**Report from the online round table**

**Supporting teacher competencies in study programs for initial teacher education at the University of Montenegro**

Round table Supporting teacher competencies in study programs for initial teacher education at the University of Montenegro was held on Thursday, January 21, 2021 on the online platform Zoom starting at 10 am. The following participants took part on the meeting: **Danilo Alagić**, Chief of Cabinet, Ministry of Education, Science, Culture and Sports of Montenegro; **Martin Ćalasan**, State Secretary Ministry of Education, Science, Culture and Sports of Montenegro; **Zora Bogićević**, Ministry of Education, Science, Culture and Sports of Montenegro; **Nevena Čabrilo**, Bureau for Educational Services of Montenegro; **Sandra Brkanović**, Centre for Vocational Education of Montenegro; **Tijana Stanković**, Agency for Quality Control in Higher Education of Montenegro; **prof. dr Veselin Mićanović**, Vice Rector for Teaching at the University of Montenegro; **doc. mr Marko Marković**, Dean of the Faculty of Fine Arts, University of Montenegro; **prof. dr Stevo Popović**, Dean of the Faculty of Sports and Physical Education, University of Montenegro; **prof. dr Tatjana Novović**, Dean of the Faculty of Philosophy, University of Montenegro; **prof. dr Dijana Vučković**, Vice Dean for Teaching, Faculty of Philosophy, University of Montenegro; **doc. dr Biljana Maslovarić**, Vice Dean for Development, Faculty of Philosophy, University of Montenegro; **prof. dr Tatjana Jovović**, Dean of the Faculty of Philology, University of Montenegro; **doc. dr Dušanka Popović**, Faculty of Philology, University of Montenegro; **doc. dr Božidar Popović**, Faculty of Sciences, University of Montenegro; **Boris Ćurković**, The team leader of the Project Integration of Key Competences in the Education System of Montenegro; **Maja Jukić**, key expert for teacher training on the Project Integration of Key Competences in the Education System of Montenegro; **prof. dr Blaženka Divjak**, Senior Expert for the Development of Higher Education Programs on the Project Integration of Key Competences in the Education System of Montenegro; **dr. Srđan Verbić**, senior expert in STEM disciplines; **Rajko Kosović**, expert for student assessment and quality assurance on the Project Integration of Key Competences in the Education System of Montenegro. Logistic support: **Marija Nikčević**, Project Office Manager.

The round table was moderated by Boris Ćurković, who welcomed everyone on behalf of the Project Integration of Key Competences into the Education System of Montenegro. He emphasizes that the Round Table aims to present good practices and national policies of Montenegro for initial teacher education and encourage more intensive implementation of the Teacher Education Strategy 2017 - 2024, exchange experiences on initial teacher education, and agree on possible future activities within the Project developed of initial teacher education following the Strategy.

Danilo Alagić, Head of the Cabinet of the Minister of Education, Science, Culture and Sports read prepared a presentation by the Minister prof. Dr. Vesna Bratic, who couldn't attend the Round Table due to sudden obligations. It was pointed out that the students of the programs that educate teachers should be made more transparent if they can also be teachers, and how respect for the teaching profession should be restored. The need to promote the Strategy was emphasized.

Blaženka Divjak and Srđan Verbić held an introductory speech on the topic Initial teacher education - experiences from the region and the EU. They talked about models of teacher education, experiences in EU countries and countries in the region. They drew attention to the deficit growing of teachers and teachers' role in the education system and society.

Zora Bogićević and Dijana Vucković presented the Strategy for Teacher Education in Montenegro 2017 - 2024. They pointed out that through a detailed analysis presented in the Strategy, that the number of pedagogical and didactic subjects and student workload (fund of classes, ECTS), which give teaching competencies different from program to program at the University, is in most program students workload insufficient to provide the necessary teaching competencies, and that the content, part of pedagogical-didactic subjects is not based on modern concepts (eg, neglected socio-emotional and key competencies, student orientation is still not integrated into curricula programs are not aligned with changes in educational policy of the country). The Strategy offered a solution to overcome these shortcomings in initial teacher education, offering a clear action plan, which contains measures to improve study programs in a way that is flexible, modularized, to reflect the needs of the education system and the individuality of students; determining the minimum representation of the pedagogical-psychological and didactic-methodological group of subjects in the study programs according to which teachers are educated; claiming the minimum representation of key competencies, content on inclusive education, acquisition of digital competence in study programs according to which teachers are educated; providing cooperation between higher education institutions and primary and secondary schools for the implementation of practical classes during the initial education of all teachers, etc.

