COURSES OF ETHICS FOR PRESCHOOL TEACHERS (written by Nina Ipavec, Jurij Marinko, Irena Marinko, Emin Özil, Zekeriya Karakuş)

Povzetek

Ta kratka raziskava podaja pregled vrste visokošolskih predmetov na temo etika, moralna vzgoja oziroma vrednote in predstavlja podobne predmete v Sloveniji in Turčiji. Raziskava prikazuje, da tudi razvite države kot ZDA ali Velika Britanija ne izvajajo veliko predmetov, ki bi vzgojitelje seznanjali, kako predšolske otroke učiti etiko ali moralno vzgojo. Kljub temu so avtorji našli in opišejo nekaj zanimivih vsebin ter predlagajo, kako naj bi jih prilagodili za uporabo v slovenskih oziroma turških visokošolskih programih. Predlagajo tudi kratko usposabljanje za vzgojitelje, ki so diplomirali na visokih šolah, katerih programi niso vsebovali takšnih predmetov.

Abstract

This short research makes on overview of a number of BA courses on ethics, moral development, and/or values and presents similar courses in Slovenia and in Turkey. The research shows that also developed countries like U.S.A. and U.K. do not offer many courses that would acquaint preschool teachers how to teach ethics and/or moral development. The authors found and describe some interesting contents and suggest how to adapt them to Slovenian and Turkish circumstances. They also suggest a short training course for kindergarten teachers who graduated from preschool programmes without ethical courses.

Ključne besede: visokošolski programi za vzgojitelje, etika, moralna vzgoja, učni načrti

Key words: BA programmes for preschool teachers, ethics, moral development, syllabi

1 INTRODUCTION

The research made within the Erasmus+ project »Ethical values for preschool children« intends to investigate the existing courses and suggest new ones that would help to acquaint Slovenian and Turkish preschool teachers how to introduce ethics and moral development among preschool children. We expected to find a lot of interesting courses and themes because we searched for them in big developed countries like the U.S.A., U.K., Australia etc. Surprisingly, it was found out that only rare universities offer such courses and that also other countries do not acquaint their future preschool teachers with knowledge and skills how to

transmit ethics on preschool children. We managed to find some interesting courses on ethical and moral development, on guiding young child's behaviour, on sustainable education and on social diversity which we present in the below chapters. We could not transfer the complete courses but adapted them to Slovenian and/or Turkish circumstances and points of interest. These adaptations were made considering the fact that Slovenia and Turkey already have some courses on values and ethics and that it is necessary to introduce some new themes; we also took into account the practical view recommended by the Bologna system of education and our own experiences with the education of preschool children.

2 OVERVIEW OF COURSES ON ETHICS FOR PRESCHOOL TEACHERS

Many world universities offer BA for preschool education so we investigated programmes of numerous institutions that seem to have courses dealing with ethics and values:

Academia Melbourne Australia

Deakin University Australia

Swinburne University Australia

Holmesglen University Australia

National University of Ireland Galway

Mary Immaculate College Limerick Ireland

Maynooth University Ireland

Cork Institute of Technology Ireland

Institute of Technology Carlow Ireland

Institute of Technology Sligo Ireland

Rhine-Waal University of Applied Sciences Germany

Justus-Liebig-Universität Giessen Germany

Southern New Hampshire University U.K.

Birmingham City University U.K.

University of Brighton U.K.

University of East London U.K.

London Metropolitan University U.K.

University of Roehampton London U.K.

Vanguard University California U.S.A

Brandman University California U.S.A

Western Governors University U.S.A.

University of Massachusetts Amhurst U.S.A

University of Massachusetts Boston, U.S.A

Naropa University Colorado U.S.A

Ashford University California U.S.A

Pacific Oaks College U.S.A.

University of Northern Colorado U.S.A.

Lesley University Massachusetts, U.S.A

Pacific Union College California U.S.A

Sonoma State University California U.S.A

Phoenix University U.S.A

Aspen University Denver Colorado, U.S.A and others.

About one third of these universities do not offer an insight into the contents and/or objectives of the courses that are taught within their early education programmes. Another third of the programmes do not offer courses on ethics or moral development for young children (although they have a lot of courses on didactics, mathematics, science, languages, arts, sports etc.). Among those that offer courses dealing with values, ethics, moral development etc. are:

Deakin University Australia,

Swinburne University Australia,

Holmesglen University Australia

Maynooth University Ireland,

Institute of Technology Carlow Ireland,

University of Roehampton London U.K.,

Vanguard University California, U.S.A

Ashford University California, U.S.A

Pacific Oaks College U.S.A.,

University of Northern Colorado U.S.A.,

Lesley University Massachusetts, U.S.A

Sonoma State University California, U.S.A

Phoenix University, U.S.A

Aspen University Denver Colorado U.S.A.

Some of the courses teach students how to act in accordance with ethics. They are interesting but do not acquaint students how to transmit values on preschool children. E.g. course on ethics and social responsibility in education acquaints students with professional ethics in teaching, how students' personal values interact with codes of ethics, with ethical dilemmas in the education workplace etc. (http://www.phoenix.edu/programs/degree-programs/education/bachelors/bsed-ech.html). Also the course Building relationships with children, parents and communities is inviting and suggests that the contents would acquaint perspective preschool teachers with ethics but the ethical themes are not explicitly presented (http://apps.maynoothuniversity.ie/courses/?TARGET=QS&MODE=VIEW_UNIFIED&TARGET_SOURCE=QUALIFICATION&QUALIFICATION_CODE=ECED).

