Initial teacher education varies according to the education level at which prospective teachers are intending to work. Pre-school teachers, primary and secondary school teachers are educated according to educational level i.e. the age of children they work with. Thus, teachers working at pre-primary level, teachers working at primary level and those working at secondary level undergo different initial education. Initial teacher education usually lasts for five years.

Teachers working at pre-primary level are called odgajatelji. Those working at primary level (from grade 1-4) are called učitelji razredne nastave (class teachers), lower secondary level (from grade 4-8) are called učitelji predmetne nastave (primary school subject teachers), and those working in secondary schools are called nastavnici (subject specialists).

The first four grades include so-called class teaching, and from fifth to eight grade curriculum is implemented by means of so-called subject teaching. Class teaching is usually conducted by one teacher (teaching several subjects), while in subject teaching each subject is taught by a specialized teacher.

Teachers who work with children with different disabilities are educated on the Faculty of Education and Rehabilitation Sciences. Both in pre-Bologna studies (that lasted for four years) and in present ones (lasting 5 years – 3 +2) first year students can choose between three courses of study: speech pathology/therapy, social pedagogy and educational rehabilitation. After completed studies, depending on the cycle, graduate students obtain the title of master of education and rehabilitation (with an indication of the course of study). Students from other Faculties of Social Sciences and Humanities can also continue their education at this Faculty (after completion of undergraduate studies at their faculty and taking necessary supplemental exams) in order to obtain a qualification in working with children with disabilities.

According to the Primary and Secondary Education Act special education needs refer to: teaching pupils/students with disabilities, teaching gifted pupils/students, teaching pupils/students – members of national minorities or pupils/students with other specific demands. Expert associates in school institutions working with pupils with SEN are pedagogues, psychologists and experts in special education and rehabilitation all having adequate education and training.

Institutions, Level and Models of Training

There are several types of higher education institutions where future general and specialist teachers are educated, and those are Faculty of Teacher Education in Zagreb (Teachers’ Academy until January 2006), primary school teacher training colleges and various universities (depending on an academic discipline) where specialist teachers are educated. Within the mentioned universities students are allowed to take and pass courses from the basic educational sciences and methodologies of teaching different subjects and obtain a degree of a specialist teacher. Educational programmes of those faculties are primarily focused on basic academic disciplines (subject area) and much less attention is
paid on educational sciences in comparison to the Faculty of Teacher Education and primary school teacher training colleges.

The Faculty of Teacher Education and primary school teacher training colleges educate pre-school teachers and primary school teachers (1st to 4th grade) and educational specialization faculties educate primary school teachers from 5th to 8th grade and secondary school teachers.

Primary (general) school teachers are educated at Faculties of Humanities and Social Sciences and Faculties of Teacher education in Osijek, Pula, Split, Zadar and Zagreb (and their separate departments), whereas specialist teachers, apart from the mentioned faculties, complete their studies at the Faculty of Natural Sciences and Mathematics in Zagreb.

University programmes at the Department of Mathematics at the Faculty of Natural Sciences and Mathematics are executed on three levels whereat the teaching course in mathematics is available as undergraduate university programme (for the duration of three years), graduate university programme (for the duration of two years) and as an integrated undergraduate and graduate university programme for the duration of five years. University programme in Physics at the Department of Physics at the Faculty of Natural sciences and Mathematics contains several university programmes of teacher specialization and those are integrated university undergraduate and graduate programmes for the duration of five years (Physics, Physics and Computer Science, Physics and Technology, Physics and Chemistry). The same faculty offers the integrated university programme in Educational Biology and Chemistry for the duration of five years.

Furthermore, for instance, at the Faculty of Humanities and Social Sciences, University of Zagreb, students can attend graduate university programmes of teaching stream in the system 4+1 and those include English Studies, Czech Language and Literature, Philosophy, Phonetics, French Language and Literature, German Studies, Greek Language and Literature, Information Sciences – Computer Science, the South Slavic Languages and Literatures, Croatian Studies, Latin Language and Literature, History, Art History, Spanish Language and Literature, Russian Language and Literature, Slovak Language and Literature, Sociology, Italian Studies, Ukrainian Language and Literature. Although some programmes are single major, most of them are double major. Teachers specialized in certain subjects are also educated at the Faculty of Kinesiology in Zagreb, the Academy of Fine Arts and the Academy of Music.

List of Faculties for Generalist and Specialist Teachers' Education in Croatia

- Faculties for generalist teachers' education in Croatia are as follows:
- Faculty of Teacher Education, University of Zagreb
- Faculty of Teacher Education, University of Rijeka
- Faculty of Teacher Education, J.J.S. University of Osijek
- Faculty of Humanities and Social Sciences, University of Split
- Faculties that, within their basic programmes, offer specialist teachers' education programmes:
- Faculty of Humanities and Social Sciences, University of Zagreb
- Faculty of Natural Sciences and Mathematics, University of Zagreb
- Faculty of Kinesiology, University of Zagreb
- Academy of Music, University of Zagreb
- Academy of Fine Arts, University of Zagreb
- Croatian Studies, University of Zagreb
- Faculty of Humanities and Social Sciences, University of Split
Students opt for a five-year integrated teacher education university graduate programme (whose curriculum is based on competences and which encompasses 300 ECTS points) upon which, depending on a study model, they obtain a teaching qualification as:

1. generalist teacher or
2. generalist teacher and a specialist teacher from the first to eighth or the fifth to eighth grade of primary school.

