METHODOLOGY, PROCEDURES AND TOOLS FOR MANAGING PROFESSIONAL DEVELOPMENT

of professional profiles employed

in kindergartens

- MANUAL -

Skopje, 2024

TABLE OF CONTENTS:

SUMMARY

This document presents a **concept of methodology, procedures and tools for managing the professional development of professional profiles employed in kindergartens.** The following topics are covered in the document:

- Methodology for professional development of professional profiles in kindergartens
- Management of professional development of professional profiles in kindergartens
- Programs for professional development
  Instruments for managing the professional development of professional profiles in kindergartens in three stages

The document presents the basic structure and description of the instruments for the needs of the professional development of employees in kindergartens. The instruments are present throughout the entire process of professional development from start to finish, so their application can be divided into several stages:

- Phase I: Monitoring the quality of the work of the educational staff as a basis for planning professional development
- Phase II: Professional Development Planning as a function of self-assessment of professional competencies as a basis for planning professional development
- Phase III: Effects of professional development

Professional development in kindergartens is key to ensuring high-quality education and care for

children from their early age. Here are some reasons why it is significant:

- **It impacts the improvement of the quality of education**

Professional development helps renew the knowledge and skills of all professional profiles in kindergartens. With the latest methodologies and techniques, the professional staff can apply innovations. More specifically, professional development creates conditions for professional staff to better understand children's needs and apply effective educational practices.

- **It enables adaptation to new changes and trends**

Education and upbringing are dynamic processes that constantly change and develop. In that sense, professional development helps professional profiles in kindergartens to have current knowledge, abilities and skills.

- **It influences the improvement of communication and relations with children**

Professional development helps preschool professionals understand and respond to children's needs. It leads to improved relationships with children through effective communication and exchange of ideas.

- **It impacts the increase of professional competence**

Professional development increases knowledge and skills for working with children and managing complex situations. It also improves the professional profiles' organizational and leadership abilities.

- **It influences the improvement of children's results**

Professional development provides quality education that directly affects children's development. The educational process is better when best practices are applied. Such an environment helps children achieve maximum development and feel confident.

- **It creates a supportive work environment**

Professional development also helps to create a positive and supportive work environment. Encouraging teamwork and exchange of experiences between professional profiles is a kind of professional development for each professional profile. The impact is also great on improving the ability to resolve conflicts and manage stress.

1. BASIC TERMS

Professional development – is defined as a continuous process of learning and improving the skills, knowledge and competencies of the individual in his professional field. This process is aimed at improving efficiency, productivity and quality of work, as well as at achieving personal and professional goals.

Pre-service/initial preparation/initial training - The initial training/preparation or training before work, the so-called initial education refers to training in which an individual engages before starting work. This form of training ensures that workers are adequately prepared to provide service in a specific role and can engage in new areas of training.

In-service or on-going training - Professional development or in-service training is a form of training in which professionals maintain and expand their knowledge, skills and practice. This training is often in addition to initial training in order to improve knowledge and skills, maintain individual licensure or transfer to a new level, meet employer expectations, or meet other requirements for early childhood professionals who work on this area. Continuing professional development is a form of in-service training designed to complement existing training needs for early childhood development professionals. Continuous professional development embraces the idea that individuals aim to continuously improve their professional skills and knowledge beyond the basic training required to perform the job.

Professional development programs – These are organized and systematically planned activities that aim to enable the improvement of professionals through trainings, courses, workshops, seminars, and other forms of learning. These programs are designed to improve professional skills, upgrade knowledge, and increase the competence of participants to achieve higher standards and better results in their professional field.

2. Methodology for professional development of professional profiles in kindergartens

The methodology of the professional development of kindergarten employees in the country adheres to the recommendations of the European Commission, which clearly state the concept, treatment, and structure of this system.

Namely, the continuous training of kindergarten employees should be understood as a right and an obligation. The continuous training of kindergarten employees is based on development in the field of education and professional training, in accordance with the national program and according to the personal interests and needs for development of each individual.

Continuous training of professional profiles in kindergartens includes:

- professional development and
- career advancement

Professional development is based on professional standards in the profession, quality standards and professional competencies.

The continuous training of the staff is based on the concept of cumulative development of the level of competence of the staff. Level of competence covered by programs and on-going training activities or other forms of professional development are assessed according to:

- The staff's ability to mobilize, combine and independently use acquired abilities, knowledge, skills and general and professional competences in accordance with the various requirements of a specific context, situation or issue

- The staff's ability to deal with changes, complex and unpredictable situations.

The area of professional development refers to continuous learning and upgrading and provides the answer to the question of what it means to be a good educator and what it means to implement a program well, through:

- Understanding the conceptual settings of the program
- Thinking about the settings themselves, but also personal beliefs as well as their application
- Participation in the development of reflective practices in the kindergarten through cooperation, exchange and joint research with professional collaborators and educators
- Critical review with colleagues about the work, culture and structure of the kindergarten
- Connecting with colleagues from other institutions for the purpose of exchanging experiences and joint research
- Participation in development projects at the local and national level
- Selection of seminars for professional development that are relevant for the development of reflective practices and professional training
- Participation and presentation at professional meetings
- Monitoring of contemporary professional literature and trends in the development of preschool education

- Consideration and critical review of the social and cultural factors that shape the practice of preschool education.

Basic forms of professional development are:

• (*Pre-service/initial preparation/initial training*)

• (*In-service or on-going training*)

TYPES OF TRAINING	TYPES OF TRAINING
Training/ mentoring	Training/Coaching is a relationship-based process led by an expert with specialized knowledge and skills in adult learning, who often serves in a different professional role than the recipient(s). Hanft et al. (2004) describe training in early childhood settings as involving independent and/or shared observations, demonstration, guided practice, self-reflection, feedback and evaluation of the training process. Mentoring is a process based on relationships between colleagues in similar professional roles, with a more experienced individual providing guidance and example to a less experienced one, i.e. the one who is being mentored. (NAEYC & NACCRRA 2011).
Conferences, workshops and seminars	Conferences and workshops offer a wide variety of options for professionals to gain knowledge and/or skills in a specific topic or area. These types of services such as training programs are short-term, usually lasting no more than a few days, and are usually organized by professional associations at the national and international level. These types of training provide opportunities to meet other professionals and paraprofessionals, who can bring fresh ideas and stimulus to improve practices. (Litjens & Taguma, 2010).
Peer Learning: Reflection groups Professional learning communities	Often classified as a type of long-term intervention, reflection groups or professionals, learning communities involve groups of PEE practitioners reflecting on their professional practice and identifying strengths and areas for improvement. Reflection groups are facilitated by specialized trainers or pedagogical advisors (Eurofunk, 2015). The goal of these communities is to create self-sustaining, stakeholder networks that focus on applying and in some cases producing new evidence in ECD by integrating research findings with experiential knowledge from practitioners (Sheridan, 2009).
Refresher training Subject training	Refresher training is offered to update and maintain the specialized subject matter knowledge of RDR workforce members and usually includes a combination of new information and methods as well as a review of older material (Van Dersal, 1962). Similar to refresher training, subject training helps practitioners stay up-to-date with science-based methods and areas of knowledge so that they can apply this knowledge to their work practices (Litjens & Taguma, 2010). A specialized service in early childhood development training consists of

Specialized training	activities specific to early childhood programs and populations that provide specific skill instruction or skill-building content for their job application (Maxwell, 2006; Tout, Zaslow, & Berry, 2006). Specialized training can take place in a preschool setting or online.

Taking into account the diverse backgrounds and experiences of those who provide early childhood development services, training and professional development programs offer the opportunity to provide a core set of knowledge and skills to professionals working in this field. In addition, there is evidence to suggest that supporting individuals with these opportunities can influence children's developmental outcomes.

For instance, a recent meta-analysis[1] of global studies of programs based on early childhood education and care found that higher qualifications of educators were associated with improvements in supporting children's development, including those related to supervision and activities, organizing and arranging the room, providing a variety of social experiences for children and creating a warm and friendly environment and interactions. Under qualifications, other research suggests that the quality of the educational program—i.e. how well it prepares educators by, for example, building on knowledge of child development and learning from an academic area - can be a serious factor in an educator's ability to influence children's development and learning in a positive way[2].

Although a well-trained and supported early childhood workforce is considered critical to providing high-quality services to children and families, there have been limited efforts to systematize the various approaches.

Challenges related to professional development

1. Different service providers provide training and professional development programs for childcare workers, leading to different types of qualifications. Providers of pre-service training and in-service training programs are universities, institutions of secondary vocational education, government agencies and non-governmental organizations (NGOs). As training programs may be delivered by different providers, they may lead to different qualifications such as degrees, diplomas and certificates.
2. There is not equal access to training and professional development opportunities for everyone.
3. Limited financial support for training and professional development causes additional inequalities in access to services.
4. Variation in the duration, structure and intensity of training programs has qualitative implications.