Our project finds important especially courses that acquaint students how to transmit ethics and values to preschool children and/or courses that offer concrete activities that introduce ethics among preschool children. Therefore we discussed, compared and took into account only BA programmes with such courses.

Deakin University Australia http://www.deakin.edu.au/course/bachelor-of-early-childhood-education-and-teaching offers a course on ecological perspectives for learning and teaching in early childhood. Students learn contemporary theory, policy and practices. The main themes are diverse socio-cultural identities, sustainable relationships (individuals, families, community and the environment, changing communication and representations due to technology and globalisation). It is not quite clear if the course acquaints students how to transmit ethics on children or just discusses the above topics.

Another course, also offered by an Australian University, similarly deals with multicultural and multilingual perspectives. It focuses on cultural, ethnic, lingustic, religious and racial diversity, and equity issues. It acquaints students with values and identity for children and families of different cultural background, explores places from which immigrants have originated and develops understanding and empathy with children of different cultures https://www.holmesglen.edu.au/__data/assets/pdf_file/0010/262279/Bachelor_of_Early_Childhood_Teaching_BECT16_subjects_summary.pdf). Such courses are getting more and more interesting also for Europe because it is coming in a similar situation: in every country there are quite a number of foreign citizens who are employed by different firms; there are also a lot of immigrants and refugees.

Several courses deal with social justice, ethics and diversity such as e.g. (http://apps.maynoothuniversity.ie/courses/?TARGET=QS&MODE=VIEW_UNIFIED&TAR

) and they explore concepts and practices of social justice, critically evaluate practices of equality and the rights of young children, reflect on personal principles and practices, and critique the conceptual and policy aspects of children's rights. These aims and themes give students a lot of knowledge on ethics but do not acquaint them how to transmit these values to children (if these concepts are at all applicable for children).

The course on children's social world www.roehampton.ac.**uk/undergraduate-courses/early-chil**..) acquaints students with the principles and practices of listening to young children and one of its important issues is considering democratic principles of ethics. It seems interesting but the descriptions of the course does not give more detailed information about individual topics.

Vanguard University in California has three interesting units on moral development of preschool children (http://www.vanguard.edu/sps/bachelors-degree-in-ece-course/) with the title Early Foundations for Moral and Character Development that acquaint teachers with their role of developing moral and ethical behaviour in young children. Students learn about theories of moral development and how to integrate the new knowledge, skills and dispositions into the classroom. Students also develop strategic plan to enhance moral development and are encouraged to think about their own values (that they have or have to develop in the future).

Pacific Union College offers a course on the spiritual and moral development of children (https://www.puc.edu/academics/departments/education/early-childhood/course-descriptions). It acquaints students with understanding of how moral and/or spiritual development influences the ability of children to understand what is right and wrong. Students learn and critically evaluate theories of Kohlberg, Piaget and Carol Gilligan, they are acquainted with emotional intelligence and how it contributes to moral education, how education policies influence character development, analyze impact of the teacher on child's development, observe and analyze a day of a child and point out the areas that contribute to the development of characer, try to incorporate moral education into the daily life of the child, and discuss various moral education practices within Christian schools.

Sonoma State University California provides courses on social and moral development (http://www.sonoma.edu/exed/ece-certificate/curriculum) that also first acquaints students with theories dealing with social and moral development of preschool children. Among the main topics are cultural value differences, gender identity, and at-risk children, working with parents to promote children's social and emotional development.

Vanguard University offers a course on guiding the young child's behaviour (http://www.vanguard.edu/earlychildhoodeducation/bachelors-degree-in-early-childhood-

education-course-descriptions/). The course acquaints students with principles and practice of guiding children, especially positive teacher/child interactions, teaching self-regulation, self-control, responsibility, affirm positive behaviour, respect for authority, effective conflict resolution strategies and how to include in this education also parents.

Also Aspen University Denver Colorado has the course on guiding preschool behaviour (http://www.aspen.edu/degrees/bachelors-degree/bachelor-of-science-in-early-childhood-education/classes#COM100). Students are acquainted especially with the philosophy of problem solving and how to encourage children to solve their own problems. Also this course contains some theory but its emphasis is on application – on working with groups of children in the kindergarten.

Swinburne University Australia provides a course on understanding and supporting behaviour (https://www.swinburneonline.edu.au/university/courses/education/bachelor-education-early-childhood/edu20004-understanding-and). The course aims to help preschool teachers to understand and how to approach different behaviours of children. The course starts with some theory on factors that influence behaviour in the learning environment and continues with principles, policies and practices for establishing a productive learning environment. It offers models for understanding and responding to a range of challenging behaviours, principles and practice for positive behaviour support, behaviour management techniques, behaviour intervention and preventative behaviour techniques, considers for right of ethics etc.

Another interesting course offered by Swinburne University is on sustainable education and perspectives. The course aims to educate for sustainability and help children to understand nature, and systems and mechanisms that support life and environment. The course starts with theoretical concepts (definitions of sustainability, global perspectives for education for sustainability, ecological literacy etc.) and then introduces teachers in developing an education for sustainability curriculum, creating and maintaining natural play spaces, the forest school movement, case studies of sustainable practice and discusses the Australian Sustainable Schools Initiative (https://www.swinburneonline.edu.au/university/courses/education/bachelor-education-early-childhood/edu20005-sustainable-education-and).