There are different possibilities of studying offered on different teacher education faculties. For instance, at the Faculty of Teacher Education in Zagreb a student can choose the Educational Science module and upon completion of a five-year graduate university programme, he/she will be qualified as a primary education teacher (from the first to fourth grade of primary school). Likewise, a student at the same Faculty can choose the English Language module and upon completion of a five-year graduate university programme, he/she will be qualified as a primary education teacher as well as English language teacher from the first to eighth grade of primary school.

Consecutive Model of Specialist Teachers' Education (from the fifth to eighth grade of primary school and secondary school)

Students can opt between one or two study programmes on different faculties such as the Faculty of Humanities and Social Sciences or the Faculty of Natural Sciences and Mathematics. If, during the study programme (3+2), they choose a teaching course of study, their study programme on MA level will include pedagogical-psychological-didactical-methodological education in addition to their education related to a particular subject which will qualify them, upon completion of their study programme, to teach a particular subject from the fifth to eighth grade of primary school as well as in secondary school.

Students who choose one or two study programmes at certain faculties, and they are not given the option to choose or they deliberately don't choose a teaching course throughout their studies, are nevertheless able to opt for the teaching course upon completion of their studies (specialist teachers from fifth to eighth grade of primary school or secondary school teachers, or, in some cases, foreign language teacher from the first to eighth grade of primary school). In fact, they are offered the possibility to enrol in professional development programmes, that is, pedagogical-psychological-didactical-methodological education programmes which provide them with lifelong education and training with additional education aiming at mastering the knowledge, competences and skills necessary for a career in teaching. Such programmes are available for:
candidates who completed four or five-year graduate university programme of non-teaching course according to old or new (Bologna) model, as well as those with completed two-year study programme of non-teaching course according to new (Bologna) model or some of study programmes conceived as integrated form (of Bologna model of studies),

- candidates with completed undergraduate university or professional study programmes and who acquired minimum 180 ECTS points,
- candidates with completed professional study programme according to old model (such as future vocational subject teachers)
- candidates with completed vocational school in the duration of three or four years (training for traineeship, etc.).

The aim of this programme is to enable the participants to obtain teaching competences in the training process and to prepare them for enrichment and improvement of the existing social and individual competences. The mentioned competences represent the framework for lifelong learning and are implemented by applying cross-curricular approach. The programme is intended for those participants who didn't obtain teaching competences within their initial education, but who plan to work in educational institutions as well as to those who have a legal obligation to complete pedagogical-psychological-didactical-methodological education. Such programmes are offered by teacher education faculties.

Education of Pre-school Teachers

Education of pre-school teachers is carried out on the Faculty of Teacher Education and primary school teacher training colleges and the related departments. Expert courses are represented in with 25%, Educational Sciences with 30%, Methodology with 30%, Practical Work with 10%, and there are certain elective courses offered. Teaching practice is implemented as a practicum at the faculty and in pre-school institutions. The main forms of student assessment are written and oral examinations, and for Methodology a student must create and perform his/her own workshop which is followed by an oral examination. After passing all exams and writing and defending his/her thesis, a student obtains the title of a Pre-school Teacher. The study programme for pre-school teachers lasts for three years and it ends with obtaining the Bachelor (Baccalaureus) degree (the total number of ECTS points necessary to acquire during the study programme is 180). A special emphasis in the curriculum is put on a student-centred approach and on project work. The proportions of subject groups within the study programme for pre-school teacher education are presented in the following table.

| Table: The number of hours and the proportion of subject groups within the study programme for pre-school teachers (3-year study programme) |

Pre-school teachers have a possibility to continue their education if they would like to teach children in lower basic school grades (1-4) i.e. if they would like to obtain a qualification of a primary school teacher. Students can also take part in additional education in specific modules (e.g. teaching a foreign language to the pre-school children).

Primary School (General) Teachers – Lower Basic
School Grades

Initial education of primary school (general) teachers (from 1st to 4th grade) is carried out at faculties of teacher education and former primary school teacher training colleges. Initial education on most institutions is based on 4+1 or 5+0 models, whereas a special emphasis is put on the role of research in teacher training and on partnership between universities and schools where students have practical courses (internship) during their studies. In accordance with the integrated approach in lower basic school grades, students are trained in six main disciplines: Mother Tongue and Literature, Mathematics, Science and Social Studies, Music Art, Visual Art and Physical Education. The proportion of individual disciplines in the overall study programme of the initial teacher education is presented in the following table.

Table 2. The number of hours and the proportion of individual subject groups in the study programme for primary school teachers in lower basic school grades (5-year study programme)

After fulfilling all obligations in relation to certain courses, students who collect 240 ECTS points and write a thesis obtain a Bachelor (Baccalaureus) degree (undergraduate level) and they can work as education associates. Students who collect 300 ECTS points and write a thesis obtain Master’s degree in primary education (graduate level).

The importance of lifelong learning and professional development of teachers has been recognized in the study programmes and, accordingly, the possibility of continuing postgraduate education has a special role.

