

**ŠIAULIAI UNIVERSITY**

**Jurgita Smilgienė**

**SIGNIFICANCE OF PRESCHOOL TEACHERS' TEACHING AND LEARNING  
EXPERIENCES IN THE WORKPLACE FOR QUALITY OF (SELF-)EDUCATION**

Summary of Doctoral Dissertation  
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## INTRODUCTION

**Relevance and scientific exploration of the research problem.** Today's society is undergoing permanent intense changes in social, economic and organizational life, which are inevitably accompanied by continuous teaching and learning processes. Learning as a factor determining personal improvement is inherent to all human activities. Learning takes place in the workplace, in the family, engaging in leisure activities, community activities, performing political actions (Folley, 2007). This shows that teaching and learning becomes inseparable from the person's daily professional activities. As a result of education reforms, development of the knowledge society opens up increasingly more opportunities and initiatives to learn and participate in change processes. Changes in the labour market determined political, scientific and practical discussions about lifelong learning and the needs of the learning society. In such kind of social world knowledge and skills turn into the highest quality product. However, the most valuable is the human ability to use knowledge effectively in the constantly changing environment, since in the presence of such dynamics of knowledge and changes, it is only teaching and learning which ensure development and progress of the person, organization and the state, economic independence and competitiveness, democracy and personal welfare of every individual. Latter processes are grounded on the competence of learning organizations to manage and create new knowledge. Knowledge and skills become the most meaningful condition of the successful organization providing quality services. Teaching and learning, which are necessary for maintaining wealth of knowledge and its development by its nature are a collective, organisational process that goes beyond individuals' experience, evaluations and competence. Value can be obtained from unique combinations and unification of intangible asset, constructed by members of the organization (J. Raudeliūnienė, 2012). Thus, today teaching and learning are an essential factor for successful career and survival of the organisation and both the possibility and necessity of successful development and adaptation to challenges of our time.

Already in 2005, The National Lisbon Strategy Implementation Programme accentuated the problem of professional development of the teaching staff of educational institutions. The needs of the teacher's professional development and simultaneously of learning are changing, depending on internal and external factors determining changes in the education system (Gedvilienė D., Laužackas R., Tutlys V., 2010). Therefore, Lithuania's integration into the EU determines a new approach to education and the whole of requirements raised for teachers. The role of the contemporary teacher, according to S. Saulėnienė, V. Žydžiūnaitė, E. Katiliūtė (2006), is described as a particularly important phenomenon of the change in the educational paradigm because in practice the teacher implements ongoing changes, which are related to high responsibility and new requirements for competence and professionalism. Educator is a creator, planner and organiser of teaching and learning opportunities, who performs the roles of an expert, consultant, assistant, coordinator and motivator. This means a continual striving to improve, reflect, analyze, develop existing competencies and acquire new ones; i.e., learn throughout life.

Significance of teachers' teaching and learning is grounded on numerous studies conducted in the country. The study 'Teachers' Approach to Professional Development (one's Continuous Learning) in the Context of School Related Changes (1988-1995)' revealed quite a negative attitude of teachers (of general education schools) to the teacher's professional development and certification in the institution (V. Grincevičienė, 2001). M. Barkauskaitė (2001) in her study 'Teachers' Professional Development as a Continuous Foundation of Learning' states that teachers' professional development is inseparable from quality of teacher education. Besides, the study disclosed that professional development becomes important and significant for teachers when they themselves and the school notice actual outcomes, evaluate them and relate them to improvement of learners' learning quality. The study highlighted the most important factors in teachers' learning (methodological knowledge, communication and cooperation, application of new experience in action, new experience). The conclusion is formulated that learning teachers influence internal and external culture of the educational institution (Barkauskaitė M., 2001). However, at the national level, preschool education problems are given much less attention. O. Monkevičienė (2004), E. Jurašaitė-Harbison (2005, 2006,

2007), D. Malinauskienė (2010) analyzed *issues of professional development and competence of teachers working at preschool educational institutions*; E. Masiliauskienė and J. Smilgienė (2012, 2014); A. Gumuliauskienė (2011-2014) explored possibilities and conditions of professional development in preschool education and processes of acknowledging and assessing knowledge acquired in preschool educational institutions. Authors' studies revealed that it was crucial that preschool education institutions should employ competent teachers, who are entitled to improvement of competence and qualification choosing from state regulated types of teaching and learning.