Also the Swinburne course on advocacy and social justice contains several interesting topics (http://www.swinburne.edu.au/study/courses/units/Advocacy-and-Social-Justice-EDU40004/local). It acquaints students with understanding of social justice and how it links to the goals and practice of teaching. The course deals with children's moral, ethical and social understandings and how to teach fairness, equity, social justice, cooperation, empathy, caring for others and even how children should speak out against injustice (for children of different ages). The course contains some theoretical learning about advocacy, about ethics and ethical decision making, ethical thinking and practice (including code of ethics), anti-bias curriculum, the concept of global citizenship, independence, identity and cultural diversity, social justice and human rights, peace building and conflict resolution, sustainable futures,

diversity, equity and social justice, guiding children's moral, social and ethical understandings, and case studies about children as active contributors to communities. This course is of special interest because it connects the ethics of the teachers and of children and because it not only teaches how to guide children to ethical understandings but even encourages them to oppose injustice.

3 COURSES OF ETHICS IN BA EARLY EDUCATION IN SLOVENIA AND TURKEY IN 2015

Slovenia has at present two courses on ethics and they are both electives.

The first one is Moral education and ethics offered **by the University of Maribor** (http://www.pef.um.si/205/predsolska+vzgoja**)**. The course on Moral education and ethics considers various moral implications for educational theory and practice. The structure and the content of the course is dedicated to the following issues: (a) The moral character of teaching: different conceptions of teaching as an activity would seem to have diverse implications for moral education, both in the professional role of the teacher and in moral education of children; (b) Ethical theory: the great moral philosophers diversly attempted to grapple with the problem of the objectivity or otherwise of moral values; (c) Contemporary moral theories attempt to trace the main contours of current moral and social debate with specific reference to such conceptions as emotivism, utilitarianism, deontology, virtue ethics, liberalism and communitarianism; (d) Values education: what are values and are they objective or subjective ? What kinds of values are of educational significance? (e) Morality and moral education: what are moral values? Are teachers in kindergarten moral educators? If so, what is the proper form of moral education? The stress is given on character education and virtue ethics; (f) What are the implications of the normative character of education for questions of order and discipline in kindergarten and wider society, concerning authority and responsibility? Various approaches in relation to authoritarian, paternalist, liberal, libertarian and other conceptions of discipline and freedom will be presented.

The second course is given by the **University of Primorska**. It is elective and acquaints students with:
- Aims and principles of multicultural and social justice curriculum:
- Development of democratic principles and encouraging cultural pluralism
- Development of multicultural and multilingual education
- Strategies of developmentally, individually and culturally appropriate child's development and education
- Social diversity and equity (gender, race, social-economic status, religion)
- Diversity and social exclusion
- Context and problems of the social power with regard to social exclusion
- Levels of work and engagement within multicultural education
- Role of the teacher and his/her subjective theories

- Recognizing mechanisms of the hidden curriculum in the context of social exclusion and inclusion
- Critical evaluation of discrimination in individuals and in larger society
- Critical evaluation of discrimination within educational process
- Teacher's principles of encouraging interactions with children
- Principles of successful communication with children, development of positive group atmosphere and good relations with and among children
- Social skills, ways and principles of advising and working with children
- Principles of developmentally-, individually- and culturally appropriate learning environment
- Strategies to face unappropriate behaviour, opposition and conflicts
- Defining ethical frames of professional work etc.

(http://www.pef.upr.si/izobrazevanje/dodiplomski_studij_1%20_stopnje/predsolska_vzgoja_(vs)/do_2015-2016/2011011416091382/#sthash.EZ2ax8GZ.dpuf).

Turkish courses on ethics

In Turkey there are 53 public universities and they offer 10 courses on ethics that are electives (except one). Some courses are described more in detail while some universities do not present their contents.

Uludağ University
http://onerimerkezi.uludag.edu.tr/Bologna/dereceler/dt/33/dl/tr/b/3/p/32/drs/503080 offers the course Values in Preschool but its contents are not available.

Yıldız Technical University http://www.iol.yildiz.edu.tr/okuloncesi/egitim/4/Ders-%C4%B0%C3%A7erikleri/47 offers the course Values Education In Preschool. The course has the following contents: Determination and identification of basic universal values, Basic universal values education, Moral development, Personality development, Universal values education in early childhood, The role of educators in the education of basic universal values, Parents and universal values, Values applied in the World, Personality, Character training programs.

Mersin University offers the course Values Education http://oibs.mersin.edu.tr/bologna/?id=/course&program=96&sinif=4&sb_id=153116. The contents are described in a very short way and contain the topics: Values, Values Education, Character, Approaches to teaching values and character.

Marmara University http://llp.marmara.edu.tr/course.aspx?zs=1&mod=1&kultur=en-US&program=14&did=54861&mid=53490&pmid=3089&mufredatTurId=932001&organizasyonId=16 offers the course Introduction to Values Education but its contents are inaccessible.