Initial Education of Specialist Teachers – Upper Basic School Grades and Secondary School

Specialist teachers on both levels (upper basic school grades and secondary school) are educated on different faculties depending on the academic discipline or a subject area (e.g. Mathematics and Physics teachers are educated on faculties of Natural Science and Mathematics, whereas History teachers are educated on faculties of Humanities and Social Sciences etc.) Simultaneous model of initial education of specialist teachers before the introduction of ECTS in the new study programme has been replaced with the successive model according to 3+2 system. At undergraduate level it is necessary to collect 180 ECTS points in order to obtain BA degree, and 120 ECTS at graduate level, respectively to obtain the Master’s degree in a specific subject. The undergraduate level covers only the academic disciplines (i.e. subject area), and courses from basic Educational Sciences and Methodology form part of the graduate study programme i.e. those are introduced in the 7th semester (the least number of points that need to be collected is 60).

Initial Education of Vocational Teachers – Secondary Vocational Schools (Economics, Technical and
Medical Schools

Initial education of vocational teachers is carried out on specific faculties. Those are 5-year study programmes (3+2 model). Initial education on all faculties doesn’t include training in basic Educational Sciences and subject Methodologies since these faculties are primarily intended for experts of different profiles. After obtaining a qualification, a graduate student can attend additional psychological-pedagogical training if he/she wants to work as a subject teacher in an educational institution. Additional psychological-pedagogical training includes courses from basic Educational Sciences (Educational Psychology, Pedagogy and Didactics) and Methodology.

Initial Education of Vocational Teachers - Industrial School of Trades and Crafts

Subject teachers in secondary industrial schools of trades and crafts, unlike other subject specialist teachers don’t need to have a higher level of education if such degree doesn’t exist in their subject field. In that case, an appropriate secondary school (or college) degree is sufficient. After completed secondary school (or college) education, these individuals, in case they want to work in teaching profession, need to have additional psychological-pedagogical training.

Admission Requirements

Initial education of teachers differs depending on educational level they are trained for (pre-school, primary school or secondary school level), but all institutions of initial education have a similar admission procedure.

Regarding the admission quotas, constituents enrol students within the frame of admission quotas, approved by the Senate. Enrolment in study programmes is performed based on a tender opened by the Senate in accordance with the Statute. Tender for enrolment in undergraduate and integrated studies is opened by the University at least six months prior to commencement of the academic year, and in graduate programmes usually three months or at least a month prior to commencement of the academic year. Every constituent must, pursuant to the Statute, define requirements and criteria that shall be included in the tender. Every constituent (faculty, department) independently, decides on additional admission requirements as well as on the percentage of evaluation of individual categories that are taken into account upon enrolment, such as: another secondary school qualification, success on competitions etc. But, general admission to higher education applies also for entering teacher training programmes. The criteria candidates are expected to satisfy regarding admission requirements include possession of the upper secondary certificate for each school year that is, passing the State Matura Exam.

The training institution establishes methods of selection and has the right to pose additional admission requirements. These usually include testing of special knowledge, skills and abilities, and rarely competitive entrance examinations. Selection between candidates is made by classification procedure. Academic Council of the Constituent determines the elements of the classification procedure (e.g. success in prior education, classification procedure score, motivation, special skills, special knowledge, psychophysical competences, etc.). Constituents can designate one or more mentioned verifications to be eliminatory.
Information regarding detailed admission requirements is provided annually for every study programme at www.postani-student.hr, central web pages (Ministry in cooperation with Agency for Science and Higher Education, Central Application Office and National Centre for External Evaluation of Education) for all future students.

Evaluation of student's success includes the following: Upper secondary school marks, obligatory part of the State Matura (Croatian language, Mathematics and Foreign language), optional part of the State Matura (for every study programmes optional subjects that will be evaluated are provided at central web pages); and it can include additional testing of special skills, abilities and knowledge; special accomplishments (national and international competitions, other foreign language, completion of another secondary school). There are no requirements relating to the place of residence or age.

The institution also decides on the merit system, that is, evaluation percentage of above mentioned categories.

For example, University of Zadar, English Language and Literature Department merit system: upper secondary school grades 30%; Obligatory part of the State Matura – Croatian Language 20%, Math 5%, English Language 40%; Optional part of the State Matura – any subject 5%; Competitions – state competition in social sciences 5%, state competition in English Language 10%, state competition in Humanities 5%; Sports category 2%; Other accomplishments – finished another upper secondary school 5%, applied for this study programme last year 5%.

University of Osijek, Faculty of Philosophy, English Language Department merit system: upper secondary school grades 30%; Obligatory part of the State Matura – Croatian Language 30%, Math 10%, English Language 30%; Competitions – state competition in Croatian Language 10%, state competition in Foreign Language 10%, state competition in Maths 5%. The highest number of points awarded for competition, sportsmen category and other achievements is 10%.

Curriculum, Level of Specialisation and Learning Outcomes

Science and Higher Education Act determines compulsory components of study programmes. Curricula and syllabi of the study programme are under the autonomy of higher education institutions. All study programmes must be accredited by the Agency for Science and Higher Education.

While the curricula of pedagogical study programmes within one higher education institution have a common structure, they differ in syllabi and structure between different institutions.