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[1] Manning, M., Garvis, S., Fleming, C., Wong, T. W. G., (2017). *The relationship between teacher qualification and the quality of the early childhood care and learning environment.* Campbell Systematic Reviews.

[2] Hyson, M., Biggar Tomlinson, H., & Morris, C. (2009). "Quality Improvement in Early Childhood Teacher Education: Faculty Perspectives and Recommendations for the Future." *Early Childhood Research & Practice.* 11(1)

5. Training and professional development programs should meet the specific needs of professionals and be relevant to local contexts.
6. Practice and other opportunities to acquire practical skills are important components of initial preparation.
7. In-service training opportunities are most effective when tailored to individual needs and include peer learning.
8. Conditions if not clearly defined affect the quality of training and professional development and limit opportunities for career advancement.

Training and professional development opportunities provide members with the critical knowledge and skills of professionals working in kindergartens. However, limited access among specific groups and varying quality, resulting from a number of factors, including the length of the programs, expertise, specificity, incorporation of practical experiences and relevance to local contexts reduce their potential for impact.

2.1 Managing professional development of professional profiles in kindergartens

According to the Child Protection Law, Article 159 regulates the aspect of professional development of employees in a public institution for children, where it is said that they have the right to professional development, for which the director adopts a plan for continuous professional development in accordance with the program for continuous education of professional providers of public services from Article 136 of this law. Public institutions for children establish a system for managing the effect of professional public service providers. The system of professional development consists of determining the work goals and tasks, determining the individual plan for professional development, as well as a procedure for evaluating the effect of the professional public service provider. The work goals and tasks of the public service provider in a public institution for children are determined based on the annual work program of the public institution for children. The work goals and tasks of the public service providers should be clear, precise, measurable and with an established time frame for execution. The work goals and tasks are determined by the director of the public institution for children or a person authorized by them, in cooperation with the professional public service provider, in December of the current year for the following year. The director of the public institution for children or the person authorized by them, is obliged to continuously monitor the effect of the professional public service provider throughout the year and, if necessary, propose measures to improve it. As part of the process of continuous monitoring of the effect of the professional public service provider, an annual interview for the current year is conducted no later than November 1. After conducting the annual interview, the annual interview report is filled out, which is signed by the professional public service provider and the director of the public institution for children or the person authorized by them. A copy of the report is provided to the professional service provider. If, in the report on the annual interview, the director of the public institution for children or the person authorized by them, determines that the professional public service provider has not fulfilled the set goals, i.e. shows unsatisfactory results during the annual period,

does not show the necessary expertise and competence, there significant mistakes in the work and handling, performs work tasks untimely, i.e. does not show interest in the quality of performance of work tasks, he will start a procedure to improve the effect. In the procedure for improving the effect, additional training or mentoring is proposed and a written reprimand is issued in which the professional public service provider is warned of the possibility of being assessed with a negative assessment, if, despite the indications and proposed measures, until the end of the following year from the year in which the assessment was carried out, did not improve its effect. The manner of conducting the annual interview and assessment, as well as the form and content of the report and the assessment form are prescribed by the minister.

The professional development of employees in kindergartens prescribed in the Child Protection Law provides a basis for the constitution of the system for professional development, but it is not elaborated enough and does not emphasize the essential elements of the process, procedures, opportunities and benefits of professional development. In doing so, the need to give equal importance and treatment to all relevant aspects, steps and phases that make up the system of professional development is realized.

The recommendations for building a complete system of professional development of employees in kindergartens in our country, set within the framework of the project "Raising the quality of preschool education, education and care", go in the direction of a proposed concept, structure, procedures and methodology that treat and develop this system as follows:

Professional development is a complex process that implies the constant development of the competencies of all professional profiles in kindergartens, with the aim of better quality in field work and improvement of children's development and the level of their achievement. An integral and obligatory part of the professional development is the professional improvement, which implies the acquisition of new and improvement of the existing competencies, which are essential for the advancement of educational work. Of course, an integral part of professional development is the development in career advancement in a certain title.

Professional development of all professional profiles in kindergartens should be planned in accordance with the needs and priority areas and on the basis of understanding the level of development of one's competences for the specified professions of all professional profiles in kindergartens.

The institution plans the needs and priorities for professional development on the basis of the personal plans for professional development of all professional profiles in kindergartens, then the results for self-evaluation and evaluation of the quality of the work of the institution and other indicators that indicate the quality of the educational work.

The personal plan for the professional development of all professional profiles in kindergartens is prepared based on a self-assessment of the level of competence development.

These elements that make up the system of professional development are elaborated in methodological instruments that are shown below in this document and aim, through their application, to provide necessary data that will be able to show the real need for professional development of all professional profiles in kindergartens.

Continuous professional development is achieved through the following activities:

1. At the institution level, they are realized within the framework of internal development activities through:

- Performing visual activities followed by discussion and analysis
- Presentation during meetings of professional bodies in relation to mastered professional development program or other form of professional development outside the institution, accompanied by analysis and discussion
- Presentation in a professional book, manual, didactic material, published text, research, study trip and professional visits accompanied by analysis and discussion
- Participation in: research, educational projects in the institution, international programs, meetings, seminars and networks, work on model centers.
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2. After approved training programs and professional meetings
3. According to the need of the line ministry and other relevant institutions
4. At the international level by participating in international seminars, training programs and professional meetings in the field of preschool upbringing, education and care
5. According to the need of all professional profiles in kindergartens
6. It is realized through the higher education institutions within the lifelong learning centers

Teachers, expert workers, expert associates and caregivers have the right and duty to participate in the implementation of various forms of professional development every school year. The kindergarten should ensure the realization of the right and duty for professional development of all professional profiles.

2.2 Professional development programs

One of the most important elements in professional development are professional development programs that, in the absence of a specific structure and precise setting, could not achieve the set goals, expectations and results.

There are two types of professional development programs:

1. **Accredited programs**: Programs for professional development that are subject to an accreditation procedure in a competent institution based on a published competition. The accredited programs for professional development are part of a catalog that is published on the website of the competent institution.

Each program that goes through an accreditation procedure should contain the following elements (which in the accreditation application process should be attached to the competition application):

- Name and reference of the program organizer
- Reference of the author of the program related to the topic
- Reference of the program implementer related to the topic of the program, as well as skills and experience in program implementation
- Research results that indicate that the proposed professional development program leads to the achievement of certain expected results
- If the program has been previously approved, the number of implemented programs and the number of participants should be attached
- Determination of price per participant and specification of prices

2. **Programs of public interest**: Programs for professional development that, by their content, goals and results, contribute to the systemic development and advancement of educational work and are not subject to competition are called programs of public interest. Programs of public interest are approved by the responsible Minister for a period of three years. The program of public interest is implemented with the funds of the organizer and is free for the participants. The organizer of the program of public interest can be a state body, but cannot be the implementer of the program at the same time.

Elements of professional development programs of public interest are the following:

- Title
- Goal
- Priority area to which the program refers
- Description of the competencies developed through the program
- Content
- Expected results
- Forms of work
- Target groups
- Duration of the program
- Time schedule of the activities
- Method of checking the application of acquired knowledge and skills
- Method of monitoring the effects of the program

The following aspects are characteristic of both types of programs:

- The professional development program is implemented through direct work or remotely online.
- Experiences show that usually one person can be the implementer of up to five approved programs..
- The organizer of the program issues a certificate of completion of the program to the participants upon completion of the program. The certificate for mastering the program should contain data on:
  - The participant (name and surname, date and place of birth, institution in which the participant works or other information if the participant doesn't work)
  - Organizer
  - Name of the training
  - Catalog number and school year to which the catalog refers (for accredited programs)/decision number by Minister (for programs of public interest)
  - Description of competencies
  - Priority areas covered by the program
  - Program duration in number of points.

- The certificate must contain the signature of the program implementer, stamp and signature of the authorized person by the organizer. The organizer is responsible for the accuracy and truthfulness of the data.

3. Tools for managing professional development of professional profiles in kindergartens

The implementation of tools for managing professional development takes place in three phases:

Phase I: Monitoring the quality of the work of the educational staff as a basis for planning professional development

Phase II: Planning of professional development as a function of self-assessment of professional competencies as a basis for planning professional development.

Phase III: Effects of professional development

Phase I: Monitoring the quality of the educational staff's work as a basis for planning professional development

Monitoring the quality of the educational staff's work as the first phase includes the following tools:

1. Planning the professional work
2. Monitoring activities

3. Assesing the needs for professional development

- The professional work planning tool aims to monitor the quality of the work of the educational staff through the evaluation of planning, which is divided into two categories: planning of the educational work and other types of planning.
  The set items in this document are monitored and evaluated through 4 categories:
  C – Completely;   D – Partially;   N – Insufficiently; / - Does not manifest.