Mayıs University
http://ebs.omu.edu.tr/ebs/ders.php?dil=tr&zs=1&mod=1&program=2651&did=123406&mid

offers obligatory course Ethical Values Education. The course contains the following topics:

Moral development in early childhood

Different approaches to teaching values

Basic Moral Values:

1. Integrity: Being reliable and faithful. Not being involved in theft, deception, fraud, failure

2. Justice: Following the rules, getting into the queue, sharing

3. Citizenship: courage, patience, open-mindedness and critical thinking, autonomy and independence, commitment to human rights and democracy, acceptance of diversity, determination and effort

4. Caring for others: Charity, kindness, gratitude, forgiveness, thoughtfulness, love, empathy.

5. Respect: Courtesy, respect, effective communication skills

6. Responsibility: Fulfilling one's task, self-control, having responsibility for the consequences of one's behavior

Basic Moral Capacities

1. Adopting moral values

2. Dealing with destructive emotions (shame, jealousy, egocentrism, thinking that he has the right to do anything , dissatisfaction, etc.)

3. Moral reasoning

4. Not having the critical social and emotional skills

5. Strong self-perception.

Abant İzzet Baysal University

http://bologna.ibu.edu.tr/CourseDetail.aspx?lang=tr-TR&opID=336&pmID=3893&mid=183140&DersID=1589&dersKodu=109004462006 offers the course Values Education that contains the following themes: What are the basic universal values? Which values should be taught? Universal Values and Moral Development of Basic Education. Basic Universal Value and Personality Development. Basic Universal Values of trainers. Parents and universal values. Values are applied in the world. Personality, Character Education Program. Methods Used in Universal Values Education Programme. Examples of activities for universal values.

Mart University offers the course Love Education
http://ebs.comu.edu.tr/Ders_Bilgileri.aspx?dno=283692&bno=1033&bot=1549. The contents of the course are: Basic information about the role and importance of love in all human interaction and communication process, particularly in the educational process. Human love, honor and value, love of nature and the environment. Intended learning outcomes are: being able to explain the concept of love, being able to explain the concept of values, learning the relation between love and values, increasing the awareness of human dignity and value, can the value of love and natural and environmental awareness be related, improving love-based interaction and communication awareness, improving reflective/thinking skills, being able to develop critical thinking skills, being able to define and adopt universal values, gaining skills

for questioning with a critical approach, developing the skills to manage emotions with a conscious approach.

Sıtkı Koçman University http://ects.mu.edu.tr/tr/program/106 offers the course Ethics In Preschool Education with the following contents: Basic concepts, definitions (professional concept, ethics ...), Professional ethics and codes of ethics to be judged in terms of ethical behavior, Ethics in Education, Teaching professional ethics, Training managers and ethics, education inspectors and ethics, Ethical rights and responsibilities of the student, Ethical rights and responsibilities of parents, School of social responsibility, Pre-school education in ethics, core values in pre-school education, Ethical duties and responsibilities of pre-school educators to the children, Ethical duties and responsibilities of the parents of pre-school educators, Ethical duties and responsibilities of the preschool teacher towards his colleagues, Ethical duties and responsibilities of the preschool teacher towards the society, Pre-school teachers often encounter ethical problems and solutions. At the end of the course student knows the concepts of ethics, professional ethics; knows ethics in education, training; teacher knows the ethical dimensions of the profession; distinguishes ethical and unethical behavior.

Erzincan University
http://derspaketleri.erzincan.edu.tr/getDersInfo.aspx?program=303&year=2014&mufredatId=175244&dersId=23478 offers the course Values Education. Its contents are: The training of universal values, Moral development, Personality, Issues that teachers should pay attention to while teaching universal values, Universal Values, Values Applied İn The World, Personality, Character education programs, Methods used in universal values educational programs, Activities related to basic values such as cooperation, honesty, respect, responsibility and tolerance. The course aims are to have information about universal values.

Sinop University
http://bilgipaketi.sinop.edu.tr/formlar/egitim/okul/oop415_19_2_tr-TR.html offers the course Ethics in Education and Training. Its contents are: Relationship between ethics and the teaching profession, Basic principles of ethics in teaching profession, Ethical foundations of the relations of teacher with his colleagues, students, students' parents and their relationship with the public. Objectives and competences: General culture, knowledge and acquisition of basic theoretical and practical knowledge. Develops basic assumptions, principles, generalizations, theoretical perspectives, a personal philosophy of education in line with empirical research. Adopts the principle of lifelong learning, develops individual knowledge and skills for the job. Volunteers to work effectively with school, family; organizes and applies projects and activities for the social environment with social responsibility. Uses the scientific knowledge and skills with children, colleagues and families. Organizes appropriate training environment to the needs children's development. Intended learning outcomes: Recognizing and knowing the teaching profession ethics and principles; Teacher candidates know the ethical contents and characteristics of the relationship that he has with his students, collegues and the environment and gain skills to exhibit behavior accordingly; Having general knowledge of ethics and culture.

4 SUGGESTED NEW COURSES IN BA PRESCHOOL EDUCATION

The participants of our project decided to suggest three new courses that would be based on the requirements of the Bologna system – meet the demands for a BA level course, and deal with the issues like ethics, moral development, values, social justice, good behaviour etc. The courses should contain some theoretical issues and also topics that would acquaint teachers with rather practical knowledge how to transmit ethics on preschool children.

We decided to suggest the following new courses for students of early childhood education: Moral and character development of preschool children, Understanding and supporting behaviour of preschool children and Sustainable education for preschool children. They meet the demands of the BA level of education, contain both theory and practical case studies and bring new concepts in the participating countries that have up to now developed mainly courses on ethics, values, moral education, multicultural and social justice. Besides we suggest also a training course for preschool teachers who finished their BA education without any courses of ethics.

