

Guideline of Practice

Introduction

- The Guidelines of Practice (Guidelines) of the Faculty of Cultural Sciences, Education and Cultural Sciences of the University of Pécs (PTE KPVK): considers the National Curriculum of Preschool Education; and corresponds to the Preschool Teacher BA program and to its qualification requirements.
- During the Practice the Students (Ss) become enabled to fulfil preschool education for children of the age 3-7, and to guide the protective, caretaking, social and educational-developing functions of the kindergarten.
- The Guidelines contains the aims, functions, requirements, deadlines and accomplishment of the Practice conducted at PTE KPVK. The specific organizational forms of Practice are: individual comprehensive practice in preschool, special module practice, extended (external) practice.
- The Practice is to be assumed as the opportunity for content development.

Commencement: the preparation of preschool teachers for the future duties and tasks, and the definition of responsibilities to be carried out in the kindergarten.

Preschool Teacher Responsibilities

- Educational responsibilities in the kindergarten, and within groups in kindergarten (education – personality development)
- The accomplishment of complex, well-established and developed activities that are connected and scaffolded to each other both in content and methods
- Differentiated development – the application of individualized education
- Development of resource tools and handling educational equipments
- Leading special module activities according to qualification (swimming, physical exercises, adapted physical education – physiotherapy, puppetry, arts and crafts, developing activities, etc.)
- Recognition, handling of health, social and behavioral impairments and their delegation to specific, qualified experts
- Communication with families (parent meetings, consulting hours, open days, visiting families, discussions, etc.)
- Outdoor and free time activities: excursions, field trips
- Organizing events and celebrations
- Finalize official documents: educational programs, development plans, educational plans, schedules, layout and drafts
- Administrative duties: printed-papers (Group log, catalogues and registers, etc.)
- Contacting related organizations and institutions
- Innovative activities
- Editing and managing noticeboard, videos and leaflets
- Organizing and leading social activities

I. General Requirements

The Guidelines defines the qualification requirements which contribute to the professional and personal development of Students to become independent, self-confident and experienced preschool teacher figure.

General Requirements:

By the end of the program Students will have acquired:

- the different roles and activities of kindergarten/preschool teachers determined by the main duties of the kindergarten, and to be familiar with their practice
- knowledge about values in families, in nursery schools and at the beginning of primary school
- the ability of mapping the children's experiences before and out of preschool education, developmental circumstances, skills and competencies and their levels
- the ability to predict the possibilities of the children aged 3-7 years for further development and the possible entry requirements of elementary schools
- the opportunities and ways to help, affect and ameliorate the children's education within family

Students will be able

- to apply and to carry out preschool educational plans, organization and their professional evaluation with methodological expertise and clear focus on the effective ways of child development
- to apply and to lead developmental activities containing cultural values tailored to the children's specific needs and abilities, and therefore manage the preparation for primary school
- to communicate successfully with children and adults of different roles related to kindergarten (other teachers, colleagues, parents, etc.)
- to recognise and to diagnose the level of development and/or its impairments of the children and, therefore, to conduct differentiated developmental processes
- to convey the approach of differentiation for the children of slower development or dealing with difficulties or divergencies in corporal, psychological and emotional levels respect to the norm
- to empower and encourage children's creativity and the talented children
- to choose and adapt alternative activities concerning children's needs and self-awareness and the individual professional experiences too.

II. Aims and Functions

Aim: to train such preschool teachers who are able to educate and consciously develop children of the age of 3-7 years, and to convey and universal values and ethical norms.

The Functions of Practice

- To foster the skills and abilities required for successful preschool teacher activities, and the training of preschool teachers who are able to apply a wide range of differentiation methods and have the adequate pedagogical and professional attributes
- To ensure such activities that enables Students to carry out complex, well-developed scaffolded, inter-related and gradually broadening tasks that shows variety in methods and content
- To bridge educationl theory and practice, their relations and overlapping areas.

- To familiarize Ss with the preschool teacher roles and kindergarten as a workplace by a well-developed training program.
- To ensure the hands-on experiences for Ss to be able to apply pedagogical, psychological, methodological and subject related knowledge in planning, carrying out and evaluation of processes and actions.
- To enhance Ss' professional motivation and the ability of successful communication with children and any adults related to kindergarten.

III. Main Areas of Practice

Duration of Practice: 3 years (6 semesters), 30 % of the basic training.

Ss are introduced to several fields of practice during the 6 semesters in specific organizational forms (kindergarten, school, nursery school, alternative kindergarten, special institution).

- **PTE Illyés Gyula Gyakorló Iskola Alapfokú Művészeti Iskola és Gyakorlóóvoda:** Primary Art School and Practice Kindergarten (referred as Practice Kindergarten) (Complex individual and group practice, individual complex kindergarten practice)
- **External Institutions for Practice:** (kindergarten practice, school practice, special module practice, extended practice)

Organisational Units Enhancing Practice:

Pedagógusképző Intézet - *Teacher Training Institute*, Oktatási és Gyakorlati Képzési Bizottság, - *Instructional and Practice Committee*, Tanulmányi Hivatal – *Registrar's Department*, Gazdasági Hivatal – *Finance Department*, Könyvtár - *Library*

Professionals Responsible for Practice

Vice dean of education and training, head of program, director of institute, lecturers and professors, program directors, institutional directors for Practice, coordinators, mentors.

IV. The structure of Practice

It is built on the principles of gradation and continuity besides the structures of active and participatory education.

Phases

1st semester: Educational orientation and gathering experiences

2nd semester: Beginning phase of educational activity

Possibilities for practicing caretaking and game activities

3rd – 4th – 5th semester: Hands-on phase in educational activity

Communication and literacy education, visual education, music education, P.E., environmental education, mathematical education.

6th semester: Independent educational activity

Extended (external) practice

Final Closing Activity

V. The structure of practice forms – full time/part-time

Semester						
Practice forms	1 st	2 nd	3 rd	4 th	5 th	6 th
Individual complex kindergarten practice	12/3 hours/semester					
Skills Development of Play and Games – Comprehensive Practice		3 hours/ week; 3/3 hours/ semester				
Individual and group complex kindergarten practice			2+1 hrs/week; 3/5 hrs/sem	2+1 hrs/week; 3/5 hrs/sem	2+1 hrs/week; 3/5 hrs/sem	Final Closing Activity 7 hrs/ sem
Extended Practice						200/ 80 hrs/ sem
Special Module Practice I, II, III.						3 x 8 /4 hrs / sem

GUIDELINES

1ST SEMESTER

Individual complex kindergarten practice I.

I. Aims, functions, requirements

Place: Practice Kindergarten / external kindergarten

1.

Aims

To develop skills for observation, creating contacts, multitasking required for preschool teachers.

2.

Functions

To ensure learning and practice opportunities, to develop essential skills and abilities for kindergarten teachers: communicative, creative, cooperative, organizational, leadership.

3. Requirements

The students should gain experiences in kindergartens (regarding the possibilities) about:

- characteristics of welcoming, routine building, and caretaking;
- the relationship between the teacher and the children
- children's game and play activity.