Dušanka Popović and Rajko Kosović presented the Standards of Competences for Teachers and Principals in Educational Institutions, which also contain the standards of teacher competencies, and that the National Council adopted for education in December 2016. Eight standards of teacher competencies have been developed: Students and the teaching/learning process; An effective and safe learning environment; Knowledge of the profession and the subject program; Knowledge of subject methodology; Teaching planning and preparation; Assessment and evaluation; Professional development; Leadership and cooperation. In addition to each of the eight standards, descriptors related to practice, knowledge, and attitudes have been developed.U diskusiji koja je uslijedila Tijana Stanković je predstavila aktivnosti Agencije za kontrolu i obezbjeđenje kvaliteta visokog obrazovanja, ističući kako Agencija može preuzeti aktivnu ulogu u unaprjeđenju studijskih programa za inicijalno obrazovanje nastavnika, kroz proces akreditacije studijskih programa. Predložila je razvijanje dodatnog standarda za takve programe.

Tajana Novović presented the situation with the initial teacher education programs at the Faculty of Philosophy. She also referred to the possible model of improvement, and opened the question of the "quota" - the minimum representation of a pedagogical-psychological and didactic-methodological group of subjects in study programs. Through a short discussion in which Blaženka Divjak, Dušanka Popović, Biljana Maslovarić participated, a proposal for an "optimal quota" of 60 ECTS during the five-year initial teacher education arose. Such practice is regulated in some EU countries.

Stevo Popović presented the situation at the Faculty of Sports and Physical Education. He also referred to the problems of teaching physical education in schools, and shared the positive experiences of student mobility, and cooperation with the labor market.

Dušanka Popović presented the situation at the Faculty of Philology and at the Faculty of Fine Arts Marko Marković. Božo Popović presented his experiences from the Faculty of Science, emphasizing the Center for Applied Mathematics's positive experiences.

After discussion summarizes the

**The Conclusions of the Round Table:**

1. Initial teacher education programs conducted at the University of Montenegro need to be harmonized with the Strategy of Teacher Education in Montenegro 2017 - 2024, and standards of teacher competencies contained in the Standards of Competences for Teachers and Principals in Educational Institutions, which is the National Council for Education adopted in December 2016.
2. To form a working group to initiate activities, composed of representatives of the Ministry of Education, Science, Culture and Sports, the Bureau for Educational Services, the Centre for Vocational Education and Training, the Agency for Quality Control and Quality Assurance and relevant faculties (Philosophy, Philology, Natural Sciences and Mathematics, Faculty of Sports and Physical Education). The *Project Integration of Key Competences into the Education System of Montenegro* will provide logistical and technical support;
3. Based on the Strategy of Teacher Education in Montenegro (2017 - 2024) and the Standards of Competences for Teachers, the working group will discuss the model of acceptable pedagogical-psychological and didactic-methodological representation contents in study programs for teacher education;
4. The working group will draft two modules - basic and advanced (basic for bachelor, advanced for master level), each with 30 ECTS that give outcomes, and pedagogical-psychological and didactic-methodological competencies. That includes the listing of the learning outcomes at the module level, based on the determined learning outcomes, creating a curriculum (list of courses - courses with associated load and ECTS allocation) for each module, as well as a description of each subject (course), according to the methodology of study programs at the University Montenegro (ECTS catalog with learning outcomes);
5. The working group will draft recommendations for the use of modules in study programs for teacher education at the University of Montenegro, discuss possible models of service for continuing teacher education, and for the adoption of necessary competencies for teachers who have not completed teacher studies, including the possibility of partial or full qualification ( eg, vocational teachers);
6. The working group will draft Additional Standards for Accreditation of Study Programs that educate teachers based on the two modules' set sets of learning outcomes.

Report prepared by: Boris Ćurkoviuć, Team Leader of the Project