- The tool for monitoring the activities of educational work in kindergartens monitors the concept and content of professional competencies. The structural arrangement is based on the areas of professional competences for educators, caregivers, directors, expert workers and professional associates in kindergartens in order to obtain a holistic approach and complete coverage in monitoring activities.
  The set items in this document are monitored and evaluated through 4 categories:
  C – Completely;   D – Partially;   N – Insufficiently; / - Does not manifest.

- The tool for assessing the needs for professional development was developed in the direction of monitoring the work of the educator and aims to provide information about the needs analyzed in the areas of competences.

APPENDIX No. 1

TOOL: Professional work planning

| **School year** …………………………… | Assessment by ……………………………… |

Kindergarten	Date of assessment ....
Teacher	Consultation and guidance
Age Group..........................	for improvement ....

C - completely;   D - partially;   N - insufficiently;   / - does not manifest

I	PLANNING OF EDUCATIONAL WORK	C	D	N	/
1.	I make arrangements with the children on the choice of next topic of work and learning				
2.	I plan the activities on a weekly basis				
3.	I plan activities with the othe preschool children				
4.	I plan an integrated approach to learning and development				
5.	I follow the children's interests in the work and according to them I plan the work and prepare it				
6.	I use professional literature and official documentation to prepare for work				
7.	Apart from professional literature, I use other sources of information				
8.	If the answer under no. 7 is completely or partially, indicate which other sources of information you use: _____ _____ _____ _____ _____				
II	SPECIAL PREPARATIONS AND PLANS	Ц	Д	Н	/
1.	I implement measures for the individualization of the children in the educational group				
2.	I plan to cooperate with parents in other forms besides parent-teacher meetings				
3.	I contact the local community on my own				
4.	Once a month I take the children to institutions within the local community				
5.	I carry out individualization of the children in the educational group				

APPENDIX no. 2

TOOL: Monitoring of activities

School year	Assessment by.......................................

Kindergarten ....

Date of assessment ....

Teacher....................................

Consultation and guidance

Age group ....

for improvement ....

Description: C - completely;   D - partially;   N - insufficiently;   / - does not manifest

I	CHILD DEVELOPMENT AND LEARNING	C	D	N	/
Professional worker	Works with children who have different social experiences and different personal characteristics				
	Works with children by respecting their differences (cultural, linguistic, gender, social affiliation, etc.)				
	Asks for help from a competent person/institutions when there is negligent parental behavior				
	Supports teachers in their efforts to work towards realizing the best interests of the child				
	Shows ways in which a child can choose different approaches to learning				
	Applies procedures that can confirm the existence of special abilities or gifts in children				
	Proposes and/or devises ways of applying methods that encourage children's special abilities and gifts				
	Proposes measures and monitors children's progress in the area of providing educational support				
Teacher	Works with children aged - to 6 years in accordance with their developmental specifics.				
	Enables the children to apply their authenticity and diversity in kindergarten (if it is in accordance with the kindergarten's moral norms and rules)				
	Distinguishes between crisis periods in children's development from negligent behavior of parents.				
	Is ready to protect the child from unacceptable and negligent parental behavior.				
	Offers materials according to the child's age.				
	There is a check list according to which they can monitor the progress of each child in the group and determine the existence of special abilities and gifts in children.				
	Enables situations with high expectations in the kindergarten and/or work room, which inspire joy in children and stimulate further activities.				
	Applies the measures and monitors the children's progress in the field of providing educational support.				

II	ENVIRONMENT	C	D	N	/
Pr	Shows practitioners how the environment encourages and enables early childhood learning				

	Promotes building an environment that encourages exploration, learning and independence in children				
	Gives instructions for adapting the space, didactic tools and materials according to the needs of each child				
	Changes the space in the workroom and creates didactic tools and materials together with the teacher				
	Provides primary social protection (the most general preventive measures) in order to ensure a safe environment				
	Assesses the space and indirectly intervenes in order to ensure a safe environment for children				
	Applies and advocates the rights and interests of children from vulnerable groups, and within the institution realizes their protection and application				
Teacher	Provides an environment that encourages exploration, learning and independence in children				
	Creates an environment in which each child feels safe and free to express their ideas and opinions, without fear of wrong answers				
	Matches the material in the space according to the child's age				
	The material in the space is available to all children				
	Applies the suggestions and instructions from the professional worker regarding the importance of the environment for the child's learning and development				
	Changes the space, didactic means and materials according to the child's needs				
	Cooperates with the professional worker when changing the space, means and materials for children who need additional support				
	Adapts the space in a way that enables the realization of the right of inclusion of children who need additional educational support in kindergarten				
	Represents the children's rights and interests from vulnerable groups and realizes their protection and application at the institution level				
	Cooperates with the preventive health care service in the kindergarten				
	Applies cultural-hygiene habits and takes care of ensuring optimal health condition for all children while they are in the kindergarten				
	Creates a favorable environment for children who have health problems (allergies, type 1 diabetes, etc.) and regulates them - takes care of the type of food, provides therapy, etc.				

III	ORGANIZATION AND CLIMATE	Ц	Д	Н	/
Professional worker	Proposes measures to improve the work in the kindergarten based on the prescribed work program for work in the kindergarten and the specificity of the facility itself				
	Actively participates in the creation of the ethos in the kindergarten				
	Promotes a climate of mutual respect and cooperation				
	Uses different ways to promote interpersonal relations and cooperation				
	Promotes a climate of continuous learning and advancement				
	Conducts research and projects in kindergarten				
	Applies constructive dialogue in practice (or competences for democratic culture) and non-violent conflict resolution methods				
	Applies mediation				

Teacher		C	D	N	/
Teacher	Makes changes in the work space to stimulate children to explore and progress				
	Clearly defines the spaces for different forms of learning				
	Creates a climate of cooperation between children in the work space				
	Maintains good interpersonal relations with coworkers				
	The time organization is in the children's best interest, not the activity				
	Encourages children to use different styles of expression				
	Nurtures the authenticity of each child and supports cooperation with his/her actions				

IV	EDUCATIONAL PROCESS	C	D	N	/
Professional worker	He/She is familiar with the norms (program documents and standards) that refer to preschool upbringing, education and care				
	Provides professional support to employees in applying the prescribed programs according to the specifics of the institution				
	Encourages exploration, learning, development and independence in children in an environment that is stimulating and supports the child's cognitive process				
	Encourages practitioners to take the evaluation of their work as a starting point for improving their work with children				
	Based on monitoring the practitioners' work, suggests participation in projects/activities that will advance the educational work				
	Knows the methodology of scientific research				
	Conducts research in order to improve educational work				
	Interprets the results of the researches and connects them with the specific educational practice				
Teacher	Monitors the application of the prescribed program and consciously adapts it to the specifics of the local community, facility, group of children, etc.				
	Works according to long-term goals and creates situations with which life skills, abilities and knowledge are connected in a combination that has meaning for the child				
	Implements the strategy of learning through experience in children by intervening in the space				
	Establishes a partnership in play with children				
	fHe/She is focused on relationships in the educational work				
	Uses language that is adapted to children				
	Responds to children's wishes and needs				
	Participates in research that is carried out in the kindergarten				
	Works in a way that meets the needs of research in the direction of achieving goals and results				

V	COOPERATION WITH FAMILY AND COMMUNITY	C	D	N	/
Profession	Organizes thematic meetings with parents according to needs				
	Provides parents with information related to children of preschool age, which is based on the challenges of modern lifestyle				

	Has a warm approach to parents, especially when he/she informs that certain deviations are observed in the child that require additional support				
	Takes part in the adoption of the IEP together with the parents				
	Cooperates with the services of social protection, police, prosecutor's office and health centers				
	Invites parents of children from vulnerable groups to participate in the life and work of the kindergarten				
	Cooperates with the local community, educational-research and other institutions, associations and organizations				
	Cooperates with institutions at the local level, which can contribute to the development and learning of talented children				
Teacher	Informs parents about the specifics of the age group with which he/she works				
	Prepares thematic meetings appropriate to the children's group with which he/she works				
	Welcomes visits from professionals from the local community (dentist, ENT specialist, eye doctor, etc.) who examine the children in the kindergarten premises				
	Applies individualization				
	Takes part in the adoption of the IEP together with the parents				
	Invites parents to participate in the work of the age group				
	Enables the participation of parents in their work room in order to get to know the specifics (family, culture, language, profession, food, etc.)				
	implements parent meetings with the presence of children in the form of workshops				
	Based on what he/she observes, as well as the notes on the child's progress, collaborates with institutions from the local community in order to support progress or provide additional support				