II. Organisational requirements

1. The Guidelines is related to the valid requirement of the semester of the individual complex practice assuring that:

- 1.1. it describes thoroughly the functions listed in it
- 1.2. is dedicated to enriching their contents with varied range of activities

2. The Ss must document the progress of duties and functions in the booklet named "Pedagogical Diary (Diary)". It must contain the observations according to requirements, personal opinions and experiences.

The formal requirements of the Diary:

Text should be written by Times New Roman CE, 12 font size, 1,5 space, justified with margins of 2.5 cm.

3. Organisational duties and devision of labour

- 3.1. The fulfilled duties are verified in the Diary by the signature of the head of practice in the Practice Kindergarten / by the mentors' signature in the external kindergarten and the seal of the kindergarten in each case.
- 3.2. The practice activities are monitored/coordinated by the head of program/mentor.
- 3.3. The organization and realization of the Practice is the duty of the teacher/practice coordinator of the *Teacher Training Institute* and the practice leaders of the institutes for practice.
- 3.4. The places for practice are suggested to be introduced before the initiation of Practice

II. The Students Duties during the Semester – Aspects to writing the Diary

Ss must take notes about:

- the (vice) director's introduction;
- organisational structure of the kindergarten (director, vice-director, kindergarten teachers, administrative employees, nurses, and their duties);
- available tools and equipments of the kindergarten;
- regulating documents of the kindergarten;
- the children's register, daily and weekly routine of the given group;
- describe the caretaking, relationship creating activities the Student joined to
- children's outdoor life and activities of play
- facilities and habits in the courtyard of the kindergarten;
- educational-caretaking activities in the afternoon;
- labour-like activities;
- nap-time circumstances;
- activities and tasks to which the Student joined;
- relationship between the kindergarten teachers, parents and children;
- the relationship of children playing together;
- play and game activities: their topic, content, tool usage, duration (description of play activity in the morning);
- objective conditions of play and game activities: place, time, tool;
- highlight the own, most memorable experiences;
- reflections to the experiences.

Other duties:

- Discussions with kindergarten teachers about kindergarten life
- Help in caretaking duties
- Get to know children
- According to prior agreement with the kindergarten teacher, join to play activities of children. Take roles and part in outdoor games and play
- Prepare tools for game and play according to the kindergarten teachers' instructions
- Take part in rule games
- Take part in play and game activities of a group
- Tend to maintain and reinforce the habits, behavioural forms of the "community"
- Prepare the Diary

IV. Evaluation and assessment of the Student

- Evaluation: practice mark
- The Diary is to be handed over to the program director/mentor of the kindergarten within a week after the last practice day. The program director / mentor gives a mark on Student's work/performance.

V. Schedule and duration

12 hours / semester; 3 hours/ semester.

The schedule of practice is 4 hours /1 time in accordance with the daily schedule of the kindergarten.

Full time program: Practice Kindergarten, 12 hours/ semester: 9 hours in the morning - 3 hours in the afternoon;

Part-time: external – free-choice – kindergarten: 3 hours/ semester)

2nd SEMESTER

Skills Development of Play and Games – Comprehensive Practice

Prerequisites:

- Fulfilment of individual complex practice 1
- Pass Guidance to Playing Activities lecture

I. Aims, functions, requirements

Place: Practice Kindergarten, external kindergarten, nursery school

1. Aims

To enable Students to plan, initiate, lead and evaluate activities individually.

2. Functions

- To prepare Ss to lead the actual, preferably playing activity based on the given methodological branch and the kindergarten teacher's instructions.
- To develop a process plan based on the program director's/mentor's instructions, considering the children's individual and developmental characteristics and applying the former pedagogical, psychological and methodological knowledge. The activity plan is to be handed over maximum 2 days prior to the activity.
- To plan and prepare the tools and materials required for the activity. The tools and resources, prepared by the Ss individually, should be finished and handed over by the deadline confirmed beforehand.
- To apply pedagogical, psychological and methodological knowledge in leading routine activities on the day of the practice, considering the children's individual skills and developments they require.
- To analyse and reflect upon the daily activities according to the aspects of analysis and by the pedagogical, psychological and methodological knowledge.
- Before leading an activity, the Ss is obliged to visit and observe the given group 4x3 hours in a fulltime program, and 1x3 hours in a part-time program in order to know the children of the group.
- To know the local educational plan of the kindergarten and the annual educational plan of the given group. Moreover, Ss need to understand the features that define the conditions (duration, organizational ways) of the activity. Therefore, Ss can understand and experience the different (scaffolded) levels of planning in practice.
- To gain experiences – through continuous observation – about the children's playing activities
- To define the development level of playing activities both related to children individually and to the hole group.
- To observe the chants, songs, poems, riddles, tales, visual techniques known by the children.
- To create and reflect on an inventory of games, tools and resources available in the activity room and in the courtyard.
- To take notes of a discussion between children during playing activities.
- To greet and welcome children and to participate in caretaking activities.
- To know several playing groups, and taking part in their activitiy (giving ideas, taking a role)
- To actively participate in children's labour-like, outdoor, courtyard-life activities
- To join the leading and monitoring of daily routine activities.

- To prepare an experience-like description of the practice in the.

One day in the nursery:

Students look for practice place.

Duration of practice: 1 time in one nursery.

Formal requirements of the Pedagogical Diary

General formal requirements are identical to the ones of the 1st semester. Furthermore, the Diary should contain the new viewpoints also.

Take notes about:

- the introduction of director of the nursery;
- discussion with the nurses;
- the available tools and resources: facilities, court, welcoming, hygiene, games;
- the age range of children, boy-girl ratio, groups;
- the daily routine of the groups;
- personnel of the nursery.

Individual tasks

According to a prior discussion with the nurse, Ss should join the playing activities and establish connections with children.

3. Requirements

Ss should gain experiences about the whole process of educational activity in the kindergarten. Students should know the duties of a kindergarten teacher through the observation of the kindergarten practices and activities. Moreover, Ss must lead a playing activity individually, and take part in caretaking processes.

II. Organisational aspects

- Students document the fulfilment of given duties in the Diary.
- The Diary must contain the professional and personal experiences, observations and opinions according to the given aspects.

III. Evaluation and assessment of the Student

- Form of evaluation:

Full time: practice mark (plan + activity + analysis)

Part-time: practice mark (2 plans: practice kindergarten + external kindergarten; leading an activity)

- Person to evaluate: director of program/mentor in the kindergarten
- Requirements to fulfil practice: participation at observation in the kindergarten group – as set beforehand -, planning of leading a playing activity, leading a playing activity, and the writing and handing over the Diary.
- The fulfilment of the duties is validated by the signatures of the directors/mentors and the seal of the institutions (Practice Kindergarten, nursery, external kindergarten) in the Diary.
- The mentor in the nursery suggests a mark based on the Student's Diary, which is built in the mark given by the director of program/mentor in the kindergarten.
- The practice is fail, in case the practice mark is 1. Practice mark is 1 if the 50% of the marks (plan+activity) is 1.

The plan is marked fail in case it contains basic pedagogical, psychological and methodological misconcepts and errors. Furthermore, if it is not shown maximum 2 days before the day of the activity.

The leading of the activity is marked fail in case the Ss perform basic professional and methodological misbehaviour and errors, therefore, s/he cannot solve certain educational situations and the kindergarten teacher must step into and take the control of the activity.