Lifelong Learning Assurance Strategy (2004) states that it is important to create opportunities for teachers' constant versatile improvement but the results of the project implemented in 2011 'Development of Teachers' Qualification Improvement and Requalification System' demonstrate that teachers quite poorly assess correspondence of the most recent in-service training event to personal professional development needs and the needs of the educational institution in which they work as well as benefit for the teacher's daily work.<sup>1</sup> For this reason, in the context of lifelong learning, currently non-formal and informal (self-directed) learning of adults is emphasised. This is proved not only by a more abundant publication of national and foreign researchers' scientific papers pertaining to non-formal learning. Data of the research conducted by J. Dautartas, N. Rukštelienė 'Motivation for Lifelong Learning: Teachers' Approach' show that main ways of teachers' learning are non-formal learning (seminars, courses) and formal learning. The study revealed that teachers also learned independently but they did not acknowledge self-directed learning as a learning method and it was not popular among teachers (Dautaras J., Rukštelienė N., 2006). Possibilities and problems of assessment, acknowledgement of teachers' non-formal education were described by V. Zuzevičiūtė (2006, 2008), B. Simonaitienė (2003, 2007), while problem aspects of methodologies for evaluating learning achievements of non-formal and self-directed learning were actualized by E. Stasiūnaitė, A. Fokienė (2007, 2010); Adults' continual learning aspects within the organization and outside it are comprehensively investigated by A. Juozaitis, (2008), M. Teresevičienė (2004, 2005, 2006, 2008). The importance of holistic organizational learning model for the development of key competencies was described by R. Balvočiūtė (2007). N. Kvederaitė and A. Juodaitytė in their study 'Manifestation of Teachers' Self-Directed Learning Competencies in a Learning School' strived to examine manifestation of teachers' self-directed learning competencies in a school. The study disclosed that teachers were able to identify learning needs, learn in social interaction processes, take responsibility for teaching and learning and their results, plan their learning but revealed that they lacked self-directed learning abilities and competencies such as: implementation of feedback in learning processes, the ability to implement the plan of learning and the ability of learning in action (N. Kvederaitė A. Juodaitytė, 2010). Much attention is given to adults' non-formal learning problems, policy and practice of acknowledging non-formal and self-directed learning and their results, and to projection of perspectives for development of adult education system in the works of D.W. Livingstone (2001), D. Colardyn, J. Bjornavold (2004), P. Werquin (2010). The importance of e-portfolio as a learning portfolio for personal development and reflective learning was grounded by L. Stefani, R. Mason, Ch. Pegler (2008). The examination of peculiarities of workplace learning (K. Evans, P. Hodgkinson, L. Unwin, 2002; C.N. Quinn, 2004) disclosed that every work situation provided an opportunity to learn and according to G. Dohmen (1998), learning based on daily experience makes up about 70 per cent of learning throughout a person's lifetime. A collective of authors (Žydzūnaitė, Lapatė, Cibulskas, Bubnys (2012)) strived to identify manifestation of self-directed learning in the workplace and its impact on general competence development, conducting a case study in social and health care sectors, formal self-governances and the non-governmental organization. The possibilities of informal (self-directed) learning in the workplace in education area; i.e., of general education school teachers, were analyzed by Torokoff M., Mets T. (2004) (the Estonian case), Kvederaitė (2009) (the Lithuanian case), and in the international dimension, by E. Jurašaitė-Harison (2008), Lesley A. Rex (2010) (the US case).

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<sup>1</sup> The report on outcomes of the scientific research project 'Development of Teachers' Qualification Improvement and Requalification System': Part 3. Joint research report. JSC 'RAIF'(2011) [interactive]. [viewed on 09-10-2014]. <<http://www.upc.smm.lt/projektai/perkva/veiklos.php>>.

Already N. Kvederaitė (2009), exploring the learning organization, emphasises that it is interpreted by management and by educology sciences differently. Speaking about teaching and learning during professional activities, authors use concepts of teaching and learning in the workplace or the concept of the learning organization. The latter has many meanings and includes the broad concept of learning; however, the essence of the said conception is teaching and learning in the organization. The concept of teaching and learning in the workplace is commonly used by researchers representing the management science ((A. Sakalas, 2012; I. Bakanauskienė, 2008; B. Leonienė, 2001, S.P. Robbins, 2003; Hodkinson HD, Hodkinson PM. 2004; M. Teresevičienė, 2006, J. Kvedaravičius, I. Dagtė, 2006, et al.), while representatives of educology usually use the concept of the learning organization (B. Simonaitienė (2001, 2003, 2007); P. Jucevičienė (2007, 2009), Arends 1998, Fullan, 1998, et al.). Only a small share of authors, studying adult teaching and learning processes in educational institutions use the term teaching and learning in the workplace (E. Jurašaitė-Harbinson (2008) and M. Teresevičienė et al., 2006). However, the diversity of concepts does not change the essence of the conception of the concept, *since teaching and learning in the organization are such process of teaching and learning which takes place during the professional activity, accurately outlining the teaching and learning environment (i.e., location) in which various teaching and learning methods and forms are used.*

*The dissertation follows the logic that in the preschool educational institution (i.e., in the workplace) teachers usually teach and learn in a non-formal and informal way because since September of 2014, preschool educational institutions cannot employ a person as a teacher if he/she does not have this professional qualification (i.e., formally acquired education).*

*From the multidisciplinary standpoint in the areas of educology, andragogy and management sciences, applying approaches of theories of the learning organization and experiential learning, the preschool institution is perceived and studied as an organization that develops new culture of teachers' teaching and learning in the organization and learning from experience, in the presence of which teachers' aspiration is quality (self-)education of the child.*

Thus, the research field of the dissertation is the preschool educational institution as an educational organization in which people's (i.e., teachers') activities are consciously coordinated and focused on specific goals, acting together, while the aim of the preschool educational institution is 'to develop a free and creative personality, which would be provided with quality conditions for education' (Pranaitytė, Malinauskienė, 2011). Based on scientists' contribution, it can be stated that studies conducted until now have been more focused on motives, processes of teachers' teaching and learning, on problems related to assessment, acknowledgement of competencies, etc. *However, both in Lithuania and abroad there is a lack of specific studies related to teaching and learning and improvement processes of teachers of preschool educational institutions within the organization (i.e., in the workplace) as having crucial importance for quality of preschool education; therefore, expanding this context, it should be noted that this strengthened relevance of the chosen topic.*