VI	PROFESSIONAL DEVELOPMENT	C	D	N	/
Professional worker	Adheres to the norms for professional development of kindergarten employees				
	Based on the results of research and projects, he/she creates forms of professional development for employees				
	Leads a continuous process of learning and professional development in the institution				
	Invites employees to mutual learning and exchange of information				
	Creates conditions for horizontal learning in the institution				
	Encourages colleagues to make decisions related to personal professional development leading by example				
	Uses information technologies in working with colleagues in the field of professional development				
Teacher	Knows that he/she has an obligation to realize his personal professional development				
	Exchanges information and knowledge with colleagues about the challenges encountered during work				
	Seeks new knowledge regarding the problems and challenges he/she faces at work				
	Says he/she doesn't know (when he/she doesn't have the information)				

	Assesses his/her needs for professional development				22
	Is familiar with the fact that some trainings are funded by the employer				
	Uses information technologies in working with colleagues in the field of professional development				

Other relevant findings from the follow-up meeting:

Strengths:

_____
_____
_____
_____
_____
_____

Proposals and suggestions for improving work:

_____
_____
_____
_____
_____
_____

Areas for further development:

_____
_____
_____
_____
_____
_____

Changes made by the teacher since previous follow-up:

_____
_____
_____
_____
_____
_____

APPENDIX no. 3

TOOL: Assessment of professional development needs

School year

Kindergarten

Teacher

Age group

Topic

Monitored by

Date/period

Professional development needs by area:

Child Development and Learning:

_____
_____
_____
_____

Organization and climate:

_____
_____
_____
_____

Educational process:

_____
_____

_____
_____

Cooperation with family and community:

_____
_____
_____
_____

Professional development:

_____
_____
_____
_____

Proposals and suggestions for improving the work:

_____
_____
_____
_____

Date: _____   Monitored by: _____

Phase II: Professional development planning as a function of self-assessment of professional competencies as a basis for professional development planning.

Professional Development Planning as a function of self-assessment of professional competencies as a basis for planning professional development as the second phase contains the following tools:

1. Competency self-assessment scale
2. Analysis of the competency self-assessment scale
3. Personal plan for professional development
4. Planning the professional development at the preschool level (with the structure of the program for the professional development of the kindergarten)

– The competency self-assessment scale tool was created to perceive the personal level of competencies and through a reflective approach to record in which areas and competencies there is a need for professional development.

The set items in this document are monitored and evaluated through 4 categories: Not developed at all (necessary training), Partially developed (needs training), Well developed (no training needed), Very well developed (can support others).

The tool set up in this way not only provides a personal reflection on the work, but also provides an opportunity to identify possible resources for collegial support and the realization of all forms of professional development.

– The Competency Self-Assessment Scale Analysis Tool aims to summarize the data obtained with the Competency Self-Assessment Scale Instrument and give a clear and overview picture of the competencies that have been developed and which can be a good resource for collegial support in learning communities , an overview of the competencies that need to be developed and ideas and directions on how and how the competencies can be improved.

– The personal plan for professional development tool builds on the previous tools from this phase and aims to plan the competencies that need to be developed, through which activities and in what way, how resources will be used for these needs, a period of time in which the same are realized and what are the expected results.

– The tool for professional development planning at the preschool level builds on the previous tools from this phase and aims to plan the needs at the preschool level in terms of the competencies that need to be developed, through which activities and in what way, how use resources for these needs, the time period in which they will be realized and what are the expected results. For the needs of this document, a specific example has been prepared which should serve as a direction in filling it out.

APPENDIX No. 1
TOOL: COMPETENCY SELF-ASSESSMENT SCALE

APPENDIX No. 1a
COMPETENCY SELF-ASSESSMENT SCALE FOR DIRECTORS

School year

Kindergarten

Director

Date

Description:

Not developed	**1**
Partially developed	**2**
Well developed	**3**
Very well developed	**4**

I	CHILD DEVELOPMENT AND LEARNING	1	2	3	4
1.1.	I can recognize modern approaches to early childhood development and learning				
1.2	I am able to apply knowledge from child development theories in my daily collaboration with my colleagues				
1.3	I know the basic developmental characteristics of children of various age groups (0-6 m. 6-18 m. 18-24 m. 24-36 months, etc.)				
1.4	I have knowledge of the national documents - the Early Learning and Development Standards and the Early Learning and Development Programme				
II	**ENVIRONMENT**	**1**	**2**	**3**	**4**
2.1	I skillfully build trust and effective support with my colleagues				
2.2	I am able to build awareness in the collective about the importance of lifelong learning				
2.3	I can use technology to share visions and collaborate with colleagues				
2.4	I have the ability to continuously improve the work of professional learning communities				
2.5	I encourage and encourage work and collaboration with the professional learning community				
2.6	I have the ability to understand, appreciate and respect the differences between employees				
2.7	I am able to value and appreciate the involvement of other cultural groups in the work				
2.8	I motivate employees by the personal example of conveying powerful messages about culture, climate and environment				
III	**ORGANIZATION AND CLIMATE**	**1**	**2**	**3**	**4**

		1	2	3	4
3.1	I carefully and skilfully convey messages that inspire and lead to engagement				
3.2	I am able to participate in a discussion that considers the most appropriate practice based on experience				
3.3	I can skillfully analyze professional sources and then share new ideas with colleagues				
3.4	I develop and implement strategies that realize leadership opportunities inside and outside the institution				
3.5	I develop abilities and skills that build and strengthen my personal leadership style				
3.6	I apply a shared leadership approach to work with my colleagues				
3.7	I recognize constructive criticism and use it to improve my work				
3.8	I develop action strategies through a shared vision and initiatives based on children's needs				
3.9	I skillfully observe the work of my colleagues and identify their professional needs				
3.10	I develop the ability and skill to be a personal example of cooperation				
3.11	I initiate and participate in collaborations for policies and initiatives that affect the educational process				
IV	**EDUCATIONAL PROCESS**	**1**	**2**	**3**	**4**
4.1	I skillfully and attentively listen to the different thinking and styles of others and have the ability to turn them into opportunities				
4.2	I network with stakeholders through appropriate technological methods				
4.3	I build relationships and capacities through various innovative technologies				
4.4	I practice trust and respect and promote a coworker environment				
4.5	I am able to build consensus and strengthen peer capacities for better growth, development and learning of children				
4.6	I demonstrate the ability to implement education policy				
4.7	I skillfully and professionally use the experience in the implementation of the mandatory/existing education policy				
4.8	I demonstrate the ability and skills to actively listen and evaluate the ideas and proposals of all stakeholders				
4.9	I initiate ideas for positive changes in existing educational policies				
4.10	I skilfully follow and propose good practices for the needs of new educational policies				
4.11	I demonstrate the ability to network professionally with stakeholders				
V	**COOPERATION WITH FAMILY AND COMMUNITY**	**1**	**2**	**3**	**4**
5.1	I am able to establish partnerships for joint impact with parents, family and community on children's development and learning				
5.2	I know how and I am able to create conditions for the support of parents and families provided by the kindergarten				
5.3	I support and stimulate the professionals in the kindergarten to implement parenting programs that are based on the parents and children's real needs				
5.4	I try to find all mechanisms and opportunities for cooperation with the community				
5.5	I can solve problems and build strategies for cooperation				
5.6	I have the ability to see problems as opportunities for new solutions				
5.7	I have the skills to maintain group dynamics				

		1	2	3	4
5.8	I am able to analyze and interpret relevant data on which to build the strategic development plan				
5.9	I am proficient in interpreting cultural, educational and political issues related to children's needs				
5.10	I am able to manage diverse groups with which we will together perceive the needs of the children and create a strategic plan				
VI	**PROFESSIONAL DEVELOPMENT**	1	2	3	4
6.1	I follow and know news related to the legal regulation for the activity				
6.2	I skillfully build trust and credibility with colleagues as part of ethical practice				
6.2	I attend a variety of professional learning opportunities inside and outside the institution				
6.3	I participate in professional events for the purpose of development and change				
6.4	I encourage my colleagues to develop their skills and abilities				
6.5	I create conditions and encourage colleagues to self-reflect				
6.6	I skillfully give feedback to any colleague who is moving towards change				
6.7	Leading by example, I encourage my colleagues to make their own professional decisions				
6.8	I skillfully use information and communication technology in my daily work, cooperation with colleagues and for professional development				
6.9	I have knowledge of ethical values and standards in my profession				

APPENDIX No. 1b
COMPETENCY SELF-ASSESSMENT SCALE FOR PROFESSIONAL WORKERS

School year

Kindergarten

Professional worker

Date

Description:

Not developed	1
Partially developed	2
Well developed	3
Very well developed	4

I	WORKING WITH CHILDREN	1	2	3	4
1.1	I understand the processes of social and emotional development and their connection with children's behavior and communication				
1.2	I understand the challenges in communicating and working with children with different values and experiences				
1.3	I understand the concepts of cognitive development, learning and their relation to teaching				
1.4	I understand individual differences in children's learning and know appropriate strategies for learning and supporting children in learning				
1.5	I know the factors that affect the learning process and motivation of children of different age groups				
1.6	I know methods and techniques for working with children of different age and cultural groups and successfully organize learning support				
1.7	I know different concepts and models for the development of inclusive education				
1.8	I have knowledge of using assistive technology when working with children with special educational needs				
1.9	I know and I'm able to apply different concepts and models for organized support of talented children				
II	WORKING WITH TEACHERS AND CAREGIVERS	1	2	3	4
2.1	I know program documents and standards for preschool upbringing, education and care				
2.2	I know the individual characteristics and needs of the developmental periods of preschool children				
2.3	I understand how the environment encourages and enables the learning of early and preschool children				
2.4	I know that the primary purpose of monitoring and evaluation is to improve children's achievement				
2.5	I know the code of ethics in monitoring and (self) assessment				
2.6	I recognize the potentials of different sources of knowledge				
2.7	I know the projects at the state level to improve the quality of the educational process				

		1	2	3	4
2.8	I understand the impact of social and cultural factors on education, as well as the contribution of education to social cohesion				
2.9	I know about the importance of adapting the educational process to the children's characteristics				
2.10	I know the principles of good communication between children and adults and between children of different ages				
2.11	I am aware of possible behavioral problems with children and know ways to solve them				
2.12	I know the importance of cooperation between educators/caregivers and parents				
2.13	I know different methods for quality cooperation between teachers/caregivers and parents				
III	**WORKING WITH PARENTS**	**1**	**2**	**3**	**4**
3.1	I understand how the family affects children's cognitive, emotional and social functioning				
3.2	I have knowledge of communication with parents and different approaches and ways to support the family				
3.3	I know the characteristics of adult learning and the methods and forms of adult education				
3.4	I understand the need to strengthen parental competencies for more successful development and progress of their children				
3.5	I know different ways to cooperate with the family and opportunities for parents to participate in different areas and activities in the kindergarten				
IV	**COOPERATION WITH THE COMMUNITY**	**1**	**2**	**3**	**4**
4.1	I know ways to cooperate with the community and opportunities for its participation in the kindergarten life				
4.2	I recognize the potentials of the local community that can encourage and support the different processes in the kindergarten				
4.3	I know about the activities of the institutions important for the work in kindergartens				
4.4	I understand the importance of cooperation with various professional institutions and organizations in the local community and in the region				
4.5	I am informed about current programs for children implemented by the non-governmental sector				
V	**PROFESSIONAL DEVELOPMENT AND COOPERATION**	**1**	**2**	**3**	**4**
5.1	I understand the complexity of the educational worker profession, as well as the rights and responsibilities that it brings				
5.2	I know the competencies and standards for professionals and understand the importance of personal professional development				
5.3	I know effective ways and opportunities for personal and professional development				
5.4	I am informed about professional associations in the local community and region				
5.5	I know the code of ethics of the profession				
5.6	I skillfully use information and communication technology in my daily work, cooperation with coworkers, and for professional development				
5.7	I understand the importance of professional development for all kindergarten employees to improve the educational process				
5.8	I am informed about the professional events in education and I inform my coworkers and other practitioners in the kindergarten				

5.9	I know the methods and forms of professional training and professional development				
5.10	I know how the professional development of teachers and caregivers is planned				
5.11	I am able to provide opportunities to effectively support coworkers by building trust				
VI	**ANALYTICAL-RESEARCH WORK**	**1**	**2**	**3**	**4**
6.1	I know what kind of documentation is kept for the educational work in kindergartens				
6.2	I know the documentation analysis methodology				
6.3	I know how to interpret and report analysis results				
6.4	I have basic knowledge of research methodology and the basics of descriptive statistics				
6.5	I know different techniques for gathering information about educational practice				
6.6	I know the methods for quantitative and qualitative data analysis and I know how to interpret them				
6.7	I know the procedures for conducting action research in the educational process				
6.8	I know the methodology for the analysis of the documentation and the ways of interpreting and reporting the results				
VII	**ORGANIZATION, CLIMATE AND SAFE ENVIRONMENT**	**1**	**2**	**3**	**4**
7.1	I know the system of preschool upbringing, education and care and understand the modern tendencies in the organization of work in kindergartens				
7.2	I know and understand the functioning of the different segments in the kindergarten				
7.3	I know the documents that regulate the work in the kindergarten				
7.4	I know the importance of the involvement of all children and their families in preschool upbringing, education and care				
7.5	I know, understand and respect the conventions on children's rights and on anti-discrimination				
7.6	I know the principles of creating a positive climate and inclusive culture in kindergartens and I know about the dangers of discrimination on all grounds				
7.7	I know about the importance of the participation of other cultural groups in making decisions concerning the kindergarten life				
7.8	I know and follow the policies and practices for a healthy and safe environment in the kindergarten				
7.9	I know about the possible threats to the children's physical and psychological safety				
7.10	I recognize the importance of routines in care, nutrition, physical activity and rest for children's health and development				
7.11	I know different ways to deal with crisis situations in the kindergarten				

APPENDIX No. 1c

COMPETENCY SELF-ASSESSMENT SCALE FOR TEACHERS

School year

Kindergarten

Teacher

Date

Description:

Not developed	1
Partially developed	2
Well developed	3
Very well developed	4

I	CHILD DEVELOPMENT AND LEARNING	1	2	3	4
1.1	I know the developmental characteristics of children				
1.2	I know and understand modern theories of early learning, brain development and overall child development				
1.3	I know and understand the theories of early learning and child development				
1.4	I know the children's different processes of learning and gaining experiences				
1.5	I understand the role of play in fostering holistic development				
II	ENVIRONMENT	1	2	3	4
2.1	I understand the importance of creating a healthy and safe environment, especially building a positive emotional climate that helps children overcome negative experiences and meet their special learning needs				
2.2	I know the protocols and procedures for handling crisis situations in kindergartens				
2.3	I know the standards and methods for creating a healthy and safe environment				
2.4	I understand the importance of instilling cognitive, emotional and physical healthy habits in children				
2.5	I know and understand how the environment affects the overall development and learning of the child (holistic approach)				
2.6	I understand the environment (spatial-material and social) as a resource for play, learning, expression and creation				
2.7	I know that the child is a co-creator of his own development and learning				
2.8	I understand the importance of flexibility as an important dimension of the environment				
2.9	I understand the importance of creative activities for children's development and learning				
2.10	I understand and value cultural diversity				

2.11	I understand inclusive education principles, practices and laws that support the inclusion of all children in relation to their disabilities or special needs				
2.12	I understand the need to avoid stereotypes and prejudices				
III	**ORGANIZATION AND CLIMATE**	**1**	**2**	**3**	**4**
3.1	I know the legal regulations in the field of early childhood education				
3.2	I understand the principles of planning and evaluating the program of the educational group				
3.3	I know the dimensions of preschool quality				
3.4	I know the characteristics of teamwork				
3.5	I know the tasks and responsibilities of kindergarten employees				
3.6	I am familiar with the Convention on the Rights of the Child and understand its principles				
3.7	I understand strategies that promote democratic participation				
3.8	I understand pedagogical approaches that promote democratic participation				
IV	**EDUCATIONAL PROCESS**	**1**	**2**	**3**	**4**
4.1	I know the principles and child-centered approaches in early childhood education				
4.2	I understand the early learning and development program, as well as the preschool program and the preschool program				
4.3	I recognize that knowledge and real-world skills are interconnected				
4.4	I know the different observational techniques to use them for planning				
4.5	I know the different techniques of documenting the educational process				
4.6	I know various research techniques to improve educational practice				
4.7	I understand learning strategies that match children's individual cognitive, social, emotional and physical abilities				
4.8	I differentiate methods for the children's different needs in the educational group, including those with different abilities, learning styles and backgrounds				
4.9	I know strategies for fostering social and emotional competence in young children				
4.10	I know strategies to promote early literacy skills, including phonemic awareness, vocabulary development, and storytelling				
4.11	I know practical approaches to introducing basic mathematical concepts, spatial reasoning and basic principles of science, technology, engineering and mathematics (STEM)				
4.12	I know age-appropriate technology tools and know how to integrate them into the learning process to improve engagement and skill development				
V	**COOPERATION WITH FAMILY AND COMMUNITY**	**1**	**2**	**3**	**4**
5.1	I know family characteristics (family structure, functioning, culture, value)				
5.2	I understand the impact of family characteristics on children's development and learning				
5.3	I understand different parenting styles				
5.4	I understand the importance of cooperation and involvement of parents and families in educational practice				
5.5	I understand the importance of communication with parents and families in educational practice				
5.6	I know the different ways and approaches to involve parents and families in the educational process				