In case of Ss' absence from the Practice, steps are to be done according to adequate paragraphs of the Code of Studies. The possibility for a new activity leading agenda, in case of absence, might be discussed with the mentor/preschool teacher in accordance with the program director.

IV. Schedule and duration

45 hours/semester; 3+3 hours/ semester.

The extended kindergarten practice consists two parts: a group and an individual practice.

Schedule:

Full program group practice **30 hours/ semester**; individual practice **15 hours/semester.**

Part-time program: visiting in the Practice Kindergarten. Leading an activity: external kindergarten upon free choice - **3+3 hours/ semester.**

3rd Semester

Communication and Literacy Education Comprehensive Practice (individual and group)

Prerequisites of the Practice:

- Pass Skills Development of Play and Games – Comprehensive Practice
- Pass the Children's Literature courses
- Pass the Communication related courses

I. Aims, functions, requirements

Place: Practice Kindergarten, Practice school/ external kindergarten upon free choice

1. Aim

To enable Ss to plan, start pro-actively, lead and evaluate activities individually.

2. Duties

- Regarding the present methodological module, to prepare for leading the daily routine, activities, especially the play activity, and literacy education activity based on the program director preschool teacher's instructions
- To do observations of the group before leading the activities in order to know the kids.
- To prepare a process plan, based on the instructions of the program leader kindergarten teacher / mentor. The plan should consider the kids' actual age and developmental level accordingly, and the pedagogical, psychological and methodological knowledge. The plan should be handed over by the date agreed upon and 2 days prior the activity the latest.
- To plan, prepare and provide the necessary materials. To prepare and show the materials by the date agreed upon.
- To apply the pedagogical, psychological and methodological knowledge in leading the routine tasks and the developing activities focusing on the children's individual needs and abilities on the day of the practice.
- To analyze and evaluate the everyday, routine tasks based on the criterias set in the Study Plan and on the pedagogical, psychological and methodological knowledge.
- To prepare notes of the observations, and to analyze and evaluate them with professional dedication, theoretical and practical consciousness at the evaluating course.
- The student's duty during the semester – visiting-observing a whole day in the semester.

Index for the "Pedagogical diary"

Take notes about:

- the informative introduction vice-director of the institutions;
- the regulation of the school;
- the equipments and attributes of the classroom;
- the kids' activities and behaviors during the activities and programs
- the schedule and daily routines of the kids
- to describe the observed actions, tasks of the observed classroom in details and in chronological order;
- the ways and modes how (s)he (Ss) started a conversation with the kids and in what activities (s)he (Ss) took part;
- to show the notes to the program leader who evaluates it with a grade and signs it

Other duties (if possible)

- To start discussions with children in the breaktime between their classes.
- Upon prior agreement with the preschoolteacher, to join the kids' free time activities or play activities.

3. Requirements

- To lead play activity according to the daily routine, to fulfil caretaking exercises and to lead activities of literacy education.

II. Evaluation and assessment of the Student

- Form of evaluation: practice mark (plan + activity + analysis)
- The evaluating person: program leader preschool teacher / mentor
- Requirements to pass: participation at observations – according to schedule -, planning and leading a literacy education activity, and writing and handing over the Diary.
- The fulfilment of the duties is validated by the signatures of the directors/mentors and the seal of the institutions (Practice Kindergarten, nursery, external kindergarten) in the Diary.
- The practice is fail, in case the practice mark is 1. Practice mark is 1 if the 50% of the marks (plan+activity) is 1.

The plan is marked fail in case it contains basic pedagogical, psychological and methodological misconcepts and errors. Furthermore, if it is not shown maximum 2 days before the day of the activity.

The leading of the activity is marked fail in case the Student performs basic professional and methodological misbehaviour and errors, therefore, s/he cannot solve certain educational situations and the preschool teacher must step into and take the control of the activity.

In case of absence from the Practice steps are to be done according to adequate paragraphs of the Code of Studies. The possibility for a new activity leading agenda, in case of absence, might be discussed with the mentor/pre-school teacher in accordance with the program director.

III. Schedule and duration

45 óra/ félév; 3+5 óra/ félév.

The comprehensive kindergarten practice consists two parts: a group and an individual practice.

Schedule:

Full program group practice **2 hours/week**; individual practice **1 hour/week**.

Part-time program: **3+5 hours/ semester**. visiting in the Practice Kindergarten. Leading an activity: 5 hours in the external kindergarten upon free choice.

Visual Education Comprehensive (individual and group) Kindergarten Practice

Prerequisites of the Practice:

- pass Skills Development of Play and Games – Comprehensive Practice
- pass Visual Education and Methodology course

I. Aims, functions, requirements

Place: Practice Kindergarten/ external kindergarten upon free choice

1. Aim

To enable Ss to plan, start pro-actively, lead and evaluate activities individually.

2. Duties

- Regarding the present methodological field, to prepare for leading the activities, especially the play activity, and visual education activity.
- To do observations of the group before leading the activities in order to know the kids.
- To prepare a process plan, based on the instructions of the program director kindergarten teacher / mentor. The plan should consider the kids' actual age and developmental level accordingly, the pedagogical, psychological and methodological knowledge. The plan should be handed over by the date agreed upon and maximum 2 days prior the activity.
- To plan, prepare and provide the necessary materials. To prepare and show the materials by the date agreed upon.
- To apply the pedagogical, psychological and methodological knowledge in leading the routine tasks and the developing activities focusing on the children's individual needs and abilities on the day of the practice.
- To analyze and evaluate the everyday, routine tasks based on the criterias set in the Study Plan and on the pedagogical, psychological and methodological knowledge.
- To prepare notes of the observations, and to analyze and evaluate them with professional dedication, theoretical and practical consciousness at the evaluating course.
- To take part in the discussion lead by the mentor and fill the Diary with the notes accordingly.
- Based on the sample, to prepare her/his own plan.
- To write a professional reflection about her/his experiences.

Individual duties:

- To join the play activity and to use the model sentences, methods applied by the kindergarten teacher.
- To take part in the DIY, arts and crafts activities of the kids.

3. Requirements

Leading the play activity according to the daily schedule, to fulfil daycare duties, to lead visual education activity.

II. Evaluation and assessment of the Student

- Form of evaluation: practice mark (plan + activity + analysis)
- The evaluating person: program leader preschool / mentor
- The practice is marked fail, in case the Ss' mark is fail, that is, if at least 50% of the possible marks is fail (plan+activity).
- The fulfilment of the duties is validated by the signatures of the directors/mentors and the seal of the institutions (Practice Kindergarten, nursery, external kindergarten) in the Diary.

The plan is marked fail in case it contains basic pedagogical, psychological and methodological misconcepts and errors. Furthermore, if it is not shown maximum 2 days before the day of the activity.

The leading of the activity is marked fail in case the Student performs basic professional and methodological misbehaviour and errors, therefore, s/he cannot solve certain educational situations and the preschool teacher must step into and take the control of the activity.

In case of absence from the Practice steps are to be done according to adequate paragraphs of the Code of Studies. The possibility for a new activity leading agenda, in case of absence, might be discussed with the mentor/pre-school teacher in accordance with the program director..

III. Schedule and duration

45 hours/ semester; 3+5 óra/semester

The comprehensive kindergarten practice consists two parts: a group and an individual practice.

Schedule:

Full program group practice **2 hours/week**; individual practice **1 hour/week**.