In Bologna study programmes teaching aims are defined in terms of student competences and there’s greater emphasis on subject groups and themes from the field of Educational Sciences (e.g. working with gifted children, working with children with learning and behavioural disorders, communication skills and research methods in educational research).

Organization of courses and teaching methods are more flexible, there are more elective courses and project lessons, and teaching outcomes are defined in terms of students’ competences.

As noted earlier, specialist teachers on both levels (upper basic school grades and secondary school) are educated on different faculties depending on the academic discipline or a subject area (e.g. Mathematics and Physics teachers are educated on faculties of Natural Science and Mathematics, whereas History teachers are educated in faculties of Humanities and Social Sciences etc.). For example, Faculty of Natural Sciences and Mathematics of the University in Zagreb offers teaching course in physics, mathematics, chemistry and biology, geography, geography and history.

The job of a pre-school teacher for children aged from six months until school age can be performed
by a person with completed undergraduate university programme or professional study programme, or a related type of university programme with attained vocational degree in accordance with earlier regulations, as well as persons with completed graduate university programme or a specialist study programme of a suitable type.

The job of a pre-school teacher who implements the pre-school programme in primary schools, along with persons above can be performed by persons qualified for performing the job of general teacher in primary school in accordance with special regulations.

The job of a class teacher may be performed by a person who has completed an integrated undergraduate and graduate university study programme for primary school teachers or a graduate university study programme for primary school teachers or a four-year professional study programme earning 240 ECTS credits or four-year (pre-Bologna) undergraduate programme offering university degree according to former regulations.

The job of a primary school subject teacher may be performed by a person who has completed the corresponding graduate university study programme, or corresponding integrated undergraduate and graduate university study programme or corresponding specialist graduate professional study programme or undergraduate university study or a professional study programme earning a minimum of 180 ECTS credits and has acquired the necessary education in pedagogy, psychology, didactics and methodology, thus earning a minimum of 60 ECTS credits (pedagogical competences) if none of the applicants have completed the corresponding graduate university study programme or integrated undergraduate and graduate university study programme.

The job of a secondary school subject teacher may be performed by a person who has completed the corresponding graduate university study programme or corresponding specialist graduate professional study programme and possesses the required pedagogical competences.

The job of a secondary school vocational education teacher may be performed by a person who has completed an undergraduate university study programme or corresponding specialist graduate professional study programme and possesses pedagogical competences.

The common part of all teacher training university programmes at the Faculty of Humanities and Social Sciences in Zagreb is structured in such way that it is comprised of compulsory and elective part. To obtain minimal teaching competences (pedagogical-psychological-didactic-methodological education, or pedagogical competences) the total necessary number of ECTS points equals 60 ECTS points, of which 30 ECTS points are stipulated for methodological group of courses and practical work and the remaining 30 ECTS points are awarded to the common part of study programme of all teacher training programmes and modules.

To obtain pedagogical competences, a student must fulfil his/her study obligations in the amount of at least 60 ECTS points, whereby he/she enrols in courses:

- compulsory courses that provide pedagogical-psychological-didactic education: General Pedagogy, Educational Psychology and general Didactics;
- methodological courses specified in the study programme, including a thesis with methodological component if the university department envisages such possibility
- elective courses for advancement in pedagogical-psychological-didactic education if it is necessary in order to obtain the remaining points up to total amount of 60 ECTS.

Likewise, students can acquire the needed 60 ECTS points through elective courses that are offered. Elective courses for improvement of pedagogical-psychological-didactical-methodological education
that are to be held in the academic year are proposed before the beginning of the academic year and they must be confirmed by the Faculty Council.

In brief:

- students must obtain 60 ECTS points
- it includes three compulsory courses from the Centre, methodology and elective courses
- elective courses that can be chosen from the offer of the Centre or the department (approved by the Centre)

**Generalist Teacher Education: Curriculum**

General teacher education programme includes the common part i.e. courses students must take and pass regardless of the module they choose, e.g. IT or Art Education (depending on particular faculty of teacher education.) Likewise, the programme includes a special part of education, i.e. courses that only a particular study group takes (e.g. a study group that chooses Art Education module will take and pass a certain number of courses that relate to some areas of Art Education, Art Education Methodology, etc.). In the text below, as an example of teacher education programme curriculum, we provide an insight into the curriculum of the Faculty of Teacher Education of the University in Zagreb, according to years of studying and modules.

**1st year:**
CROATIAN LANGUAGE MODULE: History of the Croatian Language, Language Use, Croatian Dialectology/ Croatian Dialectology (Kaikavian dialect)** - taken by students of Croatian Language module in Čakovec, Older Croatian Literature/Overview of Croatian Literature ** - taken by students of Croatian Language module in Čakovec, ART EDUCATION MODULE: Drawing 1, Drawing 2, IT MODULE: IT Basics, Computer Structure 1, EDUCATIONAL SCIENCE MODULE: Lifelong Education, COMMON PROGRAMME: General Pedagogy, Educational Pedagogy, Developmental Psychology 1, Developmental Psychology 2, Learning and Teaching Psychology, Mathematics 1, Mathematics 2, Geography 1, Geography 2, Croatian Grammar* - isn't taken by students of Croatian Language module, Croatian Orthography * - isn't taken by students of Croatian Language module, Croatian History 1, Croatian History 2, Science 1, Science 2, Spatial-plastic Modelling 1, Physical Education 1, Professional-pedagogical Practice 1.