1) **Moral and character development of preschool children**

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Moralni in osebnostni razvoj predšolskih otrok
Course title:	Moral and character development of preschool children

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Predšolska vzgoja VS 6.1	Predšolska vzgoja	1	1
BA Early Childhood education 6.1	Early childhood education	1	1

Vrsta predmeta / Course type   obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
70		70			140	5

Nosilec predmeta / Lecturer:

Jeziki /	**Predavanja /**	slovenski, angleški
Languages:	**Lectures:**	
	Vaje / Tutorial:	slovenski, angleški

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisits:

-	-

Vsebina:

Razprava o različnih teorijah moralnega razvoja, analiza njihovih močnih in šibkih točk.
Strategije, ki povezujejo teoretične koncepte v vsebino kurikula.
Razvoj strateškega načrta za povečanje moralnega razvoja.
Vloga vzgojiteljev pri razvoju moralnega in etičnega obnašanja predšolskih otrok.
Vzgojitelji kot učinkovit model etičnega obnašanja.
Vzgojiteljeva identifikacija lastnih osebnostnih močnih točk in področij, na katerih se lahko še razvijejo.
Metode poučevanja moralnega vedenja, prilagojene razvoju otrok.
Študij primerov – praktičnih dejavnosti, s katerimi se prenaša vrednote na predšolske otroke:

- Skrb za mlajše otroke
- Vljudne besede in izrazi
- Deljenje stvari z drugimi
- Kaj je prav in kaj narobe
- Sortiranje odpadkov
- Skrb za živali
- Gojenje rastlin
- Kako lahko otroci spregovorijo takrat,

Content (Syllabus outline):

Discussion of different theories of moral development, analysis of their strengths and weaknesses.
Strategies that integrate theoretical concepts into the curriculum content.
Development of a strategic plan to enhance moral development.
The role of teachers in developing moral and ethical behaviour in young children.
Preschool teachers as effective models of ethical behaviour.
Teachers' identification of their own personal strengths and growth areas.
Developmentally-effective methods of teaching moral behaviour.
Case studies of practical activities to transmit values on preschool children:

- Taking care of a younger child
- Polite words and expressions
- Sharing things with others
- What is right and what is wrong
- Rubbish sorting
- Taking care of animals
- Growing plants
- How children can speak up when they believe that something is unfair.

ko mislijo, da nekaj ni prav.

Temeljni literatura in viri / Readings:

Izvajalec predmeta bo do začetka izvajanja predmeta pripravil učno gradivo, prilagojeno potrebam učnega načrta, programa, stroke in možnosti zaposlitve.

The lecturer will prepare a textbook adapted to the needs of the syllabus, programme, field of activity and employment possibilities before the lectures start.

Cilji in kompetence:

Cilj predmeta je raziskati različne teorije moralnega razvoja, seznaniti študente, kako naj razvijajo moralno in etično vedenje pri predšolskih otrocih ter praktične metode poučevanja, prilagojene razvoju otrok, posebej s pomočjo različnih študij primera in materialov.

Objectives and competences:

Objectives of the course are to explore different theories of moral development, acquaint students how to develop moral and ethical behaviour in young children and practice developmentally-effective methods of instruction, especially by a variety of case studies and materials.

Predvideni študijski rezultati:

Znanje in razumevanje:
Po zaključku tega predmeta bo študent sposoben:
- Prepoznati različne teorije moralnega razvoja
- Razvijati moralno in etično vedenje med predšolskimi otroki
- Uporabiti praktične dejavnosti za posredovanje vrednot otrokom v vrtcu.

Prenosljive / ključne spretnosti in drugi atributi:
- Sposobnost uporabljati ustrezno teoretično znanje v praksi

Intended learning outcomes:

Knowledge and understanding:
On completion of the course students will be able to:
- Identify different theories of moral development
- Develop moral and ethical behaviour among preschool children
- Use practical activities to transmit values to preschool children.

Transferable / Key skills and other attributes:
- Ability to use appropriate theoretical knowledge in practice

Metode poučevanja in učenja:

- Predavanja z aktivno udeležbo študentov (diskusija, reševanje primerov)

Learning and teaching methods:

Lectures with active student participation (discussion, case study)

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
- končni pisni izpit	50 %	- final written exam
- ustna predstavitev primera	50 %	- practical presentation of a case

Reference nosilca / Lecturer's references:

2) **Understanding and supporting behaviour of preschool children**

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Razumevanje in podpiranje dobrega obnašanja predšolskih otrok
Course title:	Understanding and supporting behaviour of preschool children

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Predšolska vzgoja VS 6.1	Predšolska vzgoja	2	1
BA Early Childhood education 6.1	Early childhood education	2	1

Vrsta predmeta / Course type obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje	Druge oblike	Samost. delo Individ.	ECTS

		work	študija	work	
70	70			140	5

Nosilec predmeta / Lecturer:

Jeziki /	**Predavanja /**	slovenski, angleški
Languages:	**Lectures:**	
	Vaje / Tutorial:	slovenski, angleški

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisits:**
-	-

Vsebina:

Načela, politika in prakse, ki podpirajo dobro obnašanje predšolskih otrok.