Part-time program: **3+5 hours/ semester** (3 hours visiting in the Practice

Kindergarten. Leading an activity: 5 hours in the external kindergarten upon free choice.

IVth Semester

Music Education Comprehensive Practice (individual and group) kindergarten practice

Prerequisites of the Practice:

- Pass Skills Development of Play and Games – Comprehensive Practice
- Pass courses of the Music and Teaching Methods module

I. Aims, functions, requirements

Place: Practice Kindergarten/ external kindergarten upon free choice

1. Aim

To enable Students to plan, start pro-actively, lead and evaluate activities individually.

2. Duties

- Regarding the present methodological field, to prepare for leading the activities, especially the play activity, and music education activity
- To do observations of the group before leading the activities in order to know the kids.
- To prepare a process plan, based on the instructions of the program director kindergarten teacher / mentor. The plan should consider the kids' actual age and developmental level accordingly, the pedagogical, psychological and methodological knowledge. The plan should be handed over by the date agreed upon and 2 days prior the activity the latest.
- To plan, prepare and provide the necessary materials. To prepare and show the materials by the date agreed upon.
- To apply the pedagogical, psychological and methodological knowledge in leading the routine tasks and the developing activities focusing on the children's individual needs and abilities on the day of the practice.
- To analyze and evaluate the everyday, routine tasks based on the criterias set in the Study Plan and on the pedagogical, psychological and methodological knowledge.
- To take part in activities that provide practical knowledge.
- To make notes in the Diary.
- In accordance with the program director, to prepare for the activities based on music education.
- To take part in the discussion lead by the mentor and fill the Diary with the notes accordingly.
- Based on the sample, to prepare her/his own plan.
- To write a professional reflection about her/his experiences.

Other Duties

- To join the play activity and to use the model sentences, methods applied by the kindergarten teacher
- To recite chants, riddles, songs in playtime.

3. Requirements

- To gain experience on the overall educational work in the kindergarten.
- To know the possibilities of organizing learning activities
- Leading the play activity according to the daily schedule, to fulfil daycare duties, to lead music education activity.

II. Evaluation and assessment of the Student

- Form of evaluation: practice mark (plan + activity + analysis)
- The evaluating person: program leader preschool teacher / mentor
- The practice is marked fail, in case at least 50% of the possible marks is fail (plan+activity).
- The fulfilment of the duties is validated by the signatures of the directors/mentors and the seal of the institutions (Practice Kindergarten, nursery, external kindergarten) in the Pedagogical Diary.

The plan is marked fail in case it contains basic pedagogical, psychological and methodological misconcepts and errors. Furthermore, if it is not shown maximum 2 days before the day of the activity.

The leading of the activity is marked fail in case the Student performs basic professional and methodological misbehaviour and errors, therefore, s/he cannot solve certain educational situations and the preschool teacher must step into and take the control of the activity.

In case of absence from the Practice steps are to be done according to adequate paragraphs of the Code of Studies. The possibility for a new activity leading agenda, in case of absence, might be discussed with the mentor/pre-school teacher in accordance with the program director.

III. Schedule and duration:

45 hours/semester; 3+5 hours/semester.

The comprehensive kindergarten practice consists two parts: a group and an individual practice.

Schedule:

Full program group practice **2 hours/week**; individual practice **1 hour/week**.

Part-time program: 3+5 hours/ semester. visiting in the Practice Kindergarten. Leading an activity: 5 hours in the external kindergarten upon free choice.

P.E. and Methodology of P.E. (individual and group) kindergarten practice

Prerequisites of the Practice:

- Pass Skills Development of Play and Games – Comprehensive Practice
- Pass the courses of P.E. module

I. Aims, functions, requirements

Place: Practice Kindergarten/external kindergarten upon free choice

1. Aims

To enable Students to plan, start pro-actively, lead and evaluate activities individually.

2. Duties

- To take part in activities that provide practical knowledge;
- to make notes about their daily experiences in their Pedagogical Diary;
- To prepare for the P.E. activity in accordance with the mentor/program leader;
- Regarding the present methodological field, to prepare for leading the activities, especially the play activity, and P.E activity
- To do observations of the group before leading the activities in order to know the kids.
- To prepare a process plan, based on the instructions of the program director kindergarten teacher / mentor. The plan should consider the kids' actual age and developmental level accordingly, the pedagogical, psychological and methodological knowledge. The plan should be handed over by the date agreed upon and 2 days prior the activity the latest.
- To plan, prepare and provide the necessary materials. To prepare and show the materials by the date agreed upon.
- To apply the pedagogical, psychological and methodological knowledge in leading the routine tasks and the developing activities focusing on the children's individual needs and abilities on the day of the practice.
- To analyze and evaluate the everyday, routine tasks based on the criteria set in the Study Plan and on the pedagogical, psychological and methodological knowledge.

Other duties

- To join the play activity and to use the model sentences, methods applied by the kindergarten teacher
- To lead everyday P.E. activities in play time

3. Requirements:

- To gain experience on the overall educational work in the kindergarten.
- To know the possibilities of organizing learning activities
- Leading the play activity according to the daily schedule, to fulfil daycare duties, to lead P.E. activity.

II. Evaluation and assessment of the Student:

- Form of evaluation: practice mark (plan + activity + analysis)
- The evaluating person: program leader preschool teacher / mentor
- The practice is marked fail, in case at least 50% of the possible marks is fail (plan+activity).

The plan is marked fail in case it contains basic pedagogical, psychological and methodological misconceptions and errors. Furthermore, if it is not shown maximum 2 days before the day of the activity.

The leading of the activity is marked fail in case the Student performs basic professional and methodological misbehaviour and errors, therefore, s/he cannot solve certain educational situations and the preschool teacher must step into and take the control of the activity.

In case of absence from the Practice steps are to be done according to adequate paragraphs of the Code of Studies. The possibility for a new activity leading agenda, in case of absence, might be discussed with the mentor/pre-school teacher in accordance with the program director..

III. Schedule and duration

45 hours/semester; 3+5 hours/semester.

The comprehensive kindergarten practice consists two parts: a group and an individual practice.

Schedule:

Full program group practice **2 hours/week**; individual practice **1 hour/week**.

Part-time program: 3+5 hours/ semester (3 hours visiting/observation in the Practice Kindergarten. Leading an activity: 5 hours in the external kindergarten upon free choice).

**Environmental Education Comprehensive Practice (individual and group)
kindergarten**

Prerequisites of the Practice:

- Pass Skills Development of Play and Games – Comprehensive Practice
- Pass Environmental Education course

I. Aims, functions, requirements

Place: Practice Kindergarten/external kindergarten upon free choice

1. Aims

To enable Students to plan, start pro-actively, lead and evaluate activities individually.

2. Duties

- To take part in activities that provide practical knowledge;
- to make notes about their daily experiences in their Diary;
- To prepare for the Environmental Education activity in accordance with the mentor/program leader;
- Regarding the present methodological field to prepare for leading the activities, especially the play activity, and Environmental Education activity;
- To do observations of the group before leading the activities in order to know the kids.
- To prepare a process plan, based on the instructions of the program director kindergarten teacher / mentor. The plan should consider the kids' actual age and developmental level accordingly, the pedagogical, psychological and methodological knowledge. The plan should be handed over by the date agreed upon and 2 days prior the activity the latest.
- To plan, prepare and provide the necessary materials. To prepare and show the materials by the date agreed upon.
- To apply the pedagogical, psychological and methodological knowledge in leading the routine tasks and the developing activities focusing on the children's individual needs and abilities on the day of the practice.
- To analyze and evaluate the everyday, routine tasks based on the criteria set in the Study Plan and on the pedagogical, psychological and methodological knowledge.

