.99
Teacher preparation	0.3	3.1	8.9	30.1	56.7	4.41	0.80
Work organization	0.9	8.3	23.3	30.7	36.8	3.94	1.01
Information availability	1.2	6.4	20.9	33.7	37.4	4	0.98
Complexity of courses	39	35.6	23.9	1.2	0.3	4.03	0.96
Method of evaluation	1.8	4.3	16.9	34.4	34	1.88	0.83

**Information availability.** As can be seen in Table 1, 4 assessments (1.2%) of the relevant information availability in all 6 courses within the Lifelong Learning Programme were very low, 21 assessments (6.4%) were low, 68 assessments (20.9%) were moderate, 110 assessments (33.7%) were high, while 122 assessments (37.4%) of the information availability were very high in its quality. Altogether, with respect to this dimension, there were 325 assessments referring to all 6 aforementioned courses. As was the case with the previous dimensions, the trend of high and very high quality assessments that dominantly prevail can be noticed in the dimension of information availability as well.

As is clearly visible in Table 1, 127 assessments (39%) of the complexity of all 6 courses within the Lifelong Learning Programme were very low, 116 assessments (35.6%) were low, 78 assessments (23.9%) were moderate, 4 assessments (1.2%) were high, while 1 assessment (0.3%) of the complexity of the courses was very high. Overall, with respect to this dimension, there were 326 assessments referring to all 6 aforementioned courses. The situation here is rather specific since the given results point to a completely opposite trend from the one that was determined in all the other dimensions. Actually, this is a dimension of teaching quality which, as a prerequisite for optimal quality, should be neither overly, nor insufficiently prominent. Considering the fact that the prevalent assessments here are the ones of very low and low complexity of the 6 courses implemented within the Preschool Teacher Lifelong Learning Programme, they serve as an indicator of a somewhat lower Programme quality that needs to be taken into consideration when planning a future implementation of the same Programme.

**Method of evaluation.** In the last dimension referring to the Programme quality, students needed to assess the extent to which they were satisfied with the quality of the method by which their achievements, i.e. acquired knowledge, skills and abilities were evaluated upon the completion of teaching. As can be visible in Table 1, 6 assessments (1.8%) of the method of evaluation in all 6 courses within the Lifelong Learning Programme were very low, 14 assessments (4.3%) were low, 55 assessments (16.9%) were moderate, 112 assessments (34.4%) were high, while 111 assessments (34%) of

the method of evaluation were very high in its quality. Overall, with respect to this dimension, there were 326 assessments referring to all 6 aforementioned courses. Therefore, as was the case with the majority of the dimensions, the trend of high and very high quality assessments that dominantly prevails can be noticed in the dimension of the method of evaluation as well, which clearly is of benefit to high levels of quality that were achieved in the Preschool Teacher Lifelong Learning Programme.

In the end, it would be important to emphasize the average assessments for every single quality dimension in the Preschool Teacher Lifelong Learning Programme. On average, students in the Programme assessed the communication with their teachers as of high quality ( $M=4.1, SD=.99$ ), the level of teacher preparation as of high quality ( $M=4.41, SD=.80$ ), the level of work organization as of high quality ( $M=3.94, SD=1.01$ ), the level of information availability as of high quality ( $M=4, SD=.98$ ), and the level of evaluation method as of high quality as well ( $M=4.03, SD=.96$ ). The level of course complexity was assessed as of low quality ( $M=1.88, SD=.83$ ). What is more, regarding the fact that there was asymmetric distribution of the results, the Kolmogorov-Smirnov test was applied affirming that all the distributions significantly differ from the normal ones. For this reason, the non-parametric Spearman's correlation coefficients were used in future analysis ( $K-Sz_{COM}=4.58, p=.00$ ;  $K-Sz_{PREP}=6.12, p=.00$ ;  $K-Sz_{ORGA}=4, p=.00$ ;  $K-Sz_{AVAIL}=4, p=.00$ ;  $K-Sz_{EVAL}=4.05, p=.00$ ;  $K-Sz_{COMPL}=4.22, p=.00$ ).