Children's preschool education constitutes the basis for successful lifelong learning, which has crucial importance, seeking aims of 'Europe 2020'. *It is also recognized that preschool education generally receives less attention and less investments compared to education in other stages, although there is clear evidence that investment in early childhood education really pays off. Preschool age is the most important stage in the child's emotional and social development and, therefore, people who work with preschool children must be competent and continuously endeavour at improvement, because qualified teachers working with children have the biggest direct impact on quality of education services. It is therefore not accidental that the EU member states urge to improve professional standards, setting the requirement that persons working in the preschool education area should have corresponding competence.*

It is natural that responding to the EU requirements, Lithuanian educational policy makers currently emphasise the necessity to provide quality preschool education services (*Preschool Education Quality*. The analysis of the problem of education. (2012); the National Education Strategy for 2013-2022, etc.). Because currently the educational organization is described as a service

organization (Sallis, 2002; Martišauskienė, 2010), quality is associated with diverse needs and expectations of the user (parent, child, society) and their meeting (D. Martišauskienė, 2010).

Data of studies conducted during recent years by Lithuanian scientists (Malinauskienė (2010), Monkevičienė et al. (2009)) show that characteristics of quality of preschool educational institutions and consumer expectations are related to human resources, that is, to competence of the teaching staff of the organisation; thus, teachers' professional development is an integral part of quality improvement process of educational institutions' activities. The results of the study "The Analysis of Quality of Preschool, Preprimary Curriculum and its Implementation", conducted by a group of authors (O. Monkevičienė, V. S. Glebuviene, K. Stankevičienė, M. Jonikienė, A. Montvilaitė, A. Mozolevskienė, 2009) highlighted factors determining quality of preschool and preprimary curriculum and its implementation. The main positive factor, distinguished by teachers-analysts and parents is teachers' high qualification, competence and teachers' experiential learning. Another study 'Modelling of Management of Quality of Preschool Educational Services, Exploring Parents-Users' Needs' also disclosed that one of the possibilities to improve quality of education was teachers' professional development, reliability and competence of human resources; parents expect quality from performance of the teaching staff working in the preschool institution, improving teachers' qualification (D. Martišauskienė, 2010).

On the grounds of the results of conducted studies, it is evident that teachers are one of the key resources of quality activities of the preschool organization; therefore, continual professional (self-)development of preschool teachers, updating their professional knowledge becomes inseparable from the conception and aspiration of quality of preschool education. Besides, the key activity of members of the community of the preschool education institution is education and self-education. For this reason, these institutions distinguish themselves by close interrelations and sociality, enabling potential communication and cooperation between the members of the community as well as processes of reflection, perception and solution of existing problems, recognition of needs and development priorities. In accordance with the concept of the learning organisation, such type of organisations, the purpose of which is 'to teach, learn while teaching others and learn from others' (N. Kvedaraitė, p. 7, 2009), offer conditions and possibilities for teachers' teaching and learning in the organization as a workplace (Simonaitienė 2003, 2007). In order to ensure the continual improvement of preschool education teachers, the heads of the institutions become responsible for searching for and modelling new teachers' teaching and learning possibilities in the organization. It is likely that creation of conditions for teachers to teach and learn in the workplace in more diverse, convenient teaching and learning ways, responding to teachers' expectations (regarding daily professional knowledge), will result in quality of both education and activities of the institution. Therefore, the dissertation follows the logic that quality of education is an integral dimension of quality of the institution's activities.

Although we do not lack studies on one or another aspect of teachers' professional development during the recent decade, there is no exhaustive and integral research, which could serve as a basis for the analysis of teachers' learning and teaching in Lithuanian preschool educational institutions, as a unique community and a peculiar organizational culture. Besides, conducted scientific studies both in Lithuania and abroad as well as Lithuanian education policy priorities enable to state that the problems of teachers' learning and teaching in the organisation as a workplace and of the importance of teachers' learning and teaching for quality activities of preschool educational institutions are particularly coming to prominence. However, so far, teachers' learning and teaching in the organisation as a workplace has not been studied either in the theoretical or empirical aspects. There is a particular lack of studies analysing significance of experiences of preschool teachers' learning and teaching experiences in the organisation for quality of education.

The research is grounded on the **multidisciplinary approach** to the research problem. Applying knowledge of educology, psychology, management, andragogy, philosophy, education policy and other sciences, the research concept and research instruments are grounded.

Planning and conducting the research, references to concepts of education studies, andragogy, management science were made; therefore, the following problem questions have to be answered:



- What are the preschool education teachers' teaching and learning experiences in the organisation?
- What meanings do teachers give to teaching and learning in the organisation as a workplace?
- How is the environment favourable for the development of teachers' diverse teaching and learning experiences created in the organisation?
- How is teachers' teaching and learning in the organisation actualised in activity strategies of the institution?
- In what sense are teachers' teaching and learning experiences in the organisation significant for quality of (self-)education?
- How to actualize significance of teaching and learning in the organization, relating it to quality of (self-)education?

**The subject of the research:** teachers' teaching and learning experiences in the organization.

**The aim of the research:** to investigate teaching and learning experiences of teachers working in the preschool educational institution in the organization as a workplace and to determine their significance for quality of (self-)education.