Other tasks

- To join the play activity and to use the model sentences, methods applied by the kindergarten teacher
- To foster observations about the surrounding environment in play time.

3. Requirements

- To gain experience on the overall educational work in the kindergarten.
- To know the possibilities of organizing learning activities
- Leading the play activity according to the daily schedule, to fulfil daycare duties, to lead Environmental Education activity.

II. Evaluation and assessment of the Student

- Form of evaluation: practice mark (plan + activity + analysis)
- The evaluating person: program leader preschool teacher / mentor
- The practice is marked fail, in case at least 50% of the possible marks is fail (plan+activity).

The plan is marked fail in case it contains basic pedagogical, psychological and methodological misconcepts and errors. Furthermore, if it is not shown maximum 2 days before the day of the activity.

The leading of the activity is marked fail in case the Student performs basic professional and methodological misbehaviour and errors, therefore, s/he cannot solve certain educational situations and the preschool teacher must step into and take the control of the activity.

In case of absence from the Practice steps are to be done according to adequate paragraphs of the Code of Studies. The possibility for a new activity leading agenda, in case of absence, might be discussed with the mentor/pre-school teacher in accordance with the program director..

III. Schedule and duration

45 hours/semester; 3+5 hours/semester.

The comprehensive kindergarten practice consists two parts: a group and an individual practice.

Schedule:

Full program group practice **2 hours/week**; individual practice **1 hour/week**.

Part-time program: **3+5 hours/ semester** (3 hours visiting/observation in the Practice Kindergarten. Leading an activity: 5 hours in the external kindergarten upon free choice)

Mathematics Education Comprehensive Practice (individual and group) kindergarten practice

Prerequisites of the Practice:

- Pass Skills Development of Play and Games – Comprehensive Practice
- Pass Maths and its Methodology course

I. Aims, functions, requirements

Place: Practice Kindergarten/external kindergarten upon free choice

1. Aims

To enable Students to plan, start pro-actively, lead and evaluate activities individually.

2. Duties

- To take part in activities that provide practical knowledge;
- to make notes about their daily experiences in their Pedagogical Diary;
- To prepare for the Mathematical Education activity in accordance with the mentor/program leader;
- Regarding the present methodological field to prepare for leading the activities, especially the play activity, and Mathematical Education activity;
- To do observations of the group before leading the activities in order to know the kids.
- To prepare a process plan, based on the instructions of the program director kindergarten teacher / mentor. The plan should consider the kids' actual age and developmental level accordingly, the pedagogical, psychological and methodological knowledge. The plan should be handed over by the date agreed upon and 2 days prior the activity the latest.
- To plan, prepare and provide the necessary materials. To prepare and show the materials by the date agreed upon.
- To apply the pedagogical, psychological and methodological knowledge in leading the routine tasks and the developing activities focusing on the children's individual needs and abilities on the day of the practice.
- To analyze and evaluate the everyday, routine tasks based on the criterias set in the Study Plan and on the pedagogical, psychological and methodological knowledge

Other Tasks

- To join the play activity and to use the model sentences, methods applied by the kindergarten teacher
- To use their mathematical knowledge in play time.

3. Requirements

- To gain experience on the overall educational work in the kindergarten.
- To know the possibilities of organizing learning activities
- Leading the play activity according to the daily schedule, to fulfil daycare duties, to lead Environmental Education activity

II. Evaluation and assessment of the Student

- Form of evaluation: practice mark (plan + activity + analysis)
- The evaluating person: program leader preschool teacher / mentor
- The practice is marked fail, in case the Student's mark is fail, that is, if at least 50% of the possible marks is fail (plan+activity).
- Duties are marked with grades by the signature of the mentors/program leaders align with the seals of the kindergarten in the Pedagogical Diary.

The plan is marked fail in case it contains basic pedagogical, psychological and methodological misconcepts and errors. Furthermore, if it is not shown maximum 2 days before the day of the activity.

The leading of the activity is marked fail in case the Student performs basic professional and methodological misbehaviour and errors, therefore, s/he cannot solve certain educational situations and the preschool teacher must step into and take the control of the activity.

In case of absence from the Practice steps are to be done according to adequate paragraphs of the Code of Studies. The possibility for a new activity leading agenda, in case of absence, might be discussed with the mentor/pre-school teacher in accordance with the program director..

III. Schedule and duration

45 hours/semester; 3+5 hours/semester.

The comprehensive kindergarten practice consists two parts: a group and an individual practice.

Schedule:

Full program group practice **2 hours/week**; individual practice **1 hour/week**.

Part-time program: **3+5 hours/ semester** (3 hours visiting/observation in the Practice Kindergarten. Leading an activity: 5 hours in the external kindergarten upon free choice).

Special module practices

Aims, functions, requirements:

I. Aims, functions, requirements

Place: Practice Kindergarten/external kindergarten upon free choice

Aims

To understand and know the pedagogical work connected to the first, second and third special module.

To develop and improve the specific professional skills and personal features necessary for effective kindergarten education.

Duties

- to make notes about their daily experiences in the Pedagogical Diary
- to know the attributes and characteristics of the dynamism the group
- to analyze one child's or a group of kids' activities according to the given criteria.

Requirements

- to gain experiences about the specific educational work in the kindergarten
- to get deeper knowledge about the observed children's special qualities
- to know the essential pedagogical methods and techniques

Organisational aspects

- The Students document the fulfilment of the duties described in the present document in the Diary.
- The Diary must contain their experiences, observations.
- The completion of tasks and duties is validated by the signature of the mentor of the external kindergarten.

The Students duties/tasks during the semester

1. Criteria for the individual tasks and data collection

1.1. The data and the observation of the kindergarten group:

- facilities and objects in the kindergarten group;
- name list of the group,
- educational and caretaker work in the group;
- the placement of the special activity in the daily schedule of the group.

1.2. The observation of the play activity:

- the range of available toys and games in the group;
- the types of children's games and plays and their realization
- the social factors of play, children's interconnectedness, formation of pairs and smaller groups, developmental level of the group.

1.3. Observing one child or a group of kids:

- observations based on the special criteria of the module;

1. 4. The process of data collection and experiences:

- analyzing and processing the observations
- documenting the observations and analysis in the Diary;

The exact criteria for observations and analysis is listed in the specific special module descriptions

Evaluation and assessment of the Student:

The form of evaluation: it is part of the extended (external) practice. The mentor's signature validates the diary.

In case of absence from the Practice steps are to be done according to adequate paragraphs of the Code of Studies.

Criteria for evaluation:

- active participation during Practice;
- clear and professional documentation in the Diary;
- active participation in observations and self-reflection – methodological and professional consciousness.

Schedule and duration:

Full program: 8 hours / each module

Part-time program: 4 hours / each module

Note: The Special Module Practice is fulfilled as part of the Extended External Practice.