### Correlation Analysis

The correlation analysis of the investigated quality dimensions of the Preschool Teacher Lifelong Learning Programme has shown that almost all correlations between the investigated dimensions are expectedly positive, ranging from  $\rho=.60$  to  $\rho=.74$  ( $p=.00$ ). In other words, students' satisfaction with the Programme with respect to communication with teachers is followed by their satisfaction with the teacher preparation, work organization, information availability and method of evaluation of their knowledge, skills and competences. The only exception regarding the expected positive correlations, as can be seen in Table 3, is the correlation between nearly all

Table 3

Spearman's correlation coefficients and their significance levels between quality dimensions of Lifelong Learning Programme

	Teacher preparation	Work organization	Information availability	Complexity of courses	Method of evaluation
Communication with students	<b>.62**</b>	<b>.74**</b>	<b>.71**</b>	<b>.14*</b>	<b>.71**</b>
Teacher preparation	1.00	<b>.70**</b>	<b>.60**</b>	-.03	<b>.62**</b>
Work organization		1.00	<b>.74**</b>	.04	<b>.74**</b>
Information availability			1.00	.02	<b>.70**</b>
Complexity of courses				1.00	-.04
Method of evaluation					1.00

\* $p<0.05$ ; \*\* $p<0.01$

dimensions and the dimension referring to the complexity of the courses. This was to be expected taking into consideration the afore described descriptive indicators. Namely, a small but significant positive correlation was found between the complexity of the courses and communication with professors ( $\rho=.14$ ,  $p=.014$ ) suggesting that high quality communication is followed by an increase in the complexity of contents of the courses implemented within the Preschool Teacher Lifelong Learning Programme.

## **Conclusion**

Monitoring the quality and success of the implementation of the Lifelong Learning Programme is a continuous and multidimensional process whose aim is to spread the culture of quality among the teachers and students by means of a permanent discussion on quality and analysis of different activities and their results. With respect to the Faculty of Teacher Education in Rijeka, this process is being implemented within a dynamic and uninterrupted cycle consisting of four basic stages: planning, implementation, evaluation and judgement. The first stage refers to planning the methods and procedures aimed at reaching desired outcomes, assessing current state, realizing desired changes, deciding on procedures that provide the aforementioned, and assessing the final outcomes. The stage of implementation includes necessary procedures needed to be applied in a certain time period. The stage of evaluation includes the analysis of the data obtained with regard to desired outcomes on whose basis further plans are made. According to the results of evaluation procedures within single courses and the Programme as a whole, the indicators of quality would be developed that would aim at excellence in the Programme organization and realization at the level of content, communication and organization.

The preparation for teaching and implementation of contents in a single course are not necessarily dependent on, for instance, teaching schedule, nor the fact whether students have established a close relationship with their teacher or not. Or perhaps they are dependent on this? What about the old ideals about exceptionally interesting lectures, exercises and seminars that arise from topical contents themselves and teacher preparation to present them as interesting and thus disguise potential problems arising from, for instance, form of work organization or communication with a teacher? According to this research results and students' assessments, the relationship with a teacher established through communication precedes all the other dimensions of teaching quality which differs significantly from research on the quality of teaching carried out within a full-time academic education. Therefore, it is a matter of the specificity of the quality of the programmes implemented within Preschool Teacher Lifelong Learning and this should be taken into consideration when planning the same programmes in the future.

This research confirms that students in a higher education programme have an important role in the creation of teaching, implying that their assessments are important predictors for programme improvement at the level of single courses as well as the programme as a whole.

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# Cjeloživotno učenje i promjene u obrazovanju odgajatelja – iskustvo iz Hrvatske

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## **Sažetak**

*S obzirom na pokretanje i provedbu razlikovnog programa za cjeloživotno obrazovanje odgajatelja bilo je neophodno provesti njegovu objektivnu evaluaciju. Zadovoljstvo kvalitetom programa operacionalizirano je i mjereno sa 6 osnovnih komponenata: komunikacija sa studentima, pripremljenost nastavnika, dostupnost informacija, organizacija rada, složenost kolegija i način vrednovanja. Procjene su rađene na Likertovoj skali od 1 do 5, a ukupno je bilo 326 procjena. Općenito, procjene polaznica na svim komponentama bez obzira na kolegij prilično su pozitivne. Najznačajnijim prediktorom za sve ostale komponente i zadovoljstvo programom pokazala se komponenta komunikacije sa studentima, te je utvrđeno da odnos s nastavnicima koji se ostvaruje komunikacijom ima prednost u odnosu na sve ostale dimenzije kvalitete nastave. To je rezultat koji se značajno razlikuje u odnosu na istraživanja kvalitete redovite nastave unutar akademskog obrazovanja. Samim tim stavljen je naglasak na to da polaznici programa visokoškolske nastave imaju važnu ulogu u kreiranju nastave i da su njihove procjene važni prediktori za unaprjeđivanje programa na razini pojedinog kolegija, ali i programa u cjelini.*

**Ključne riječi:** *evaluacija; odgajatelj; osiguranje kvalitete; studijski program.*