**2nd year:**

**3rd year:**
CROATIAN LANGUAGE MODULE: Croatian Standard Language 1, Croatian Standard Language 2,
Children’s Literature 1, Children’s Literature 2, ART EDUCATION MODULE: Spatial-plastic Modelling 3, Spatial-plastic Modelling 4, Script 1, Script 2, Graphics 1, Graphics 2, IT MODULE: Introduction to Data Bases, Advanced Computer and Internet Use, EDUCATIONAL SCIENCE MODULE: Assessment in Primary Education, Sociology of Education, Inclusive Pedagogy, English Language for Teachers 1, English Language for Teachers 2, German Language for Teachers 1, German Language for Teachers 2, World Children's Literature* - isn't taken by students of Croatian Language module, Croatian Children's Literature * - isn't taken by students of Croatian Language module, Media Education, Music Education Practicum 3, Music Education Practicum 4, Art Education 1* - isn't taken by students of Art Education module, Art Education 2* - isn't taken by students of Art Education module, Music Education Methodology 1, Art Education Methodology 1, Physical Education Methodology 1, Professional-pedagogical Practice 3.

4th year:

5th year:

English Language and German Language modules

1st year:
COMMON PROGRAMME: General Pedagogy, Educational Pedagogy, Developmental Psychology 1, Developmental Psychology 2, Learning and Teaching Psychology, Mathematics 1, Mathematics 2, Geography 1, Geography 2, Croatian Grammar, Croatian Orthography, Croatian History 1, Croatian History 2, Science 1, Science 2, Physical Education 1, Physical Education 2, Professional-pedagogical Practice 1, ENGLISH LANGUAGE: English Phonetics and Phonology, English Language Exercises 1, English Language Exercises 2, Communicative English Grammar 1, Communicative English Grammar 2, Creative Teaching Activities in English 1, GERMAN LANGUAGE: German Phonetics and Phonology 1, German Phonetics and Phonology 2, Contemporary German Grammar 1, Contemporary German Grammar 2, German Language Exercises 1, German Language Exercises 2.
2nd year:
COMMON PROGRAMME: Philosophy of Education 1, Philosophy of Education 2, Motivation and Social Relations in Classroom, Theories of Teaching and Education, Curriculum, Croatian Language, Introduction to IT, Science 3, Science 4, Music Education 1, Music Education 2, Music Education Practicum 1, Music Education Practicum 2, Kinesiology, Professional-pedagogical Practice 2, Physical Education 3, Physical Education 4, ENGLISH LANGUAGE: Integrated Skills in English 1, Integrated Skills in English 2, Introduction to Culture and Civilisation of the Anglo-Saxon Culture, English Literature Basics, Creative Teaching Activities in English 2, Practice of English Teaching 1, GERMAN LANGUAGE: German Language Exercises 3, German Language Exercises 4, Contemporary German Grammar 3, Contemporary German Grammar 4, Introduction to German Linguistics, Theoretical Basics of Foreign Language Teaching 1, Introduction to Children's Literature of German Speaking Countries, German and Austrian Political and Social Systems, Germany and Austria from 1945 until Present.

3rd year:
COMMON PROGRAMME: Inclusive Pedagogy, World Children's Literature, Croatian Children's Literature, Media Education, Performing Art Educations, Music Education Practicum 3, Music Education Practicum 4, Art Education 1, Art Education 2, Music Education, Music Education Methodology 1, Art Education Methodology 1, Physical Education Methodology 1, Professional-pedagogical Practice 3, ENGLISH LANGUAGE: Advanced Written Expression in English, English Language Skills and Competences Exam, Contemporary English Language and Linguistics 1, Contemporary English Language and Linguistics 2, Selected Literary Texts in English Language, Children's Literature in English, Introduction to English Language Methodology, English Language Methodology: Early Learning, Practice of English Language Teaching 2, Practice of English Language Teaching 3, GERMAN LANGUAGE: German Language Exercises 5, Application of Language Exercises in Text Analysis, Theoretical Basics of Foreign Language Teaching 2, German Language Methodology: Development of Language Skills 1, German Language Methodology: Development of Language Skills 2, Socially Engaged Children's Literature of German Speaking Countries, Fantasy Literature of German Speaking Countries for Children and Youth, Socio-cultural themes in Teaching German Language, Cross-curricular Communication Basics, German Language Methodology: Early Learning 1.

4th year:
COMMON PROGRAMME: Social Sciences Methodology, Qualitative and Quantitative Methods, Croatian Language Methodology 1, Croatian Language Methodology 2, Mathematics Methodology 1, Mathematics Methodology 2, Science and Social Studies Methodology 1, Science and Social Studies Methodology 2, Music Education Methodology 2, Music Education Methodology 3, Art Education Methodology 2, Art Education Methodology 3, Physical Education Methodology 2, Physical Education Methodology 3, Professional-pedagogical Practice 4, ENGLISH LANGUAGE: Writing Academic Text in English, Speaking and Conversation in English 1, Speaking and Conversation in English 2, Picture Books in English, English Language Methodology: Integrated Teaching, English Language Methodology: Evaluation, Practice of English Language Teaching 4, Practice of English Language Teaching 5, GERMAN LANGUAGE: German Language of Scientific Discourse, German Language Methodology: Mediation of Language Knowledge 1, German Language Methodology: Mediation of Language Knowledge 2, German Language Methodology: Early Learning 2, Multiculturalism and European Identities, Cross-curricular Learning in German Language Teaching.

