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**,,Harmonization and Modernization of the Curriculum for**

**Primary Teacher Education” HAMOC**

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**THE PROJECT`S CONTENT AND METHODOLOGY**

The project plan is designed in the way that the existing curriculum for primary school teacher education from different faculties (various universities in Serbia) would be harmonized in terms of defined competencies and learning outcomes and teaching methodology. For this reason, it is vital to organize better cooperation among colleagues from the universities in Serbia, but also allow sharing of experiences with colleagues from the EU.

In this project four relevant state universities in Serbia are participating with many different specialists belonging to faculties of education. EU partners are 4 universities with various experience that covers all aspects of planned programme and modules.

Most inconsistencies were observed in the level of master studies, and in this level most changes will be done. So this will require the new accreditation process. It is anticipated innovation of existing modules and introduction of new module for module for inclusion in primary school teaching. Changes in the master level will require adjustment and change in some courses on bachelor and doctoral levels.

Our plan is to harmonize and modernise curricula at all faculties of education in Serbia.

The intent of the program is to put in the focus the improving of teacher education in Serbia. Defining competencies and learning outcomes in the curriculum of primary teacher education and sets the standards in the education of these profiles. Since the competencies and learning outcomes of pupil are best defined by teacher scompetences, the project is directly aimed at improving the quality of primary school education at the level of primary education in Serbia.

Professional constantly points out that focus in education have to be move from the acquisition of facts on the outcomes and the development of students' ability to use acquired knowledge for understanding and solving problems, and that standards of student achievement and teacher standards must be adopted. Teacher competence will be considered in two ways, first in accordance with already adopted educational standards in the level of classroom teaching, and the other in accordance with the competencies defined in the EU countries.

The intent of the program is to increase the level of harmonization among the curriculum for primary teacher education at various universities in Serbia, to achieve compliance with the standards promoted by state institutions and to deepen the relationship and impact on classroom teaching in order to allow its faster modernization.

EU universities have well-developed teacher education programs. University of Ljubljana will give advice in the development of master programs and development courses relating to inclusion, but also the content of the curriculum of undergraduate and doctoral studies for teacher education. University of Matej Bel will help in defining the competencies and learning outcomes in the fields of science and didactics of natural science for primary teachers. University of Oviedo will help in developing a module for didactic of mathematics at the master's and doctoral studies. University of Lyon1 will help us to develop the curriculum for undergraduate studies of primary teacher education. Master programs for teachers will be innovated with new module - Inclusion for primary school. Partners with EU universities will also transfer its experience in the methodology of teaching in colleges for primary teacher education.

During the first year of the project, after the initial meeting, disscussions and analysis of existing competencies and learning outcomes in the curricula for primary teacher education at all level of studies will be conducted at the UNS. The meetings will be attended by representatives of nonacademic partners (Ministry of Education, Institute for the Improvement of Education, 3 primary schools and 1 special school).

Based on the analysis of best practise at partner universities and necessary learning outcomes and competencies, the curriculum at all level (programme, syllabi of all the courses and the modules, and ECTS, academic structure) will be developed.

The modernization of the curriculum for primary teacher education will be provided by training teachers and assistants to teach using the innovative methodology of teaching, and to know how to use Educational Laboratory (EL). Practical placement to EU will be organized for teachers from various universities in Serbia. Also a workshop for teacher training will be organized and colleagues from the universities of the EU will shared their experiences with colleagues from Serbia. Workshops will be attended by representatives of the Ministry of Education, Institute for the Improvement of Education, primary and special schools. Workshops and practical placement will help teachers from universities in Serbia to improve the methodology of teaching and to innovate the syllabuses of existing courses.

After that, the accreditation of study programs, or acceptance of changes at existing curriculum (if changes are not such as to require a new accreditation) for teaching will be held on scientific councils of the Faculty and University Senate. Number of students who enter degree programs at four universities (UNS, UNIKG, UNI, BU) will depend on national accreditation standards.

Continuous education courses for primary school teachers will be organized. Representatives of the Institute for the Improvement of Education (Center for professional development of teachers) will taking part in preparing the program of continuous education for primary teacher education. It is a national program because of the structure of primary school education and education of teachers for working in such schools (4 +4). However, to disseminate the project results a regional conference will be organized, attended by the representatives of the faculties involved in primary teacher education and faculty representatives from the region - the members of the Balkan association of primary school teacher education faculties.

The quality of the program will be verified by the EU experts who will write peer review. Also, self-evaluation will be done at all participating universities in which representatives of student parliaments will participate too. Through self-evaluation student opinions would be obtained on the application of courses in the developed curriculum. The quality of the project will be also checked through the opinion of primary teacher professionals who will attend continuous education programs. Those feedback will be analyzed and the final analysis at last meeting of management team will be done. These data will affect the adjustment of program for the next generation of students.