Intercultural Education

Special Module Practice

Note: the practice is eligible for the Students who passed with succes the courses of the Intercultural Education Special Modules.

Tasks

- Observations;
- To document all in a separate chapter about the specific activites of groups including, educating roma kids in the Diary;
- To place the concise, professional summary of the module's practice in the Portflio as well.

Criteria for observation

- consistence of group (age, gender, dynamism, activity, individual abilities and skills, diagnoses);
- personal factors and materials of activities;
- the structure and proceeding of the activities (introduction, main part, final part);
- the special movements, methods of differentiation and realization of playfulness of the activity;
- the range and tools of learning about other cultures
- the tools and methods of giving help to children;
- a summary of gained experiences and observations.

Form of evaluation: part of the Extended (External) Practice.

Place of Practice: external, chosen kindergarten

Foreign Language – English for Professional Development

Special Module Practice

Note: the practice is eligible for the Students who passed with succes on the courses of the Foreign Language – English for Professional Development Special Modules.

Tasks

- observations;
- To document all in a separate chapter in the Diary about the foreign language development activities according to the given criteria educating roma kids;
- To place the concise, professional summary of the module's practice in the Portfolio as well.

Criteria for observation

Observe and note:

- consistence of group (age, gender, dynamism, activity, individual abilities and skills, diagnoses);
- personal factors and materials of activities;
- the structure and proceeding of the activities (introduction, main part, final part);
- the special movements, methods of differentiation and realization of playfulness of the activity;
- the range and tools of learning about other cultures
- the tools and methods of giving help to children;
- a summary of gained experiences and observations;
- professional vocabulary and sentence models
- the role of the communicative style of the kindergarten teacher as a model
- forms and tools of demonstration
- children's linguistic reactions

Form of evaluation: part of the Extended (External) Practice.

Place of Practice: external, chosen kindergarten

Mathematical Education

Special Module Practice

Note: the practice is eligible for the Students who passed with succes on the courses of the Foreign Language – English for Professional Development Special Modules.

Tasks

- observations;
- To document all in a separate chapter in the Diary about the mathematical education activities according to the given criteria educating roma kids;
- To place the concise, professional summary of the module's practice in the Portfolio as well.

Criteria for observation

Observe and note:

- consistence of group (age, gender, dynamism, activity, individual abilities and skills, diagnoses);
- personal factors and materials of activities;
- the structure and proceeding of the activities (introduction, main part, final part);
- the special movements, methods of differentiation and realization of playfulness of the activity;
- the range and tools of learning focusing on maths education
- the tools and methods of giving help to children;
- a summary of gained experiences and observations;
- professional vocabulary and sentence models
- the role of the communicative style of the kindergarten teacher as a model
- forms and tools of demonstration
- children's linguistic reactions

Form of evaluation: part of the Extended (External) Practice.

Place of Practice: external, chosen kindergarten

VIth Semester **Extended Practice**

Note: the practice is eligible for the Students who passed with success all the former practices

1. Extended Practice

The basic aim and task of the practical training process is to prepare future pre-school teachers for the everyday educational work, to provide opportunities to exercise the professional knowledge and skills necessary for educational-developmental-caretaking work. The Extended Practice synthesizes the several forms of practices during the academic training. Thus, it has a summative objective and it provides opportunities for Student to familiarize with the complex practices of pre-school education profession.

- Preschool-teacher Ss in their 3rd year in the 6th semester take part in a 8/3 week extended practice in the chosen kindergarten.
- The rules of the Code of Studies are still fully in vigour for all of the Students during the period of the Extended Practice.

2. Time Schedule

Due: February-March-April of the given year

Full program: 8 weeks, 200 hours

Part-time program: 3 weeks, 80 hours

Daily duration: The Students' working hours are aligned with the kindergarten group's daily schedule or routine. The Students take part at the activities held by the mentor and the evaluations of the activities in the morning or the afternoon – depending on the mentor's schedule. Students take part in the pedagogical work and at event arising in the kindergarten. Absence from the group's activities is accepted only in emergency or in a special occasion, medical certificate or proper justification is required though. Students should fulfil all kinds of group leading tasks individually to an appropriate extent at a minimum of 20/10 days. (This minimum is valid only for special cases, and it does not contain the observations and the other pedagogical activities.)

3. Organisational aspects and tasks of the Practice

The Ss' places to the kindergarten groups are provided by the director of the kindergarten, upon their checking-in besides information on guidelines.

The Practice is conducted in one kindergarten group by the supervision of a mentor. The mentor, according to the criteria issued in the Guidelines and in cooperation with the University, organizes the Extended Practice. Ss can have their Practice in institutions with alternative educational programs as well.

4. Students' Tasks regarding the preschool teacher profession in the Practice

- To know the educational program, documents and administrative processes of the kindergarten.
- To take observations of educational work in other groups too
- To get acquainted with the whole system of activities of the kindergarten
- To lead activities, to rehearse the group leader duties and roles both in content, methodology administration and other terms.
- To do observations during the special module practices, to take part actively in those and prepare the notes in separate chapters accordingly in the Diary (Their professional summary must be included in the Portfolio as well)
- To collect data and experiences regarding the local authorities and the behavioural norms among the kindergarten's personnel.

- To take part in all kinds of pedagogical work of the kindergarten: meetings, further trainings, walks and hikings, events, parent meetings, visiting families, reception hours, excursions, etc.

Students individually – without the presence of the director of practice – is not allowed to lead any activities or to substitute.

5. Recommendation for planning practice

Full time program:

- 1st week of the Practice: Observation, orientation
- 1st-3rd day: Morning observations
- 2nd-3rd day: Leading the general P.E. activity individually
- 3rd day: Leading play activity
- 4-5th day: Afternoon observations. Leading play activity in the given time
- 2nd week of Practice: Manage the afternoon pre-school teacher duties and tasks individually.
- 3rd -8th week of Practice: Complex planning and leading of the morning pre-school teacher duties and tasks.

Notes: Students should lead a minimum of 3 activities of each developmental areas. (6x3)

Part-time program:

- 1st week of the Practice: Observation, orientation, Leading the general P.E. activity individually, leading play activity
- 2nd week of Practice: Manage the afternoon pre-school teacher duties and tasks. Planning and leading a couple of activities
- 3rd week of Practice: Complex planning and leading of the morning pre-school teacher duties and tasks.

Notes: Students should preferably lead a minimum of 2 activities of each developmental areas. (6x2)

Students must prepare professionally, pedagogically and methodologically well-prepared and high-quality plans, outlines. Furthermore, their observations must be implemented in the Pedagogical Diary.

6. Absence and its justification

Students, in case of their absence from the Practice, must inform the director of the kindergarten on the day of the absence. Justifying documents or medical records must be shown to the director of the kindergarten on the day they return to the kindergarten. The ways of recovering regarding the absence should be discussed with the mentor. For further details are stated in The Code of Studies

7. Verification of presence at Practice. Feedback on the Student.

The fulfilment of Practice is validated by the kindergarten issuing a report on the Ss. The director or the vice-director of the kindergarten evaluates and writes a report with grade about the Ss' work based on the Diary and the remarks of the mentor/preschool teacher. Students must sign this report. There is no place for refusing the signature, though, Students have the right for counteropinion attached as a Note to the Report.