5th year:
COMMON PROGRAMME: Croatian Language Methodology 3, Croatian Language Methodology 4, Mathematics Methodology 3, Mathematics Methodology 4, Science and Social Studies Methodology 3, Science and Social Studies Methodology 4, Professional-pedagogical Practice 5, Cross-curricular Approach to the Media ENGLISH LANGUAGE: Applied Linguistics in English Language 1, Applied Linguistics in English Language 2, English Language Methodology: Culture in Early Learning,
Generalist Teacher Education: Knowledge and Skills Acquired upon Completion of Studies (outcomes)

A person completing teacher education acquires competences necessary for teaching in primary education i.e. lower classes teaching that, according to the existing Primary Education Act in the Republic of Croatia, includes pupils from the first to fourth grade of primary school. Study programme concept allows the students to acquire wide range of general and specific competences that teachers need to master this complex profession. Obtained qualification allows the holder to successfully perform all forms of educational work in class teaching, especially in teaching and education of students, developing students' competences and skills, habits and educational values, planning, programming and evaluation of educational work, organizing, researching and improving educational work, cooperating with parents, colleagues in primary school as well as other associates in pupils' education in local community, realizing programmes of public needs in areas of education.

Qualification holder is qualified for lifelong learning and continuation of education at postgraduate studies. Master of Primary Education is competent for independent teaching of all subjects and areas represented in primary school lower classes' curriculum in all forms of work in which they are realized (compulsory, elective, additional classes, leisure activities, cultural and public activity). Depending on the offered modules (different teacher education faculties in Croatia offer different modules), a person acquires specific knowledge necessary for working with children of early school age or specific knowledge for subject teaching. Graduated students are qualified, what is of utmost importance, for lifelong learning or continuation of education at postgraduate studies. Accordingly, the necessary scientific vertical, which allows the Master of Primary Education – the teacher, scientific-research work as well as scientific advancement in related scientific areas, is created and the same didn't exist in former practice of teacher education in Croatia. Hence, in the broadest sense, teacher education qualifies students for direct work with pupils in all forms of educational work, lifelong education, research in the field of education and successful improvement of educational process. Upon completion of the studies, a qualification of the Master of Primary Education is obtained.

Specialist Teachers' Education: Curriculum

Specialist teachers in primary schools as well as secondary school teachers can complete their education at many faculties where they can choose one or two majors. Since there are numerous combinations, we will not present curricula of specific subjects but rather show an example of pedagogical-psychological-didactical-methodological education that is common for all specialist teacher education programmes (primary and secondary school teachers). Seeing that the Department for Educational Studies of the Faculty of Teacher Education in Zagreb performs teaching in pedagogical-psychological-didactical-methodological education on many other faculties of the University of Zagreb, such as Faculty of Natural Sciences and Mathematics, the Academy of Fine Arts,
the Academy of Music, the Faculty of Kinesiology and the Faculty of Special Education and Rehabilitation Sciences, we here present the study programme of educational sciences of the Faculty of Teacher Education in Zagreb for acquisition of specialist teacher competences (at certain faculties).

Specialist Teachers' Education (outcomes)

As far as learning outcomes are concerned on the level of study programmes of specialist teachers' education in primary and secondary schools, those are defined by every faculty separately. Since there isn't, and it shouldn't be, much discrepancy in such programmes regardless of the faculty they are performed at. Therefore, we present learning outcomes as defined at the Faculty of Croatian Studies in Zagreb where future teachers specialized in History, Psychology, Croatian Culture, Latin Language and Philosophy, are educated.