**Objectives:**

1. To theoretically ground teachers' teaching and learning in the organization as a workplace and significance of their teaching and learning for quality of (self-)education.

2. To examine experiences of teachers' teaching and learning in the organization as a workplace, identifying types and methods of teaching and learning.

3. To establish conditions and possibilities of preschool teachers' teaching and learning in the organization as a workplace.

4. To disclose how experiences of preschool teachers' teaching and learning in the organization as a workplace are significant for quality of education.

5. Based on theoretical insights and the results of conducted studies, to create a hypothetical model of development of preschool teachers' teaching and learning experiences in the organization.

It was significant for the work that *the conception of humanistic education philosophy* (A.H.Maslow 1954, 1971; R. Rogers 1983; J. Morkūnienė, 1995) treats a person as a creator of himself/herself and his/her world, who follows the approach to improve the situation, who is able to constantly renew himself/herself and continually change, upgrade and improve the world. One of the possible ways of improvement in the conception of humanistic education is application and toleration of various types, methods and forms of teaching and learning. This is a new conception of the person and the aim of the person's life: teaching and learning must help to express oneself. This way, in the context of the research, humanistic pedagogy manifests itself through individuals' teaching and learning process, in which teachers are teaching and learning what they need and what they want to learn. Particularly important manifestation of human self-expression possibilities takes place in professional activities and the teaching and learning process. The teacher is treated as an active, independent, creative, thoughtful and dynamic object, who has the right to live and act according to his/her nature and experience. Conditions that would help him/her to harmoniously unfold as a personality, develop powers and this way grow into the society are important for him/her.

*Pragmatist philosophy* (Locke (1954); Dewey (1996, 2000); Ozmon, Crave (1996) et al.). Supporters of this philosophy prioritise *the learner's daily experience, learning from experience and open environment promoting self-development*. Education must directly pertain to life experience, which today can be perceived as learning in everyday life and conscious experience; education should be viewed not as preparation for life, but *as the very life*. Following this provision, manifestation of preschool teachers' teaching and learning in the organization; i.e., a workplace, in the dissertation is viewed through teachers' existing daily learning experiences. Teaching, learning and work merge into one whole and turn into the teacher's daily routine. Teaching and learning in the workplace, the teacher obtains a lot of useful both professional and life experience (Sajienė, Dailidienė, 2003).

**Constructivist teaching and learning theory** (Piaget 1929; Dewey, 1938; Kohlberg, 1986; Vygotsky, 1986). It is important that everyone learns in a different way, applying different learning

ways and tools; therefore, the focus is on the active teacher who is constantly constructing and reconstructing his/her knowledge about the world, striving to give a sense to his/her experience and systematise knowledge into a more consistent structure. Teachers' learning is understood as the process of constructing meanings, of mental activities and of social interactive exchanges. Therefore, it emphasises independent learning, transformational learning, experiential learning, situated cognition and reflective practice.<sup>2</sup> Experience is the basis for learning and its factor, learners actively construct their experience, learning is holistic and constructed in the socio-cultural media; i.e., it is exposed to social, cultural and economic environment in which it takes place (Miller and Bound, 1996).

**From the standpoint of socio-cultural constructivism philosophy** (Vygotsky, 1986). Based on the constructivist approach, the idea is supported that social reality is constructed in the interaction with the environment. According to P. Bourdieu and L. J. D. Wacquant (2003), social laws are not objectively given, they are limited by time and space, they are valid as long as institutional conditions supporting them exist (p. 79). P. L. Berger and T. Luckmann (1999) state that the institutional world is perceived as an objective reality. It is important to constantly keep in mind that objectivity of the institutional world, no matter how convincing it looks for the individual, is constructed by the human. The whole of awareness is transferred to another person, who through socialisation takes it over as objective truth and this way internalises subjective reality.

**Experiential learning theory** emphasizes that the aim of the modern learning society is related to cooperation in order to achieve common activity goals and constantly learn from each other. Followers of the experiential learning theory perceive learning as an active process of constructing knowledge and meaning, grounded on cooperation and dissemination of one's existing activity based experience, its exploration, observation through reflective investigation of one's environment, experience, knowing and activities (Kolb, 1984; Jarvis, 2001; Boud, Miller, 1996; Jarvis, Holford, Griffin, 2004; Schon 1983, 1987; Bubnys, 2009). Experiential learning is designed to describe new teaching and learning methods and ways: active learning, learning through action, action based learning, humanistic teaching, holistic teaching, etc. (Glover, Law, 2000).<sup>3</sup> It is pursued in the research to ground more on the attitudes of teachers working in preschool educational institutions to the learning situation, which is investigated in order to give a sense to it and based on that, interpret preschool teachers' experiences of learning in the workplace. In this case, teachers construct knowledge through experience because they are involved into the world of daily professional activity, which they interpret themselves.

**Theory of the learning organization** is grounded on teachers' involvement into lifelong learning processes in order to acquire teaching and learning competencies required for organizations and individuals: to share knowledge, be able to learn while teaching and understand learning as a key factor of survival of the individual and the organization (Senge, 1990; Burns, 1995; Morgan 1998, Jarvis, 2001; Jucevičienė 2007; Balvočiūtė 2007 Kvederaitė 2009).