5.7	I know the different approaches, strategies, forms, methods and techniques of communication with parents and families				
5.8	I know the relevant educational policies and initiatives in this area				
5.9	I know the relevant services in the community related to the improvement of parenting competences				
5.10	I know resources that demonstrate learning and teaching methods and engage parents in interactive learning experiences that they can replicate with their children				
5.11	I know different communication approaches and techniques of counseling work with parents and families				
5.12	I know the community resources that can contribute to the quality of early childhood education				
5.13	I know the needs of the municipality related to preschool education				
VI	**PROFESSIONAL DEVELOPMENT**	**1**	**2**	**3**	**4**
6.1	I know and understand the need for personal and professional development				
6.2	I know various forms and activities of professional development designed to improve the teachers' skills, knowledge and effectiveness				
6.3	I have knowledge of educational research, evidence-based educational practices, and trends in pedagogy to continuously improve their practice				
6.4	I have knowledge of reflective practice				
6.5	I have an awareness of wider educational trends, societal changes and global issues that may affect children's development and learning				
6.6	I know universal ethical principles				
6.7	I know the ethical values and standards in my profession				
6.8	I understand the importance of coworker's support, cooperation, exchange of experiences and information				
6.8	I understand the importance of professional association				

APPENDIX No. 1d
COMPETENCY SELF-ASSESSMENT SCALE FOR PROFESSIONAL ASSOCIATES

School year:

Kindergarten:

Professional associate:

Date:

Description:

Not developed	**1**
Partially developed	**2**
Well developed	**3**
Very well developed	**4**

I	KNOWLEDGE OF THE PROGRAM AREA AND PRESCHOOL EDUCATION	1	2	3	4
1.1	I know the program area it teaches and I know how it relates to other areas				
1.2	I know the key terms in the program area it teaches and how they relate to terms in other areas				
1.3	I know the approaches for provoking children's interest in the program area				
1.4	I am up to date with the latest findings about the program area				
1.5	I know the program for educational work in preschool education and care - Early Learning and Development Program				
1.6	I know the educational system and legislation, as well as the specifics of preschool education and care				
1.7	I understand contemporary trends in early learning and education				
II	TEACHING AND LEARNING	1	2	3	4
2.1	I know the components for successful planning of educational work				
2.2	I understand the importance of including teachers and children in planning, and to take into account the available resources and the specifics of the kindergarten				
2.3	I know different types of educational work planning and I know how to combine them				
2.4	I know the program area I teach and I know how to relate it to children's needs and current lifestyle trends				
2.5	I know the factors that affect the learning process and motivation of children of different age groups				
2.6	I know and understand basic strategies for early learning, teaching and development				
2.7	I understand the importance of children's activity in the learning and teaching process				
2.8	I know the different approaches to learning and development that respect diversity				
2.9	I understand the need for teamwork in the teaching and learning process				
2.10	I know how to apply methodological approaches specific to the program area in the context of early learning				

		1	2	3	4
2.11	I know educational technology specific to the program area				
2.12	I am up to date with the latest findings about the program area				
2.13	I know the methods for following children's interests, their previous experiences and individual differences				
2.14	I know modern methods of monitoring children's needs, opportunities and achievements that involve the children themselves				
2.15	I know the methods for following children's interests, their previous experiences and individual differences				
III	**CREATING A STIMULATING ENVIRONMENT FOR LEARNING**	**1**	**2**	**3**	**4**
3.1	I understand how the environment encourages and enables learning				
3.2	I know the potentials and possibilities of different learning media				
3.3	I know and follow the policies and practices regarding the safety of the kindergarten environment				
3.4	I know different ways to handle crisis situations in kindergartens				
3.5	I know strategies for pedagogical leadership of a group and ways to create a positive climate				
3.6	I have knowledge of communication strategies that respect cultural and gender differences that may affect the group's climate				
IV	**SOCIAL AND EDUCATIONAL INCLUSION**	**1**	**2**	**3**	**4**
4.1	I understand social and cultural factors and how they affect education and its contribution to social cohesion				
4.2	I know different concepts and models for inclusive education				
4.3	I know the conventions on children's rights and on anti-discrimination				
4.4	I know different concepts and models for organized support of gifted children				
V	**COMMUNICATION AND COOPERATION WITH FAMILY AND COMMUNITY**	**1**	**2**	**3**	**4**
5.1	I understand the importance of the family and the local community for the life and work of the kindergarten				
5.2	I know ways to cooperate with the family and the local community and opportunities for their participation in the life of the kindergarten				
5.3	I know ways to cooperate with the family and the local community and opportunities for their participation in the life of the kindergarten				
VI	**ANALYTICAL-RESEARCH WORK**	**1**	**2**	**3**	**4**
6.1	I know what kind of documentation is kept for the educational work in kindergartens				
6.2	I know the documentation analysis methodology				
6.3	I know how to interpret and report analysis results				
6.4	I have basic knowledge of research methodology and the basics of descriptive statistics				
6.5	I know different techniques for gathering information about educational practice				
6.6	I know the methods for quantitative and qualitative data analysis and I know how to interpret them				
6.7	I know the procedures for conducting action research in the educational process				
VI	**PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION**	**1**	**2**	**3**	**4**
6.1	I understand the complexity of the profession, as well as the rights and responsibilities that it brings				
6.2	I know the professional competencies for professional associates and understand their importance for personal professional development				
6.3	I know how to create a personal plan for professional development and ways to adequately document its implementation				

6.4	I know the effective models and opportunities for professional development and advancement in my profession				
6.5	I am informed about professional associations in the community				
6.6	I understand and respect the philosophy of lifelong learning				
6.7	I skillfully use information and communication technology in my daily work, cooperation with coworkers, and for professional development				
6.8	I understand the importance of professional cooperation and coworkers' relations to improve the work in the kindergarten				
6.9	I am informed about various professional associations, social networks and forums where I keep myself informed about my work				

APPENDIX No. 1e
COMPETENCY SELF-ASSESSMENT SCALE FOR CAREGIVERS

School year:

Kindergarten:

Caregiver:

Date:

Description:

Not developed	**1**
Partially developed	**2**
Well developed	**3**
Very well developed	**4**

I	CHILD DEVELOPMENT AND LEARNING	1	2	3	4
1.1	I can recognize modern approaches to early childhood care				
1.2	I am able to adapt my work to modern educational theories, principles and models related to early childhood development				
1.3	I am able to adapt my work to the children's individual needs for care and development and I know the individual differences and needs of children who need additional support				
1.4	I know the approaches used in overcoming the state of stress and trauma in children who need additional support				
1.5	I am able to recognize the domains of early childhood development in everyday activities and know the individual differences and needs of children who need additional support				
1.6	I know the conventions on children's rights and on anti-discrimination				
II	**ENVIRONMENT**	**1**	**2**	**3**	**4**
2.1	I am able to perceive the care and concern needs of each child during the implementation of the curriculum				
2.2	I can create a simple personal/work program				
2.3	I am able to base my practice on the current needs and context of care and health care				
2.4	I skillfully adapt my work according to the needs of each child				
2.5	I know how to recognize and analyze children's actions, I try to explain them and create my practice based on them				
2.6	I skillfully create a healthy and safe environment for optimal care and concern for each child, especially for children who need additional support				
2.7	I am able to develop my practice, knowledge, skills and professional behavior using experimental strategies				
2.8	I skillfully involve children in my work				