Upon completion of teacher education programme, students is able to

- Properly interpret legal provisions, regulations, decisions... of the Republic of Croatia regarding teaching profession as well as explain rights and obligations of educational institutions' employees in relation to the mentioned legal documents,
- Analyse and, if necessary, create pedagogical documentation related to teaching performance and records as well as other documentation in relation to integral school activities,
- Properly interpret basic pedagogical terms (educatee, educator, education, interculturation, acculturation, socialization, educational science, authority in education, role models in education, etc.,
- Properly interpret pedagogical scientific postulates,
- Differentiate diverse perception of humans and pedagogical approaches based on or deriving from it,
- Be able to explain learning and erudition within education,
- Classify different developmental theories within conception and organization of education,
- Summarize contents of particular educational policies,
- Inspecting pedagogical idea before contemporary pedagogical challenges,
- Compare interactions between education and pedagogy as well as between pedagogy and culture,
- Properly interpret basic didactical concepts: education, school, dialectical interaction, pupil, teacher, teaching, didactic procedure, lesson, lesson content, lesson plan, lesson programme, lesson aim, didactical resources, didactical tools, teaching methods, evaluation, etc.,
- Analyse didactical idea throughout its historical formation,
- Interpret humanistic-social foundations of didactics,
- Compare didactical theories,
- Be able to explain didactical scientific process,
- Analyse and interpret main contents of: educational pedagogy, pedagogical psychology, media psychology, educational psychology, child and adolescent psychology,
- Properly explain teaching methodology, and within it, frontal teaching, pair work, individual work, group work, verbal teaching strategies; art work in classroom, accompanying drawings in classroom; works of art in classroom; photography, foils and comic books in classroom; audio-visual media in classroom, music and games in classroom, role playing, practicing and revising,
- Create and analyse evaluation criteria – classroom assessment,
- Implement, through practical exercises, important contents that students acquired within theoretical teacher education courses, and whose outcomes are at the level of: understanding general and particular contents and their usage (competence to perceive facts, their classification, defining as well as distinguishing various didactical, pedagogical and
psychological theories); understanding contents in terms of data transposition from one form to another, interpretation of the same, extrapolation, if necessary, and the competence of comparing facts and theories, giving examples, explaining, etc.; use of knowledge, experience and skills in new situations, application of general criteria on new situations; analysis as a competence to detail information (specific elements, relations between elements) when integral contents will be differentiated, organized and determined at lower level; evaluating by means of qualitative and quantitative criteria as well as capability to assess, argue, criticize, identify advantages and disadvantages; synthesizing through personal elaborate, own plan and programme, abstract relations for the purpose of creating new information based on gathered data, moreover, capability of new interpretations as well as theories.

**Professional-Pedagogical Practice and Methodical Exercises**

Future generalist and specialist teachers in primary and secondary schools attend professional-pedagogical practice and methodical exercises throughout their studies. For instance, students (generalist teacher course) on the Faculty of Teacher Education in Zagreb are required to attend professional-pedagogical practice in the amount of 270 hours throughout their five-year studies. The basic task of professional-pedagogical practice is to actively observe educational activities. In agreement with school principal and teacher-mentor student can perform certain activities independently. Students should be familiarized with school organization, curricular and extra-curricular activities and forms of cooperation between schools and community. Furthermore, methodological subjects' courses include practice for students where they can observe lessons of specific subjects. For example, if it's the Croatian Language Methodology course, students attend Croatian Language lessons within primary education. Students of the Faculty of Teacher Education in Zagreb are, therefore, required to attend 90 lessons of Croatian Language during their five-year studies in primary education and teach two individual lessons (in classroom, in front of a teacher) and two public lessons (in front of examination committee).

Future specialist teachers, within different practical exercises and various subjects methodologies, observe lessons in schools and are required to teach several lessons (the number of lessons depends on faculty they attend) in order to successfully pass certain courses. Professional-pedagogical practice of future History teachers studying at the Faculty of Humanities and Social Sciences in Zagreb is presented hereinafter.

**Duration:** VII. – X. semester

**Aim:** To develop practical aspects of teacher competence through personal experience of teaching History in primary and secondary school; to associate theoretical knowledge of relevant courses to concrete examples from teaching practice; to develop the sense of professionalism and professional responsibility; to develop capability of self-assessment of teacher competence.

**Structure:** Teaching practice is realized through observing and teaching classes, students' individual and independent work and practicum (Creative History Lessons Workshop) and obligatory individual consultations with subject teacher at the Faculty of Teacher Education in Zagreb. Teaching-pedagogical practice is divided in two parts: The first part of the practice takes place during semesters VII and VIII as a practical part of the lecture course called History Didactics. In semester VII, students are required to observe 20 lessons (10 hours in primary and 10 hours in secondary school). In semester VIII, they are required to teach 3 lessons (2 preparatory lessons and 1 demonstration lesson). The second part of the practice – which also represents the major part of teaching-pedagogical practice throughout teacher education - takes place during semesters IX and X. It
includes 15 observation lessons and teaching 14 lessons in primary school and 15 observation lessons and teaching 14 lessons in secondary school (30 observation lessons and teaching 28 lessons, altogether). Number of points: 10. Student workload: observation – 120 working hours, teaching – 150 working hours, individual consultations – 30 working hours, creating portfolio – 10 working hours.

**Teacher Educators**

Lecturers at teacher training faculties aren’t bound to have a scientific degree apart from those who have the status of a full professor and who must have a Ph.D. degree. Teacher staff is expected to progress in terms of acquiring scientific degree and develop as researchers and scientists in their discipline.

**Qualifications, Evaluation and Certificates**

General student evaluation and certification apply also for studying teacher training programmes. There are no differences in degree recognition between regions. After completing all obligations in relation to specific courses, students who obtain 240 ECTS points and write a thesis, get the Bachelor degree (Baccalaureus) (undergraduate level) and they can work as associates in education. Students who obtain 300 ECTS points and write a thesis acquire the Master’s degree in primary education (graduate level).

At undergraduate level students must obtain 180 ECTS points in order to achieve a BA degree, and on graduate level they have to obtain 120 ECTS points to acquire Master’s degree in a specific subject when they finish their studies.

The job of a vocational teacher in primary and secondary music and dance schools as well as the job of a vocational teacher in secondary school can be performed by a person with lower level of education than the one prescribed by law if he/she has the highest level of education that can be obtained in that field along with pedagogical competences.