Okviri in modeli za razumevanje in reagiranje na vrsto izzivov v zvezi z otroškim obnašanjem.

Klima v igralnici, ki pomaga pri uvajanju pozitivnih praks.

Tehnike za vodenje obnašanja.

Kako vključiti dobro obnašanje v vsakodnevno otroško življenje.

Razvoj dobrega vedenja od rojstva do vstopa v osnovno šolo.

Tehnike intervencije in preventive, ki pomagajo podpirati dobro vedenje.

Študije primerov, s katerimi se uči predšolske

Content (Syllabus outline):

Principles, policies and practices that support good behaviour of preschool children.

Frameworks and models for understanding and responding to a range of challenging children's behaviours.

Classroom climate that helps to introduce positive behaviour practices.

Behaviour management techniques.

How to incorporate good behaviour strand into the daily life of the child.

Development of good behaviour from infancy to entrance in the elementary school.

Intervention and prevention techniques that help to support good behaviour.

Case studies to teach preschool children self-regulation, self-control, responsibilities, good

otroke samoobvladovanja, kontrole samega sebe, odgovornosti, lepega vedenja, govorjenja resnice itd. Delo s starši za pospeševanje otrokovega socialnega in čustvenega razvoja in obnašanja.	manners, speaking the truth etc. Working with parents to promote children's social and emotional development and behaviour.

Temeljni literatura in viri / Readings:

Izvajalec predmeta bo do začetka izvajanja predmeta pripravil učno gradivo, prilagojeno potrebam učnega načrta, programa, stroke in možnosti zaposlitve. The lecturer will prepare a textbook adapted to the needs of the syllabus, programme, field of activity and employment possibilities before the lectures start.

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je pomagati vzgojiteljem, da razumejo, zakaj se otroci različno vedejo in kako se jim približati ter uvajati dobro obnašanje.	Objectives of the course are to help preschool teachers understand why children display different behaviours and how to approach and introduce good behaviours.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben: - razumeti različne teorije o razvoju obnašanja - posredovati dobro vedenje med predšolske otroke - uporabiti teoretično znanje v praksi Prenosljive / ključne spretnosti in drugi atributi: - Sposobnost uporabljati ustrezno teoretično znanje v praksi	Knowledge and understanding: On completion of the course students will be able to: - Understand different theories about behaviour development - Transmit good behaviours among preschool children - Use theoretical knowledge in practice Transferable / Key skills and other attributes: - Ability to use appropriate theoretical knowledge in practice

Metode poučevanja in učenja:

- Predavanja z aktivno udeležbo študentov (diskusija, reševanje primerov)

Learning and teaching methods:

Lectures with active student participation (discussion, case study)

Načini ocenjevanja:	**Delež (v %) / Weight (in %)**	**Assessment:**
- končni pisni izpit	50 %	- final written exam
- ustna predstavitev primera	50 %	- practical presentation of a case

Reference nosilca / Lecturer's references:

3) Sustainable education for preschool children

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Trajnostno izobraževanje za predšolske otroke
Course title:	Sustainable education for preschool children

Študijski program in stopnja Study programme and level	**Študijska smer Study field**	**Letnik Academic year**	**Semester Semester**
Predšolska vzgoja VS 6.1	Predšolska vzgoja	3	1
BA Early Childhood education 6.1	Early childhood education	3	1

Vrsta predmeta / Course type | obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	**Seminar Seminar**	**Vaje Tutorial**	**Klinične vaje work**	**Druge oblike študija**	**Samost. delo Individ. work**	**ECTS**
70		70			140	5

Nosilec predmeta / Lecturer:

Jeziki / Languages:	Predavanja / Lectures:	slovenski, angleški
	Vaje / Tutorial:	slovenski, angleški

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

-

Prerequisits:

-

Vsebina:

Pojmi okoljskega izobraževanja in trajnostnega razvoja.

Narava izobraževanje za trajnostni razvoj

Globalne perspektive izobraževanja za trajnostni razvoj

Temeljna načela za vključevanje izobraževanja o trajnostnem razvoju v kurikulum

Razvijanje kurikula za izobraževanje v trajnostnem razvoju

Ustvarjanje in vzdrževanje naravnih prostorov za igro

Trajnostni odnosi (s posamezniki, z družino, skupnostjo in širšim okoljem)

Spreminjanje komuniciranja in predstav glede na tehnologijo in globalizacijo

Razvijanje otrokovih družbenih veščin in čustvenega razvoja

Razvijanje sodelovanja, sočustvovanja in

Content (Syllabus outline):

Definitions of environmental education and sustainable development.

The nature of education for sustainable development.

Global perspectives on education for sustainable development.

Rationales for including education for sustainability in the curriculum.

Developing an education for sustainability curriculum.

Creating and maintaining natural play spaces.

Sustainable relationships (with individuals, families, community and the environment).

Changing communication and representations due to technology and globalisation.

Promoting child's social skills and emotional development.

Promoting cooperation, empathy, caring for

skrbi za druge.	others.

Temeljni literatura in viri / Readings:

Izvajalec predmeta bo do začetka izvajanja predmeta pripravil učno gradivo, prilagojeno potrebam učnega načrta, programa, stroke in možnosti zaposlitve.

The lecturer will prepare a textbook adapted to the needs of the syllabus, programme, field of activity and employment possibilities before the lectures start.