- The Program Leader based on the Report issued by the Kindergarten – involving the teachers in question - decides on the acceptance of the Practice and the evaluation of the problematic questions.
- *Students with a fail at the Extended Pactice cannot be forwarded to Final Exam.*

8. Criteria of evaluation for Mentors:

Students' attitude

- Cooperation, relational skills, integration, (towards educators, children, parents).

Educational-caretaking-activity leading work

- Attributes of Preparation (quality, professionalism, etc.)
- Psychological, pedagogical, methodological and scientific preparedness and know-hows
- Organisational skills
- Methodological quality of the activities
- Pro-activity, initiatives during play or work activities
- Caretaking or other activities performed with children
- Professional competency, commitment
- Work performed in the group and beyond (according to 4.)

Analysing activities

- Consciousness, complexity
- The level of autonomy of the analysis. The unity of theory and practice
- Actuality of perceptions, observations and opinions

Other feedbacks from the practice leader

The Report on the Students should list the amount activities, leading roles in activities and of other tasks conducted by the Students.

Grades for Practice

- excellent (5)
- good (4)
- average
- (3) pass
- (2) fail
- (1)

Reports on Students should be sent to the Institutional Secretary of the University by the end of the term-period. (Secretary: Bogdán Andrea, address: PTE KPVK, 7100 Szekszárd, Rákóczi u.1.)

9. Student Portfolio documents:

- Input/admittance map of Ss competency (Students self-evaluation, evaluation by the mentor)
- Notes of observations: 6 pieces
- Plans: 6 pieces (demonstrational tools, materials, resource materials)
- Notes of other, non-educational events (celebrations, work afternoons, freetime activities, etc.)
- Observation of one child or group of children – case study
- Professional summary of the special module practice
- Report issued by the mentor (see point 8)
- Output competency map (self-evaluation, evaluation by the mentor)

The Portfolio must contain the summary of the Extended Practice, which is also a prerequisite of the Final Exam.

Deadline for issue: the Portfolio must be issued by the end of the term-period, and sent to the Institutional Secretary of the University by the end of the term-period. (Secretary: Bogdán Andrea, address: PTE KPVK, 7100 Szekszárd, Rákóczi u.1.)

Practice Final Activity

Note: the practice is eligible for the Students who passed with success all the former practices

Aim:

To assure the professional preparedness, competencies and pedagogical attitudes of the Students

The Final Activity

- is obligatory based on the certification requirements.
- represents the pre-school education work.
- its schedule, timing and requirements are defined by the training institution. The Candidate leads a Final Activity in one methodological module in one group of the chosen Practice Kindergarten / External Kindergarten.
- The subject of the Final Activity is drawn by the Students in an official room of the Faculty.
- The Final Activity is evaluated, analyzed and defended in front of an expert committee.
- The Chair of the Final Activity and the Program Leader prepares a short but complex evaluation report.

The Students Duties

The Students

- receive the materials for the Final Activity a week before the Activity.
- Have the right to observe in the given group.
- Prepare their plans in 3 copies, of which 1 is handed over to the Chair, 1 to the Program Leader maximum 2 days before the Activity.
- Plan must contain the time frame of the Activity, instructions, the detailed descriptions of the tasks, the modes of monitoring and assessment, and the children's possible activities.
- The Final Activity is opened to public.
- After the Activity the Student prepares for the self-evaluation based on the criteria set beforehand and analyses the Activity in the presence of the Chair and the Program Leader.
- During self-assessment and reflection, pedagogical, methodological and psychological connotations and connections should be applied.

Evaluation Criteria for the Final Activity and to its analysis

Planning

- the Candidate's plan must be consistent and have a clear logical structure regarding the didactic and methodological viewpoints,
- the plan must not contain professional and grammatical errors or mistakes,
- the plan must contain varied play activities, tasks, differentiated activities for shorter and longer time span too,
- the plan must contain mainly diverse activities for develop abilities creatively.

Leading and monitoring the Activity

- The leading of the Activity must follow the plan but with flexibility. Spontaneity is required for unexpected situations.
- the Candidate should be able to follow every children
- The Candidate's performance must be defined by the active participation of the children and not his/her own performance as a pre-school teacher.
- The Candidate should be able to convey his/her own intentions and feelings both verbally and non-verbally
- The Activity should be characterized by focusing on success, empathy and attention to the children
- Several and distinct leading methods or forms of work should be applied, just as the tools and methods of integrative-inclusive and differentiated education

Self-evaluation and reflection

- The Candidate must be able to define the aims of the Activity based on the Criteria
- The Candidate should be able to evaluate objectively his/her own pedagogical style and behavior in interactions.
- the Candidate should be able to mention bibliography, resources related to the Activity
- Pedagogical-psychological terminology should be used correctly when evaluating the Activity.

The grades are given by the Chair and the Program Leader together (and it is based on the plan, on the leading of the Activity and on the Self-Evaluation). Remarks are documented in the Record to which the Plan should be attached. The criteria for the evaluation of the Final Activity is available in the present Guidelines. The grade of the Final Activity becomes a part of the Student's degree certification.

Criteria for Evaluation of Activities Physical Education

Preparedness of the Student

1. Students know
 - the curriculum,
 - the reference books,
 - the methodology of activity leading.
2. Elaborated the theory and practice of physical education.
3. The ways of preparing an activity plan and leading it.

Requirements

- Overall realization of the content and methodological concepts of the curriculum.
- Understanding, knowing and applying correctly the terminology of physical education.
- Ability to prepare the activity plan and to lead the activity individually.

Criteria for evaluation of the activity

- How was the preparedness and the planning of the Student?
- How was the timing?
- Were the didactical principles met during the Activity?
- Did the Student achieve the aims priorly set?
- Were the warm-up/preparatory tasks satisfactory in quantity, quality? Were they adequate to methodological and developmental aspects?
- To what extent did the aim and the preparatory activities help the attainment of the main exercises?
- Were the main exercises adequate to the age group?
- Did the applied methods help the understanding of the exercises? Did they assist to the continuous leading of exercises?
- Did the Candidate choose and applied the activity forms adequately?
- Was the leading and the difficulty adequate to the age group?
- Was the application of timing adequate?
- Was the concept of differentiation applied?
- What kind of error correction methods were applied?
- How did the Candidate try to avoid or decrease interim time?
- How did the Candidate resolve the organizational, caretaking duties?
- How did the Candidate handle the sport equipments and tools?
- Were the helping methods adequate? (oral and in action)
- How did the Candidate give feedback and evaluation?
- How was the relationship between the Candidate and the children?
- Did the Candidate evaluate the Activity and how?

Music Education

The structure of the activities

- What connections were there among the music materials of introduction, the methods of skill development and the exercises?
- Was the preparatory part intriguing for children?
- Is the introduction of the new song adequate for the requirements? (pitch, authenticity, lyrics, musicality, etc.)
- Are the materials, tasks and methods satisfactory to the needs and qualities of the age group and developmental level in music?

The educational -instructional work

- How did the Candidate implement the music task during the Activity? (tools, methods, motivation, error correction)
- How did the Candidate foster children's creativity?
- What was the atmosphere of the activity like? Did it provide an aesthetic experience?
- Were the Candidate's questions, explanations adequate to the age group?
- What effects did the Activity have on personality development?