**ECTS System**

Full-time student takes 25-35 ECTS points per semester, according to his/her study programme. Part-time student takes 15-35 ECTS points per semester. Student who regularly fulfils its obligations can be allowed to take more than 35 ECTS points aiming to finish his/her studies earlier or to obtain wider education. Exceptionally, full-time student can take less than 25 and part-time student can take less than 15 ECTS points per semester if he/she hasn’t fulfilled requirements to take the sufficient number of courses. ECTS points are exclusively obtained after successful fulfilment of all requirements and after applying appropriate measures for assessment of attainment of the defined learning outcomes, or passed exam. The total number of ECTS points of new and retaken courses per semester must be compliant with the above-mentioned.

**Exams and Other Tests**

Students’ skills and knowledge can be assessed and evaluated during the classes (preliminary exams, practical work, seminar papers, artistic performances, artistic instructional production, project work,
etc.) and/or in the exam from a particular subject. Acquisition of ECTS points can be established with the study programme from certain subjects without assessment or by descriptive evaluation. A student who hasn't fulfilled his/her obligations set in a study programme or a detailed programme of a specific subject cannot take an exam from that subject. Exams can be theoretical or practical and they are taken solely in a written form, solely in an oral form, or in writing and orally or by performance/presentation of the practical work or realization and presentation of an artistic task. The practical part of the exam can be done separately from the theoretical part. The entire examination must be finished in five working days, with the exception of justified circumstances. The duration of oral examination for each student is defined by the Constituent’s general act. The written part of the exam can be of eliminatory nature, unless it is held before the committee. Student is entitled to have insight into assessed written exam. The exams are not charged for.

Assessment

The final grade of the success in each subject (module) can be determined based on activity throughout courses and/or an exam if it is stipulated in the curriculum. The following can be evaluated throughout the courses:

- students’ attendance,
- students’ activity during courses determined by the study programme and that lead to acquisition of credit points (involvement in discussions, written preparation for lessons, project work, essay writing, searching the Internet, practice in real situation, field research, e-learning, creating programmes, seminar papers, etc.),
- preliminary exams that progressively track students’ achievements.

Grades

Students’ success in a certain subject is expressed in national grading scale (grades 1-5) and, if necessary, in ECTS grading scale (grades A-F) in ECTS system:

- excellent (5) corresponds to grade A in ECTS grading scale, and vice versa,
- very good (4) corresponds to grade B in ECTS grading scale, and vice versa,
- good (3) corresponds to grade C in ECTS grading scale, and vice versa,
- sufficient (2) corresponds to grade D in ECTS grading scale, and grades D and E in ECTS grading scale are interpreted as sufficient grade (2),
- insufficient (1) corresponds to grade F in ECTS grading scale, and grades F and FX in ECTS grading scale are interpreted as insufficient grade (1)

Passing grades are: excellent (5), very good (4), good (3), and sufficient (2) and these are inscribed in students’ documents. Student’s success in a certain subject can be expressed in descriptive grades. When calculating the average grade, all grades of the passed exams are taken into account except for descriptive grades.

Final/Master’s Thesis and Final/Master’s Exam

Undergraduate study programme ends after passing all exams and completing all requirements and,
depending on the study programme, writing a thesis and/or taking a final exam if they are stipulated in the study programme. Graduate and integrated study programmes end after passing all exams and completing all relevant obligations, and writing a master’s thesis and taking a master’s exam publicly in accordance with the study programme. All matters concerning final/master’s thesis or master’s exam such as submitting topics for the final/master’s thesis, creation and selection of the final/master’s thesis, registration of the final/master’s thesis, final/master’s thesis’ grade and procedure of thesis defence are regulated in more detail by the general act of the constituent.

**Completed Studies’ Documents**

After completed undergraduate university study, a student is issued a certificate, and after completed graduate or integrated university study, he/she is issued a diploma. Those documents confirm the completion of studies and gaining the academic title in accordance with law. A certificate or a diploma is issued in Croatian language. At student’s request and at his/her cost, a certificate or a diploma can be issued in Latin or some other world language. After completion of the entire study programme, a provider of study programme issues a Diploma Supplement in Croatian and English language without charging a fee. At student’s request and at his/her cost, a Diploma Supplement can be issued in some other world language. The content of diplomas and Diploma Supplements is prescribed by the Minister. The form of diplomas and Diploma Supplements as well as the content and the form of certificates and certifications is prescribed by the University. Diplomas, certificates, Diploma Supplements and certifications that are issued by the University are public documents.

**Alternative Training Pathways**

There are no alternative pathways to obtain a teaching profession. Employment wise the law permits exception in the following cases:
The job of a vocational education teacher in primary and secondary musical and dance education, as well as the job of a vocational education teacher in secondary schools may be performed by a person possessing a lower level of education of the one stipulated by law if they have completed the highest possible level of education in the corresponding field and if they have pedagogical competences. If a pre-school institution or a school cannot find a pre-school teacher or teacher with appropriate qualifications they can employ an individual who does not meet the qualification requirements, but for one year at the most. More often it is of more importance for candidates to have relevant subject knowledge, while professional knowledge is obtained in the first year of employment. If none of the candidates who applied for a position fulfils the requirements, the person who has an adequate level and type of education, but does not have the required pedagogical competences may be employed, on condition that these competences are acquired subsequently.
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