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je seznaniti študente s trajnostnim razvojem, pri čemer se presega otrokove izkušnje z naravo. Otroke se na primeren način spodbuja, da razumejo tudi koncept trajnostnih odnosov, ki podpirajo pozitivno vedenje proti drugim ljudem.	The aim of this course is to acquaint students with sustainable development, moving beyond offering children experiences with nature to supporting them in appropriate ways to understand the concept of sustainable relationships that support positive attitute towards other people.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje:	Knowledge and understanding:
Po zaključku tega predmeta bo študent sposoben:	On completion of the course students will be able to:
- razumeti osnovna teoretična znanja o trajnostnem razvoju - posredovati okoljske koncepte osnovane na trajnostnem razvoju - posredovati trajnostne odnose proti drugim ljudem - seznaniti otroke s praktičnimi aktivnostmi	- Understand basic theoretical knowledge about sustainable development - Transmit environmental concepts established on sustainable development - Transmit sustainable relationships with other people - Acquaint children with practical activities
Prenosljive / ključne spretnosti in drugi atributi:	Transferable / Key skills and other attributes:
- Sposobnost uporabljati ustrezno teoretično znanje v praksi	- Ability to use appropriate theoretical knowledge in practice

Metode poučevanja in učenja:

- Predavanja z aktivno udeležbo študentov (diskusija, reševanje primerov)

Learning and teaching methods:

Lectures with active student participation (discussion, case study)

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
- končni pisni izpit	50 %	- final written exam
- ustna predstavitev primera	50 %	- practical presentation of a case

Reference nosilca / Lecturer's references:

5 TRAINING COURSE FOR TEACHERS AND PARENTS OF PRESCHOOL CHILDREN

If we want that preschool children develop in responsible adults, it is necessary to acquaint with basic knowledge on ethical education not only students of preschool education but also offer appropriate education to teachers who already work in kindergartens and to parents who wish additional knowledge in the ethical area. Preschool teachers and parents should be offered concrete activities which they will be able to use in practice to teach children the right relationship towards themselves, other people, things and environment. Preschool children must be taught responsible behaviour, fairness, honesty, respect, courage, empathy, sharing things with others. Teachers and parents of preschool children must have a tool which can help them to transmit on children habits and characteristics which will support them also later in their lives.

To train the teachers and parents of preschool children we suggest the following course:

Program Title   Development of good behaviour and
                                      caring for other people among preschool
                                      children: A video-based preschool teacher

and parent education.

Program Objectives

The role of teachers and parents in developing moral and ethical behaviour in young children.
Development of a plan to enhance moral development.
Preschool teachers and parents as effective models of ethical behaviour.
Developmentally-effective methods of teaching moral behaviour.
Case studies of practical activities to transmit values on preschool children:

- Reading to younger children before falling asleep
- Songs
- Taking care of younger children
- Polite words and expressions
- Rules in the kindergarten
- Sharing things with other children
- Cleaning windows
- Washing clothes
- What is right and what is wrong
- Rubbish sorting
- Care for animals
- Growing plants
- The silence game
- Line
- The sensory path
- Setting the table
- Serving food
- Good manners during lunch
- Cleaning after lunch
- Weeding and watering flowers
- Carrying chairs
- Preparing for rest.

Program Description

This is a video-based preschool teacher and parents training focusing on development of moral and ethical behaviour among young children. The curriculum includes two contact lessons, each consisting of a video, one or more teacher handouts, and discussion. The

curriculum is intended especially for use with teachers and parents of preschool children. The lesson topics are the role of teachers in developing moral behaviour in young children, discussion of teaching methods and case studies of practical activities.

Program Delivery Method

Designed as a 2-lesson educational program offered to kindergarten teachers and for parents of preschool children.

Target Audience

Teachers and parents of preschool children

ATTACHMENT: CONTENTS OF COURSES ON ETHICS

University, web site, name of the course performed in its BA Preschool Education	Contents
1 Vanguard University California, (http://www.vanguard.edu/sps/bachelors-degree-in-ece-course/), Early Foundations for Moral and Character Development	**ECED 330 Early Foundations for Moral and Character Development (3 units**) This course examines the role of educators in developing moral and ethical behavior in young children. Character traits will be defined and identified that are reflective of a Spirit-filled classroom. Students will explore different theories of moral development and identify knowledge, skills, and dispositions that can be integrated into the life of the classroom. Biblical principles of moral development will be studied along with strategies that integrate these concepts into the curriculum content. Students will examine early education centers for moral and character development curriculum content and a strategic plan will be developed to enhance moral development. Students will be challenged to be an effective role model and will identify their own personal strengths and growth areas. Developmentally-effective methods of instruction will be discussed, including the use of a variety of hands-on materials to reinforce concrete learning.
2 Pacific Union College, (https://www.puc.edu/academics/departments/education/early-childhood/course-descriptions), The Spiritual and Moral Development of the Young Child	**ECED 226 The Spiritual and Moral Development of the Young Child** The central focus of this course is the understanding of how moral/spiritual development is the domain in which children grow in their ability to think and act according to their understanding of what is right and wrong. As children's moral understanding develops, they are able to act increasingly with the needs of others in mind and resolve moral dilemmas based on ideals of justice, fairness, or caring. Theories by Lawrence Kohlberg, Jean Piaget and Carol Gilligan will be explored. Student Learning Outcomes: By the end of this course students will: Explore various moral education theories and analyze their strengths and weaknesses;