**Total quality management theory** enables to ground systematicity of modelling process of preschool education quality management in the activities of organizations (Vanagas, 2004; Zairi 2002) Kaziliūnas, 2007; Mackay Bitit ci, Maquize, Ates, 2008). The theoretical conception was followed that one of the most important aims of the modern organization is harmonization of activities (Idris, Zairi, 2006), enabling to search for mutual coherence between quality education and constant teaching and learning of teachers working in preschool educational institutions (Monkevičienė, Stankevičienė, 2010).

Conducting the research on significance of experiences of preschool teachers' teaching and learning in the workplace for quality (self-)education of preschool educational institutions, qualitative research strategy was applied because the purpose of qualitative researches is to comprehensively cognise and describe the selected cognition object (Bitinas, Rupšienė, Židžiūnaitė, 2008; Bitinas, 2006, Tidikis, 2003, Liubikienė, 2002); i.e., the phenomenon of teachers' teaching and learning in

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<sup>2</sup> Philosophy and theory of experiential learning. *International academy of experiential learning. No. 142204-llp-1-2008-1-lt-grundtvig-gmp* <<http://www.viaexperientia.net/uploads/Patirtinio-mokymosi-filosofija-ir-teorija.pdf>>

<sup>3</sup> Glover, D., Law, S. (2000). *Educational Leadership and Learning*. Open University Press

the workplace and its impact on the institution's quality education and teachers' teaching and learning possibilities in the institution.

### **Research methods**

**Theoretical methods.** The analysis of educational, managerial, psychological, philosophical, research methodology and other literature sources, which enabled to identify aspects of preschool teachers' teaching and learning in the organisation as a workplace and significance of competent staff for improvement of quality of the institution's activities.

**Data collection methods.** In order to perceive the investigated phenomenon broader and deeper, the strategy of qualitative research methodology was applied. Analysis of literature, classical content analysis of strategic plans of preschool educational institutions, focus interviews of teachers of preschool educational institutions on the conception of permanent teaching and learning and on possibilities of teaching and learning in the workplace, written reflections of preschool teachers on construction and meanings of knowledge obtained through teaching and learning in the workplace, written interviews of heads of preschool educational institutions on significance of teachers' teaching and learning in the workplace for quality activities of the institution.

**Data analysis methods.** Conducted classical content analysis of strategic plans, which identified concepts and their frequency in the text. Notional units are distinguished (words and their combinations, their presence or intensity of certain text units); qualitative content analysis of interviews of focus groups, structured reflections and interviews of the heads of institutions, enabling to distinguish notional units, allowing to understand how the very target group understands the analysed phenomenon and meanings. Qualitative content analysis consists of 4 steps: multiple text reading; distinguishing of major categories based on 'key' words; division of the content of categories into subcategories; interpretation of categories and sub-categories and justification based on text evidences (Žydzūnaitė et al. 2005). The analysis of collected data was based on text reading, selection of different data and their comparison. Similar expressions were grouped together into categories and subcategories and interpreted. In this case the researcher's role is to interpret and generalise thoughts expressed by the target group. Empirical material is provided nearby (more typical examples) or in annexes (all data) so that the very reader can interpret data.

### **Defended statements:**

Preschool teachers have a possibility to learn in the organisation in different forms and ways and acquire experiences that are significant for them in the non-formal and informal teaching and learning areas, using situations arising in daily professional activities.

Preschool educational institution is a learning organization, in the environment of which teachers communicating in a non-formal way share teaching and learning experiences.

The process of teaching and learning in the organisation is a socio-cultural phenomenon, since teachers have a possibility to independently make decisions, choose such ways of teaching and learning which are important pursuing quality of education.

Teachers' teaching and learning experiences are important both to the organisation and the learning teacher because they determine quality of education and at the same time help the heads of institutions to pursue quality of the institution's activities.

The hypothetical model of teachers' teaching and learning in the organization may be significant for quality of the preschool educational institution's activities and (self-)education.

### **Empirical research base and sample:**

Analysis of the problem was conducted having selected 63 strategic plans of preschool educational institutions of various Lithuanian cities and towns (Akmenė, Trakai, Kaunas, Varėna, Alytus, Garliava, Klaipėda, Kretinga, Palanga, Alytus, Anykščiai, Utena, Šiauliai, Panevėžys, Kelmė, Jonava, Kaišiadorys, Tauragė, Visaginas, Lazdijai, Mažeikiai, Molėtai, Marijampolė, Trakai, Šalčininkai, Radviliškis, Vilnius) (for the period from 2010 till 2017);

focus group discussions included a total of 18 teachers working in preschool educational institutions in Jonava, Švenčionėliai, Kėdainiai districts, Pakruojis, Panevėžys, Telšiai, Šiauliai cities and Kelmė district;

reflections were filled in by 21 teachers of preschool educational institutions of Vilnius, Panevėžys, Joniškis, Radviliškis, Šiauliai cities. The dissertation analyses 51 structured reflection in writing;