		1	2	3	4
2.9	I am able to explain orally and in writing the development of care and concern for each child				
2.10	I am able to solve practical care and nursing problems by analyzing the situation				
2.11	I skillfully discuss and research with my colleagues about their education and direct experience of creating an evidence-based environment				
2.12	I am able to reflect and engage in conversation with my coworkers about new ideas for practice development and creating a stimulating environment				
2.13	I am able to put my knowledge to use for creating an environment that will be based on evidence for the needs of the individual development of each child				
2.14	I make attempts to research, collect data and analyze them together with my colleagues and create a stimulating environment together				
III	**ORGANIZATION AND CLIMATE**	**1**	**2**	**3**	**4**
3.1	I promote systematicity and responsibility in the operation of the kindergarten				
3.2	In the course of my work, I respect and apply the documents that regulate the organization and work of the kindergarten (especially in the nursery)				
3.3	I am able to establish cooperation with partner institutions				
3.4	In the course of my work, I demonstrate the ability to promote good practices in child care				
3.5	I can see the strengths and weaknesses of childcare practice				
3.6	I can promote the care and nursing of children in practice				
3.7	I can communicate positively and constructively with children and adults				
3.8	I am skillfully able to create a pleasant and stimulating climate for work				
IV	**EDUCATIONAL PROCESS**	**1**	**2**	**3**	**4**
4.1	In the course of my work, I skillfully create a variety of monitoring and evaluation strategies				
4.2	I use data from the children to monitor and evaluate their own work				
4.3	I develop different tools for evaluating children's achievements				
4.4	I can give constructive feedback to children				
4.5	I am able to self-evaluate based on children's activities and achievements				
4.6	Based on the best and available evidence/procedures/examples, I am able to follow and improve my approach to nurturing and child care				
4.7	I skillfully base my practice on evidence and up-to-date knowledge				
4.8	I am able to encourage creativity and innovation in the care for each child during my work				
V	**COOPERATION WITH FAMILY AND COMMUNITY**	**1**	**2**	**3**	**4**
5.1	I know and I am able to create conditions for the support of parents and families by the kindergarten				
5.2	I skillfully lead effective communication and promote partnership and cooperation with parents and family				
5.3	In the course of my daily work, I cooperate as a partner and exchange good practices with parents and family				

		1	2	3	4
5.4	I am able to adequately and accurately inform the parents about the care of the child				
5.5	I try to find all mechanisms and opportunities for cooperation with the community				
5.6	I am able to establish partnership relations with the community to support the growth and development of children				
5.7	In the course of my daily work, I cooperate as a partner and exchange good practices with other caregivers				
VI	**PROFESSIONAL DEVELOPMENT**	**1**	**2**	**3**	**4**
6.1	I can work professionally in line with professional values				
6.2	I can work according to ethical and legal principles				
6.3	I am able to recognize opportunities and actively participate in various forms of continuous professional development				
6.4	I am able to develop a personal professional approach				
6.5	I can manage personal professional data				
6.6	I skillfully use information and communication technology in my daily work, cooperation with coworkers, and for professional development				
6.7	I create conditions and practice self-reflection				
6.8	I skillfully provide feedback about my role in the child's growth and development				
6.8	Leading by example, I encourage my coworkers to share reflective practice among themselves				

APPENDIX no. 2

TOOL: Competency Self-Assessment Scale Analysis

MY COMPETENCIES: What can I offer my coworkers so that they can develop the same competencies?

_____
_____
_____
_____

COMPETENCIES THAT I NEED TO DEVELOP:

_____
_____
_____
_____

IDEAS ON HOW TO IMPROVE COMPETENCIES:

_____
_____
_____
_____

Name and surname: _____

Job position: _____

Reviewed by: _____

Date: _____

APPENDIX No. 3

TOOL: Personal plan for professional development

School year ....   Employees ....

Kindergarten ....   City, municipality............................

Date ....

RB	COMPETENCIES	ACTIVITIES	RESOURCES	TIME OF REALIZATION	EXPECTED RESULTS	NOTES
1						
2						
3						
4						
5						

APPENDIX no. 4

APPENDIX no. 4a
TOOL: Planning professional development at kindergarten level

Based on the the self-assessment scale analysis, the employee's professional development is planned according to the competencies that should be developed.

School year	Employees ....
Kindergarten	City, municipality ....
Date	

RB	COMPETENCIES	ACTIVITIES	RESOURCES	TIME OF REALIZATION	EXPECTED RESULTS	NOTES
1	Example for directors: How to motivate educators to participate in activities for continuous professional development in the institution?	In an agreement with coworkers, internship for participation in continuous professional development is introduced for everyone. The lack of professionalism is not ignored Teachers develop motivation for professional development. Exchange of ideas and materials is encouraged. Professionalism is publicly praised	Employees in the institution, existing materials for work, cooperation with an expert worker, planning one's own work	October – June	Teachers show progress in professional development, shared experiences with other coworkers and the children's progress is visible.	
2						
3						
4						

5						

APPENDIX no. 4a
Structure of a Kindergarten Professional Development Program

School year

Kindergarten

COMPETEN CIES	SUBJECT / TITLE / HOLDER	ACTIVITIES AND FORMS OF PROFESSIONAL DEVELOPMENT	EXPECTED RESULTS	TYPE OF PROFESSIONAL DEVELOPMENT	REQUIRED RESOURCE S	PARTICIPA NTS	ROLE OF THE PARTICIPANT S (performer or participant)	TIME OF REALIZATION

ANNUAL PERSONAL PLAN FOR PROFESSIONAL DEVELOPMENT FOR / YEAR	
Name and surname	
Name of the institution and job position	
Latest completed level of education	
Title	
Level and type of education required to do the job in line with the systematization, that is, the description of work tasks	
Knowledge and skills needed to do the job	
Knowledge and skills that I want to develop, and improve in the next year	

	Title of planned professional development[3]	Competence	Scheduled time realization	Participation role, realization (presenter, participant)	Points, duration	Accepted, approved
Planned professional development in the institution:						
Planned professional development outside the institution:						

PROFESSIONAL DEVELOPMENT AND PROGRESS REPORT	
Name and location of the institution	
Name and surname	
Job position	
Email	
Web Address	
Telephone number	
Year/period for which the report is made	

---

[3] **Title of planned professional development** (eg: topic of teacher's visual work, title of activity, title of professional development program, topic of conference or professional meeting, etc.).

PROFESSIONAL DEVELOPMENT IN THE INSTITUTION					
Title of professional development	**Level** (at which the decision was made)	**Time**	**Participation role** (attending, presenter, author, host, etc.)	**Institution Document** that proves the realization	**Number of points**
1.					
2.					
3.					
4.					
5.					
5.					
TOTAL POINTS REACHED FOR PROFESSIONAL DEVELOPMENT IN THE INSTITUTION:					

PROFESSIONAL DEVELOPMENT OUTSIDE THE INSTITUTION					
Title of professional development	**Level** (at which the decision was made)	**Time**	**Participation role** (attending, presenter, author, host, etc.)	**Institution Document** that proves the realization	**Number of points**
1.					

PROFESSIONAL DEVELOPMENT OUTSIDE THE INSTITUTION						49
Title of professional development		**Level** (at which the decision was made)	**Time**	**Participation role** (attending, presenter, author, host, etc.)	**Institution Document** that proves the realization	**Number of points**
Professional development	2.						
	3.						
TOTAL POINTS (HOURS) REACHED FOR PROFESSIONAL DEVELOPMENT OUTSIDE THE INSTITUTION:						

What knowledge and skills have I improved during this year?
Forms achieved through the plan (indicate the forms that were not planned, but have been achieved):
Which of the planned forms of professional development have not been realized and why?
Title acquired during this year:

Note	50

Phase III: Effects of professional development

Effects of professional development, monitoring the effects of forms of professional development and monitoring the realization of professional development as the third phase contains the following instruments:

1. Realization report on the personal plan for professional development
2. Portfolio

- The report on the realization of the personal plan for professional development tool aims to perceive the effects of the professional development through the analysis of the application of what was learned and developed during the professional development, what impact it has in working with children, what evidence as documents have been received and if there is no implementation to determine the reasons. The tool gives the opportunity to set the proposals for activities for the next year and thus sets development as a key element of the professional development system.

- The portfolio tool aims to provide monitoring of professional development, serves for personal promotion, during employment, in work with the mentor, for career advancement. The portfolio concept is designed to provide information on the curriculum vitae, personal professional philosophy, annual professional development plan, professional development report, mentor's plan for working with the trainee, and appropriate attachments.

The tools are based on European and domestic documents relevant to building the national system for professional development, follow the concept and content of professional competencies for teachers, caregivers, directors, expert workers and expert associates in kindergartens.

APPENDIX No. 1

TOOL: Realization report on the personal plan for professional development

School year...............................   Kindergarten......................................

Employees......................................

Professional profile:.........................

	COMPETENCE	**COMPETENCE**	**COMPETENCE**
Realization time			
Applying new knowledge			
Impact in children			
Evidence			
Reasons for non-realization			
Proposal for activities in the next school year			
Remarks			

FEEDBACK ON THE IMPLEMENTATION OF THE PPPD:					54
RECOMMENDATIONS:					
Fully realized PPPD	A new cycle of professional development	**Partially realized PPPD**	Reasons for non-realization (*What are the reasons?*)	**Unrealized PPPD**	Supported professional development (*How is it supported?*)

Date: _____   Employees: _____   TPR President: _____

APPENDIX No. 2

TOOL: Portfolio

What is the purpose of it?

- To monitor professional development
- For personal promotion
- To apply for a job
- To talk with the mentor
- For career advancement
- For the purposes of external evaluation...