	Examine Kohlberg, Piaget and other's theories of Moral Development and categorize children's stages of development; Determine ways to give evidence of growth in student moral development; Describe emotional intelligence and analyze how it contributes to moral education; Examine education policies and describe impact on total character education program; Analyze the impact of a teacher's classroom management plan on a child's development; Observe and analyze a total day in the life of a child and pinpoint all areas that contribute to the development of character; Incorporate a moral education strand into the daily life of the child; Discuss various moral education practices within Christian schools.
3 Sonoma State University California (http://www.sonoma.edu/exed/ece-certificate/curriculum), Social and Moral Development	**EDEC 532: Social and Moral Development (3 units):** Students will explore theories and research addressing social and moral development in early childhood. Topics include: attachment and its role in social and moral development, research on the development of prosocial behavior from infancy through middle childhood, cultural value differences, gender identity and gender role socialization, resiliency and at-risk children, development of curriculum that promotes prosocial dispositions and skills, and working with parents to promote children's social and emotional development. Students will plan, implement, and report on action research projects that answer specific questions dealing with social, moral, and emotional development in early childhood education.
4 Vanguard University (http://www.vanguard.edu/earlychildhoodeducation/bachelors-degree-in-early-childhood-education-course-descriptions/), Guiding the Young Child's Behavior	**ECED 300 Guiding the Young Child's Behavior (3 Units)** This course examines appropriate child guidance principles and practice. Positive teacher/child interactions along with guidance techniques will be examined. A Biblical emphasis will be placed on teaching self-regulation and self-control concepts that result in responsibility and

	ownership of behavior. Setting clear expectations and affirming positive behavior will be examined along with appropriate respect for authority and effective conflict resolution strategies. Classroom management techniques will be discussed. Parental involvement and school/family partnerships will be incorporated to serve children in their supporting environments.
5 Aspen University Denver Colorado (http://www.aspen.edu/degrees/bachelors-degree/bachelor-of-science-in-early-childhood-education/classes#COM100), Guding Preschool Behaviour	**ECE401 - Guiding Preschool Behavior (3 credits)** The philosophy presented in this course is a balanced, child-centered philosophy that addresses the developmental needs and abilities of young children and enables teachers to implement their high standards. The philosophy is called problem solving because it emphasizes children' ability to solve their own problems when they are trusted and encouraged to do so. This course is a practical guild to understanding and using a child-centered philosophy. It contains the basic theoretical information needed to understand problem solving, yet its emphasis is on application, on working with groups of children in day care or preschool on a daily basis.
6 Swinburne University Australia (https://www.swinburneonline.edu.au/university/courses/education/bachelor-education-early-childhood/edu20004-understanding-and), Understanding and Supporting Behaviour	**EDU20004 Understanding and Supporting Behaviour** This unit aims to help pre-service teachers understand why children display different behaviours within a learning environment and how to approach and negotiate these behaviours. Content: - Factors that influence behavior in the learning environment - Principles, policies and practices for establishing a productive learning environment - Frameworks and models for understanding and responding to a range of challenging student behaviours - Positive behavior support principles and practice - Classroom climate - Restorative practice - Behaviour management techniques - Behaviour intervention versus preventative behavior techniques - External organisations and agencies working with

| | families |
| | • Considerations for right of ethics |

7 Swinburne University Australia, (https://www.swinburneonline.edu.au/university/courses/education/bachelor-education-early-childhood/edu20005-sustainable-education-and), Sustainable Education and Perspectives	**EDU20005 Sustainable Education and Perspectives** This unit focuses on education for sustainability, moving beyond offering children experiences with nature to supporting them in appropriate ways to understand the systems and mechanisms that support life and environmental stewardship. The subsequent focus is encouraging them to act on those understandings. Content • Definitions of sustainability and environmental education • The nature of Education for Sustainability • History of Education for Sustainability • Global perspectives on Education for Sustainability • Rationales for including Education for Sustainability in the curriculum • Ecological literacy • Developing an Education for Sustainability curriculum • Creating and maintaining natural play spaces • The Forest school movement • Case studies of sustainable practice, natural play spaces and Forest schools • The Australian Sustainable Schools Initiative (AuSSI)
8 Swinburne University (http://www.swinburne.edu.au/study/courses/units/Advocacy-and-Social-Justice-EDU40004/local), Advocacy and Social Justice	**EDU40004 Advocacy and Social Justice** In this unit, students examine the concept and practice of advocacy and the role of the teacher as an advocate for social justice. Both local and global issues related to social justice are examined and critiqued. Students have the opportunity to develop a deep understanding of social justice and how it links to the goals and practice of teaching. There is particular attention paid to children's moral, ethical and social understandings and ways of nurturing a commitment to fairness, equity and social justice among children of different ages. The unit focuses on the principles of an anti-bias curriculum with a focus on

<table>
<tr><td></td><td>promoting cooperation, empathy, caring for others and negotiation with the goal of empowering children to speak out against injustice.

Content

- Advocacy and the role of the professional
- Advocacy and professional identity
- Tools and dispositions for advocacy
- Critical and Socratic thinking
- Ethics and ethical decision making
- Ethical thinking and practice, including attention to the ECA Code of Ethics
- Anti-bias Curriculum
- The concept of global citizenship
- Interdependence and globalisation
- Identity and cultural diversity</td></tr>
</table>

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