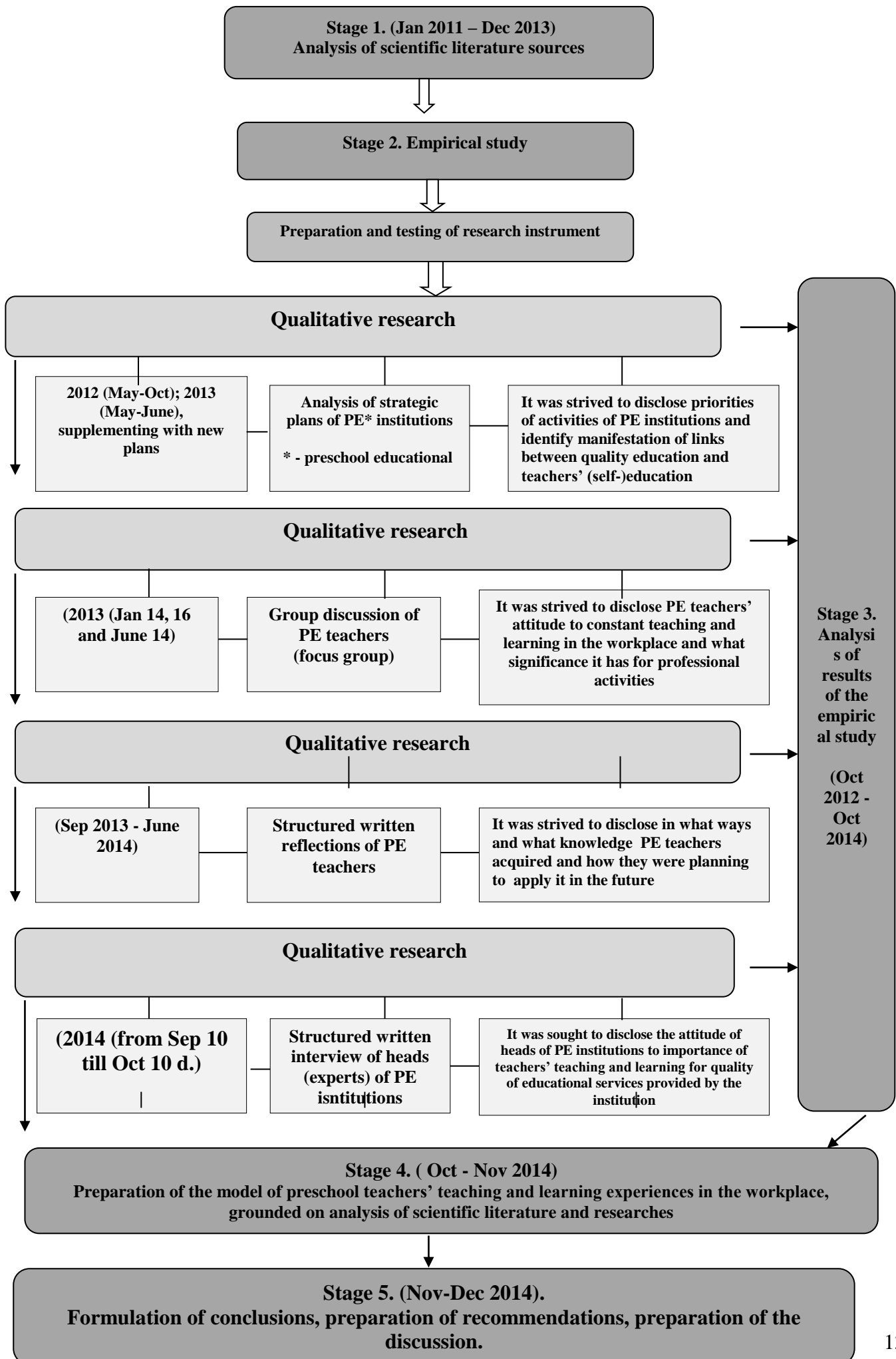
the study of experts' written interview was conducted in 11 preschool educational institutions of Šiauliai city and district and of Panevėžys city.

### **Dissertation preparation stages**

**The design of the dissertation research is presented in Figure 1 (p. 12).**

**Stage 1. Analysis of scientific literature is continuously filled in, considering links of empirical data obtained in later stages of the research with the theoretical part.**

**Stage 2. The empirical study. Data collection and analysis was conducted applying the qualitative method strategy.**



***The first stage. Analysis of strategic plans of preschool educational institutions.*** (May-Oct 2012; May-June 2013, supplementing with several new strategic plans. It was strived to disclose priorities of activities of preschool educational institutions and to identify manifestation of links between quality education and teachers' teaching and learning in activity strategies of preschool educational institutions. Classical content analysis of strategic plans enabled to identify manifestation of links between quality provision of education services and teachers' teaching and learning in activity strategies of preschool educational institutions and to identify currently prevailing priorities of activities of pre-school educational institutions. Based on the results of this research stage, the topic of the dissertation was revised and selected materials were used for formulation of interview questions for the second and fourth stages of the qualitative research.

***The second stage. Group discussion with teachers of preschool educational institutions.*** (2013, Jan 14 and 16, June 14). It was endeavoured to disclose preschool teachers' attitude to constant teaching and learning process and what significance it had for preschool teachers in their professional activities; conditions and possibilities of the content of preschool teachers' teaching and learning in the workplace were highlighted, most effective ways of teaching and learning in the workplace were named, and the teaching and learning types that were most popular among teachers and most valued in the institution were disclosed. The preschool teachers' attitude to permanent learning process and improvement in the professional field were disclosed; conditions, possibilities of teaching and learning in the institution and dominant types and ways of teachers' teaching and learning were highlighted. The content analysis of structured interview data enabled to formulate practical recommendations on diversification of content of preschool teachers' teaching and learning in the workplace and purified the principle of forming the research instrument for the third stage (structured reflections of preschool teachers) and construct.

