**The project rationale**

(isto kao i za prethodno na home page stavis samo naslov ovaj i kada kliknes otvara se link sa ovim tekstom)

The project aims are to updating the curriculum for teacher education for primary school in order to define competencies and learning outcomes of undergraduate, master's and doctoral studies. Defining competencies and learning outcomes in the curriculum of teacher education sets the standards in the education of these profiles. Since the competencies and learning outcomes of pupils is best defined by the teacher competences, the project is indirectly aimed at improving the quality of primary education at the level of elementary school education in Serbia.

Professional community constantly points out that focus in education have to be move from the acquisition of facts to the outcomes and to developing students' ability to use acquired knowledge for understanding and solving problems, and a need of adopting standards of student achievement and teachers standards. Teacher competence will be discussed with one hand in accordance with the now adopted educational standards at the level of classroom teaching, and the other in accordance with the competencies defined by the EU.

One of the reasons for updating the existing curriculum, analysis and definition of competencies and learning outcomes for undergraduate, master and doctoral programs for teachers, is the fact that the Republic of Serbia has the Law on Primary Education which requires that teacher can be a person who has obtained the appropriate university education at the studies of second degree (graduate studies - Master, specialized academic study or specialist professional studies) in accordance with the Law on Higher Education, starting from 10 September 2005. Faculty of education and teacher training colleges currently educate teachers on the model of 4 + 1, and after four years they acquire four-year degree (240 ECTS), and after another year they get a master degree (300ECTS). It is not legally regulated that teachers with first degree studies can obtain employment in the school. So one of the goals of the project is to consider the possibility of employing the teachers who have only studies of the first degree, or changing the model of the studies. For this reason, the project envisages a partnership with the Ministry of Education. In the documents of the European Commission it states that the teaching profession, is highly-skilled profession, which means that all teachers have higher education, and that they have the possibility for additional training and professional development. The teaching profession is a profession that requires lifelong learning, so teachers must have the support to continue their professional development. That is why the objective of developing a program of continuing education and additional training of teachers is so specific.

The first phase of the project is in relation to the definition of competences, and the other is on the design of the module. The existing module will be innovated with more adequate courses. Faculty of Education in Sombor has the following modules for master studies: Didactic of teaching mathematics, Didactic of teaching in the Serbian language and literature, Didactic of natural science teaching, Didactic of social science teaching, Modern didactic of teaching in art education, Modern didactic of teaching in physical education, Modern didactic of teaching methods in music education and Modern didactic of teaching computer studies. Also, we will consider the possibility of introducing new modules that would develop teacher competence for the application of Inclusion (Inclusion in primary school teaching), because current practice requires the teacher's wider knowledge of methods for the implementation of inclusion in teaching.

Preparation for the introduction new module include formation of interdisciplinary (cross-curricular) team consisting of university teachers and nonacademic partners interested in the basic theme of preparing students for inclusion, research on the needs of teachers regarding their professional development and better preparation for inclusion, organization of round table and the accompanying courses on the theme of inclusion and legislative changes, best practices and introduction of inclusive content in the programs.

In each module the system of ECST credits and student workload will be developed. Then innovated curricula will be the subject of debate and analysis at each faculty of education and eventually adopted by certain colleges. In the last year of the project the implementation of the new curriculum will begin.

Educational Laboratory will be equipped on all faculties of education (teacher training faculties). It will represent a modern classroom for primary school (for Serbian primary school -- the classroom of the future) and central practice room for the students. EL will be equipped with the latest multimedia tools (wireless projector, notebooks with wi-fi, different interactive boards, wireless tablets, digital video cameras, web cameras...) and with mobile furniture, which allow the easy and quick rearrangement of the room for different types of learning (frontal teaching, individualized learning, pair study or group work). Classroom space would be a model for learning space at the level of primary school teaching and there the students of the master and doctoral studies would demonstrate the application of modern strategies for teaching and learning, where also the undergraduate students would have the possibility of systematic study and analysis of the teaching process. In the future EL well assured well trained students with good skills, who will later be good primary school teachers. Educational Laboratory would also be a space in which the primary school teacher professionals would implement programs of continues education and additional training. Population for whom the project is intended are students at bachelor and master studies on faculties of education in Serbia, as well as primary school teacher professionals.