

Transformation Processes In the Initial Training of Educators: From Transfer to Reflection Model

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Abstract

Reflective practice is a holistic process that is a way of learning and researching that integrates theory, reflection (thinking) and practice, where reflection is the essence of the learning and change process. It is a dialog between the objective and normative theoretical knowledge on the one hand and the contextual and subjective practical experiences that lead to individual variations of preschool and primary school teachers on the other. In this context, learning becomes evident as a dynamic and complex process involving creative thinking, the evaluation of choices and research. In this way, the vision of lifelong learning and professional development targets the preschool and primary school teacher who is capable of reflection and evaluation, who can think critically, who creates conditions for the development of each individual child and who knows how to encourage and support children/students in the learning process. Therefore, preschool and primary teachers are expected to be open and ready for change and motivated to engage in lifelong learning and explore their own practice, i.e. to engage in continuous professional development in order to take on all new roles successfully. In this paper we present our experiences of developing a reflective model during the initial training of educators.

Keywords: co-constructivism theory; holistic approach; practical competencies; preschool teacher; reflective practice;