In the portfolio, the most important elements in the work are kept and monitored through it; it shows what the person knows how to do, that is, how he/she works; personal work is monitored and valued, analyzed, self-reflection is done; the development of competencies, personal progress and development is monitored; superiors and stakeholders (director, advisers, coworkers, etc.) are informed about the candidate's work; it stores the most important examples from practice (those that the owner of the portfolio considers to be particularly important).

CONTENTS OF THE PORTFOLIO:

1. Cover page

2. Table of contents

3. Resume

4. Personal professional philosophy

5. Annual personal plan for professional development

6. Report on professional development

7. The mentor's plan for working with the trainee

8. Attachments

1. Cover page with basic data (name, surname, contact data (phone, e-mail, postal address).

2. Table of contents that provides a brief overview of what is included in the portfolio and makes it easier for the author and user of the portfolio to find their way around.

3. Resume contains key data about the author, a structured overview of his formal, informal and informational education; work experiences and achievements. It should not be longer than two pages.

4. Personal professional philosophy is an essay that presents a subjective approach and provides an account of the foundation upon which the portfolio author's professional work is based.

Some elements of writing a personal professional philosophy:

- how I work/teach
- my dominant working/teaching style
- most common forms of work
- why I work the way I work
- what goals I set for myself
- which methods I use most often
- how my work affects the children's development and learning
- reflection on own competencies

5. Personal plan for professional development is drawn up by the author from June to August for the following school year. It contains a plan for professional development in the institution and a plan for professional development of the institution (seminars/conferences).

6. Report on professional development is prepared by the author at the end of the school year for the implemented planned activities, as well as the activities that were not planned, but were implemented during the year

The personal plan for the professional development of the professional staff serves for the preparation of the Report on professional development/semi-annual and annual/and quarterly reporting to the director (professional team) by the person in charge of monitoring the professional development.

A report is made on professional development in the institution itself and outside of it, on realized planned activities, as well as activities that were realized but were not planned.

At the end of each school year, the professional staff completes their personal five-year professional development cycle, which is an integral part of the professional development documentation.

7. The mentor's plan for working with the trainee

The institution keeps: records, in accordance with the law, pedagogical documentation and documentation for the introduction to work of a professional- trainee, teacher-trainee , professional associate- trainee, caregiver-trainee.

The mentor keeps documentation for:

1) realization of the plan to get the trainee familiar with the work;

2) topics and time of attended classes, i.e. activities;

3) observed things in the trainee's work according to the program for his/her progress;

4) recommendations for the improvement of all forms of educational work and work with parents;

5) evaluating the behavior of the trainee according to the given recommendations.

Documentation of the trainee

The trainee, in addition to the pedagogical documentation from paragraph 2 of this article, keeps documentation for:

1) realization of the plan for introduction into the work;

2) topics and time of classes attended, i.e. activities;

3) observed things in their work and work with children;

4) recommendations of the mentor and own ideas for the improvement of all forms of educational work and work with parents;

5) realized forms of professional development.

8. Attachments illustrate the development and progress of the portfolio owner, his/her personal professional philosophy. Contains material evidence, specific testimonies that show, confirm, illustrate and document the employee's claims.

Selection of portfolio attachments:

- examples of good practice,

- 'incident' situations,

- being in specific pedagogical situations,

- 'learning from mistakes' (wrong choice of method, inconsistency in handling),

- plans for activities, preparation of activities

- children's products

- analysis of the work of groups and individuals

- examples of grading children's work

- checklists

- examples of questionnaires, their analysis

- examples of written feedback for parents

- surveys and analyzes of responses of children, parents and coworkers

- displays of professional work

- journal entries, occasional notes and comments

- ideas for further planning

- recommendations and advice from coworkers

- photos, recordings, audio recordings with comments

- minutes, notes of colleagues, director, professional workers, professional associates and others who attended the activities

- own reflection on the attachments

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86. МТСП, Правилник за изменување и дополнување на правилникот за начинот на издавање, продолжување, обновување и одземање на лиценца за работа на директори на установи за деца, стручни работници, стручни соработници, воспитувачи и негователи во системот за згрижување и воспитание на деца од предучилишна возраст, начинот на спроведување на обуките, како и формата и содржината на образецот на лиценцата за работа, Врз основа на член 182 став (5) од Законот за заштита на деца („Службен весник на Република Макдеонија" бр. 23/13, 12/14, 44/14, 144/14, 10/15, 25/15, 150/15, 192/15, 27/16, 163/17, 21/18 и 198/18), Бр. 11-2594/1 од 18. Март 2019 година

87. МТСП, Правилник за стандардите и нормативите за вршење на дејноста на установите за деца, Врз основа на член 100 став (4) од Законот за заштита на деца („Службен весник на Република Макдеонија" бр. 23/2013 и 12/2014

88. МТСП, Правилник за начинот на работа и обезбедување на услови за остварување на педагошко-методската практика на студентите од соодветните студии за предучилишно воспитание и други соодветни факултети во јавните установи за деца, Врз основа на член 170 став (2) од Законот за заштита на деца („Службен весник на Република Макдеонија" бр. 23/13, Бр. 11-2750/1 од 19. 04. 2013, Сл. весник на РМ, бр. 61 од 25. 04. 2013

89. МТСП, Правилник за начинот на спроведување на годишното интервју и оценувањето како и формата и содржината на извештајот на годишното интервју на образецот за оценување на давателите на јавни услуги во јавните установи за деца, Врз основа на член 159 став (13) од Законот за заштита на деца („Службен весник на Република Макдеонија" бр. 23/13, 12/14, 44/14, 144/14, 10/15, 25/15, 150/15, 192/15 и 27/16, Сл. весник на РМ, бр. 168 од 05. 09. 2016

90. Главна книга на деца

91. МТСП, Правилник за индикаторите за вреднување на успехот на планираните активности од развојниот план на установите за згрижување и воспитание на деца од предучилишна возраст, Врз основа на член 174 став 4 од Законот за заштита на деца („Службен весник на Република Макдеонија" бр. 23/13), Службен весник на РМ, бр. 87 од 17. 06. 2013

92. МТСП, Правилник за начинот на издавање, продолжување, обновување и одземање на лиценцата за работа на директори на установи за деца, стручни работници и стручни соработници, воспитувачи и негователи во системот за згрижување и воспитание на деца од предучилишна возраст, начинот на спроведување на обуките, како и за формата и содржината на образецот на лиценцата за работа, Врз основа на член 182 став (5) од Законот за заштита на деца („Службен весник на Република Макдеонија" бр. 23/13)

93. Организација на дневните активности на децата од предучилишна возраст во рамки на групите

94. Правилник за формата, содржината и начинот на водење на педагошка документација и евиденција во детска градинка и центар за ран детски развој, Врз основа на член 195 став (10) од Законот за заштита на деца („Службен весник на Република Макдеонија" бр. 23/13)

95. [2] Првиотверзијата, позната како ISCED 1976, беше одобрена од Меѓународната конференција за образование (Genенева,1975 година), и последователно беше одобрена од 19-тата генерална конференција на УНЕСКО во 1976 година.

96. Втората верзија, позната како ISCED 1997 година, беше одобрена од Генералната конференција на УНЕСКО на својата 29-та сесија во ноември 1997 година, како дел од напорите за зголемување на меѓународната споредливост на статистиката на образованието.

97. Институтот за статистика на УНЕСКО го предводеше развојот на третата верзија, која беше усвоена од страна на УНЕСКО36-та генерална конференција во ноември 2011 година и која ќе го замени ISCED 1997 година во меѓународни податоциколекции во наредните години. [3]

98. , создадени со поделба на терцијарниотниво на пред-докторат на три нивоа. Исто така, го прошири најниското ниво (ISCED 0) садржи поткатегорија на програми за развој на образование за рано детство, кои се насочени кон деца под 3-годишна возрастгодини.

99. За време на прегледот и ревизијата, што доведе до усвојување на ISCED 2011 година, земјите членки на УНЕСКО се согласијадека полињата на образованието треба да бидат испитани во посебен процес. Овој преглед сега е во тек сопоглед на воспоставување независна, но поврзана класификација наречена ISCED полиња на образование иОбука.

100. УСАИД, МЦГО, Анализа на политиките и праксата на професионалниот и кариерниот развој на наставниците во Република Македонија, Скопје, 2013

101. УСАИД, МЦГО, Упатство за начинот и формата на менторската поддршка на наставниците-приправници и стручните соработници-приправници во основните и средните училишта, Скопје, 2016

102. УСАИД, МЦГО, Стручен соработник од почетник до ментор, Скопје 2016

103. УСАИД, МЦГО, Наставник од почеток до ментор, Скопје 2016