***The third stage. Preschool teachers' structured reflections in writing.*** (Sep 2013-June 2014). The research was designed to disclose preschool education teachers' learning experiences and how teachers created new knowledge during teaching and learning process in the workplace (i.e., from daily experience) and how they were planning to apply that knowledge in their professional activities in the future. Teaching and learning experiences described in preschool education teachers' reflections helped to disclose diverse teachers' teaching and learning experiences currently prevailing in preschool educational institutions and possibilities of applying and disseminating newly acquired knowledge. The content of teachers' structured reflections created preconditions for modelling teaching and learning of preschool education teachers in the workplace.

***The fourth stage. Written structured interviews of heads (experts) of preschool educational institutions.*** (2014 (from Sep 10 till Oct10). The aim was to reveal the attitude of the heads (experts) of institutions providing preschool educational services to importance of teachers' teaching and learning for the institution. The research data helped to identify that, in the opinion of the heads of institutions, the importance of competent staff for the institution was priceless (assurance of quality teaching and learning, number of children, good image, changes in the curriculum, creation of new knowledge, the sense of the community, teachers' higher self-esteem), and in addition to that, it was found that the heads of institutions promoted teachers' teaching and learning in the organisation and strived to make such way of teaching and learning organised, purposeful and responsive to the priorities of the institution. Research results presupposed the need of creation of the hypothetical model of teaching and learning in the workplace.

**Stage 3. The analysis of the empirical research results.**  
(Oct 2012 – Oct 2014).

**Stage 4. Preparation of the hypothetical model of preschool teachers' teaching and learning experiences in the workplace, grounded on analysis of scientific literature and research.**  
(Oct-Nov 2014).

**Stage 5. Formulation of conclusions, preparation of recommendations, preparation of the discussion.**  
(Nov-Dec 2014).

## **Theoretical Novelty and Practical Significance**

For the first time in Lithuania political, managerial and educational contexts of preschool teachers' teaching and learning in the organisation as a workplace are analysed.

Preschool teachers' teaching and learning experiences in everyday professional activities, highlighting types and ways (forms, methods) of teaching and learning, are theoretically grounded. It is identified what meanings are given to non-formal and informal experiential teaching and learning of teachers', heads and representatives of the educational policy. Conditions and the environment, in which daily teaching and learning in the organization as a work place takes place, which are favourable for development of non-formal and informal teaching and learning, are distinguished.

**Theoretical novelty of this research is also grounded** on the fact that the dissertation research not only theoretically but also practically substantiates manifestation of possibilities for preschool teachers' teaching and learning in the organisation as a workplace, combining non-formal and informal types of teaching and learning and emphasising significance of teaching and learning for quality of activities of the institution and children's (self-)education. The conducted research on significance of preschool teachers' teaching and learning experiences in the organisation for quality of education research extends the field of researches on manifestation of characteristics of the learning society, conducted by scientists (doctoral students) of Šiauliai University, such as *Social Construction of Knowing, Applying Problem Based Learning in University Studies* (Lenkauskaitė 2014), *Manifestation of Characteristics of the Modern School as a Learning Organization in Self-Directed Learning Dissemination Processes of the Staff* (Kvederaitė, 2009), *Culture of Children's Self-Directed Learning* (Rudytė, 2011) and continues traditions of applying qualitative research methodology in Lithuania.

The dissertation is prepared following the principle of interdisciplinarity of sciences (management, educology studies and andragogy) because the research subject – the preschool educational institution – is as an organization providing high quality services and taking care of competence of human resources of the institution (i.e. teachers).

**Practical significance of the research.** Significance of preschool teachers' teaching and learning in the workplace for quality of education is explored for the first time in Lithuania. The prepared qualitative research strategy enabled to explore teaching and learning in the workplace as a socio-cultural phenomenon; i.e., to name meanings of experiential teaching and learning through teacher' teaching and learning experiences and meanings given to them.

Based on methodological theoretical approaches, to disclose preschool teachers' teaching and learning experiences in the workplace, a specific instrument (structured reflection in writing, grounded on the experiential learning model (Kolb, Fry, 1975), which can be applied investigating teachers' teaching and learning experiences in the organisation and pursuing to disclose meanings of experiential learning (learning) in daily professional environment), was prepared.

The results of the empirical study identified links of significance of preschool teachers' teaching and learning with quality of the institution's activities and the child's quality (self-)education, responding to priorities of the institution, and highlighted the need of acknowledgement of teaching and learning in the workplace. Manifestation of teachers' teaching and learning types prevailing in preschool educational institutions (i.e., non-formal and informal) was identified. Research results disclosed possibilities for the teaching staff to improve in the workplace and their diversity.

The dissertation research results in the hypothetical model of preschool teachers' teaching and learning in the workplace, grounded on research results and theoretical review, supplementing practice of management of education and adults' teaching and learning. It can be useful for education policy makers, heads of preschool educational institutions at the national and regional level and for the very teachers, creating a unique teaching and learning culture in the organization.

The prepared qualitative research strategy for significance of preschool teachers' teaching and learning experiences for quality (self-)education creates possibilities for the heads of preschool educational institutions and education policy makers to consider and evaluate teachers' teaching and learning possibilities, implementing the professional development strategy.