The Candidate's music activities

- Was the preparation satisfactory? (singing, musical instruments, place of musical instrument in the activity, knowledge of games, etc.)
- Did the Candidate sing, play a musical instrument besides the activities?

Children's music activities during the program

- The children's actions with music: ability to sing, rhythm, lyrics, performance, development of audacity, usage of rattlers and shakers, etc.
- What was the children's participation, creativity and mood for play and singing like?

Environmental Education

Preparedness of the Students

Students are able to handle Environmental Education as a system, and its parts accordingly.

The Student knows:

- the up-to-date aims, tasks and developmental areas of Environmental Education,
- the topics, the content and the relationship of Environmental Education to local aspects and actualities,
- the information theory of Environmental Education, and the range and combination of tools and methods related to it,
- the criteria of planning, organizational tasks of preschool education.

Requirements:

- Conscious application of modern theoretical knowledge.
- Complex vision on the tasks of Environmental Education.
- Experiences on different structural organizations.
- Application of varied methods and materials.
- Logical organization of knowledge and activities.
- Planning of the place and content of Environmental Education in the Process Plan
- Self-evaluation based on pedagogical, psychological and methodological aspects

Criteria for evaluation:

- Explaining the reasons for choosing the topic (environmental background, places, actuality).
- Matching the exercises to the adequate needs of the age group.
- The presence of children's experiences and knowledge about the topic in the activity.
- The quality and efficacy of motivation.
- Organizational forms, methods and efficacy of tools.
- The logic of transferring knowledge and of experiences.
- Evaluation of children's participation.
- The efficiency of the Candidate's questions, knowledge of the topic.

Communication and Literacy Education

For the independent preparation to take into consideration the followings:

- Changing the tale text if needed
- Preparation of demonstration tools
- Working out the good quality presentation of the text
- Planning the introduction and connections between parts or tasks
- The independent preparation of the outline
- Putting across the pedagogical, psychological and methodological aspects in preparation.

Requirements:

- Leading the activity according to the plan but with some flexible changes when needed.
- Professional analysis of the Activity.
- Integrating into the literacy education programs beside the Activity (preparation for celebrations; storytelling, riddles, rhymes and chants upon children's wishes, etc.)
- Wide application of the requirements of development of speech and communication (vocabulary, sentence construction, text construction) and techniques of speech (clear pronunciation, proper stress and intonation, volume and articulation).
- To develop and encourage children's thinking and communication.
- Error correction with appropriate manner.
- The Candidate's way of communication should serve as an example for children.

Criteria for evaluation:

- How did the Candidate create a calm, safe and welcoming atmosphere for informal literacy education activities?
- What is the attitude of the Candidate, the relationship, cooperation between the Candidate and children like?
- Was the introduction for the story or poem appropriate: did it boost children's curiosity and inner motivation?
- Did the Candidate choose the circumstances of the Activity properly: place, topic, games?
- How did the Candidate solve the organizational tasks?
- Was there enough place provided for the children?
- How did the Candidate solve the planned activities?
- Was the literary work adequate to the age, developmental stage of the children?
- Did the Candidate understand and performed the literary work in the proper way?
- Did the Candidate find the adequate performing methods and style for the easy understanding?
- Did the Candidate choose the proper tone?
- Did the Candidate use varied, suitable performance tools?

- Did the Candidate manage to create connection with the children around and the ones retreated?
- Were the demonstration tools adequate and did they fit the aesthetic and pedagogical requirements?
- Did the Candidate use the tools properly?
- How did the Candidate resolve the ending of the story or poem?
- How did the Candidate try to enlarge the effect of the literary work?
- How did the Candidate help the children to find the way back to play activity?

Mathematical Education

- Was the harmony between the mathematical content of the developmental process and the planned and realized developing possibilities adequate?
- Were the frame and the form of activity suitable for the mathematical content? Were the chosen methods optimal?
- Was the choice and use of tools valid for the mathematical content?
- What opportunities arose to gain mathematical experiences? What facts did the children affirm?
- When and how did the development of thinking skills was successful? (Organizing, judgements, inductions, relations, correlations, problem solving, variational options). What basic thinking operations were possible to be practiced?
- What forms of “learning” were presented? Did the atmosphere help gaining playful and cheerful experiences? (trials, mistakes, more possibilities for solution, mockery, following patterns, etc.)
- Did the playfulness, life-like aspects, independency and autonomy prevail? If yes, to what extent?
- How can the children’s interest, activity, participation and attention can be described during the whole process? What did the teacher do to gain and maintain attention?
- Was the differentiation realized? Were the individual needs met? Who, to what extent took part in the activities? Was there any child who could not follow the steps of the solution? Was s/he successfully involved?
- Were the questions, skills and relations to children helpful to overcome their difficulties and develop their thinking?
- Were there any steps, activities to foster practice and exercise? (what about their quality?)
- Was the children’s feedback motivating?
- What further actions can be made to develop certain children’s skills more?
- What tasks are necessary to be repeated in the educational process?

Visual Education

General Requirements

The Student, preschool teacher is able to apply the visual knowledge. The Student can transmit the features of visual representation modes according to the characteristics of the age group. The Student applies his/her methodological knowledge consciously in the preschool visual education.

- **Basic information:** header
- **The purpose of visual education,** possibilities for developing, the children’s average level of development
- **Observation of the group**
Their visual activities, development, manual skill levels, previous experiences.

(When did the children apply certain techniques the last time, what is the level of expertise in it, according to age groups)

To know the visual education program of the group and be able to involve in it.

- **The experience, the background**
 - Providing experience related to the activity
 - What happened?
 - Why did it happen?
 - How did it happen?
 - Why did someone do it? Why does s/he do it? How does s/he plan it? Has it already happened? Is it happening?
 - Subject focus during providing experience
- **Motivation, initiation** fostering curiosity,
 - Play activity – conscious leading
 - Complexity options - indirect methods, using puppets.
- **Organisational tasks**
 - Preparation, organization, group room
- **Tools and materials**
 - Proper application, relations among materials,
- **Leading the activity**
 - Possible introduction, motivation, personalized activities, ways of helping
- **Skill development**
 - Creativity, opportunities to develop sense for aesthetic features.
- **Playful ending**
 - Cooling down part, packing, play activity with created the toys/objects.

Evaluation Criteria

- The plan should fit into the long-term visual education plan of the group. It should contain several realization possibilities, and a list the former experiences.
- Did the Candidate use proper materials, time and techniques for the preparation?
- Did the Candidate try to use quality materials for the preparation of tools and flexible work?
- Did the Candidate create an adequate environment for creative puppet and toy preparation? Did s/he apply complex pedagogical methods?
- Awhile leading the Activity, did the Candidate help the kid to a creative experience with respect to their own autonomy?

Portfolio documents required for the Preschool Teacher Training Program

- Student input competency map
- Notes of observations
- Plans and outlines of activities (aids, resource materials)
- Notes of non-educational programs (making tools, celebrations, ceremonies, work afternoons, freetime activities)
- Observations of one child or a group of children – case study
- Professional summary of special module practices
- Reports on the Student (In each semester in the Pedagogical Diary. Criteria: general criteria of the practice - Guidelines) In case of Full Program only
- Summative Report of the Student
- Student output competency map