Practical significance of the research is demonstrated by creation of the system of preschool teachers' teaching and learning in the organization as a workplace, grounded on research, and adaptability of the hypothetical model. The research material can be applied for improvement of preschool teachers' professional development system; i.e., striving to recognize and assess teachers' teaching and learning experiences in the workplace, creating a certain system for assessment of knowledge. The proposed model of teachers' teaching and learning in the organization as a workplace will enable the heads of preschool educational institutions and other educational organizations to seek implementation of aims: to provide quality educational services, have a good public image, acquire competitive advantage in the job market, responding to priority areas of the institution.

Dissemination of results is relevant not only for the scientists' community, education policy makers but also for practitioners; i.e., for educational articles, advisory sessions of heads of institutions because of the impact on development of the conception of the learning organization, using all potential possibilities of teaching and learning in the workplace and endeavouring at quality of children's (self-)education.

### **Structure and Volume of the Dissertation**

The dissertation consists of introduction, three parts: *the first* part encompasses significance of teachers' teaching and learning in the context of the lifelong learning strategy, highlights the conception, significance of teaching and learning in the workplace and manifestation of learning types, ways of teaching and learning, and actualises the context of significance of teachers' permanent teaching and learning for quality of the institution's activity; *the second* part presents research methodology and methods; while *the third* part analyses research results on significance of preschool teachers' teaching and learning in the workplace for quality educational activities of the institution and education and presents the hypothetical model of preschool teachers' teaching and learning in the workplace, conclusions, recommendations and discussion. References and annexes.

The dissertation contains 71 tables (39 of them are in the dissertation, 33, in annexes) and 17 figures. The total volume of the dissertation: 202 pages (without annexes). Annexes (in a CD) contain examples of research instruments, tables present data of the qualitative analysis, the list of strategic plans and data matrixes. The list of references consists of 373 sources. The list of 33 analysed documents is given.



## **CONTENT OF THE DISSERTATION**

### **INTRODUCTION**

#### **1. THEORETICAL FOUNDATIONS OF SIGNIFICANCE OF PRESCHOOL TEACHERS' TEACHING AND LEARNING EXPERIENCES IN THE ORGANIZATION**

##### **1. 1. Peculiarities of Teachers' Teaching and Learning in the Organisation as a Workplace**

- 1. 1. 1. Managerial and Educational Contexts of Teaching and Learning
- 1. 1. 2. Types of Teaching and Learning and their Manifestation
- 1. 1. 3. Levels of Teaching and Learning in the Organisation and their Significance
- 1. 1. 4. Dimensions of Teaching and Learning in the Organisation as a Workplace
- 1. 1. 5. Teachers' Teaching and Learning in the Organisation in the Context of New Knowing
- 1. 1. 6. Creation of Environment that is Favourable for Teaching and Learning in the Organisation as a Workplace

##### **1. 2. Significance of Teachers' Teaching and Learning in the Organisation for Quality of Activities of the Institution and (Self-)Education**

- 1. 2. 1. Teachers' Continual Teaching and Learning as a Factor Ensuring Quality of Educational Activity
- 1. 2. 2. Strategic Aim of Activities of Preschool Educational Institutions – the Child's Quality (Self-)Education

#### **2. RESEARCH METHODOLOGY AND METHODS**

2.1. The Concept and Organisation of the Research on Significance of Preschool Teachers' Teaching and Learning Experiences in the Workplace for Quality of Education

##### **2. 2. Methodology of the Qualitative Research**

- 2. 2. 1. Methodology of Content Analysis of Strategic Plans
- 2. 2. 2. Methodology of Teachers' Group Discussion
- 2. 2. 3. Methodology of Teachers' Structured Reflection in Writing
- 2. 2. 4. Methodology of Interviews of the Heads of Preschool Institutions (Experts)

#### **3. EMPIRICAL RESEARCH ON SIGNIFICANCE OF PRESCHOOL TEACHERS' TEACHING AND LEARNING EXPERIENCES IN THE ORGANISATION AS A WORKPLACE FOR QUALITY OF ACTIVITIES AND (SELF-)EDUCATION**

3. 1. Manifestation of Links between Teachers' Teaching, Learning and Quality of (Self-)Education in Activity Strategies of Preschool Educational Institutions

3. 2. Concepts of Preschool Teachers' Teaching and Learning in the Workplace as Possibilities of Permanent Professional Development

3. 3. Manifestation of Preschool Teachers' Teaching and Learning Experiences

3. 4. Significance of Preschool Teachers' Teaching and Learning Experiences in the Workplace for Quality of Activities of Preschool Educational Institutions

3. 5. Hypothetical Model for Increasing Effectiveness of Preschool Teachers' Teaching and Learning in the Organisation as a Workplace

### **CONCLUSIONS**

### **RECOMMENDATIONS**

### **DISCUSSION**

### **REFERENCES**

### **ANNEXES (in a CD)**

## REVIEW OF THE CONTENT OF THE DISSERTATION AND RESEARCH RESULTS

In the first section of the dissertation **THEORETICAL FOUNDATIONS OF SIGNIFICANCE OF PRESCHOOL TEACHERS' TEACHING AND LEARNING EXPERIENCES IN THE ORGANIZATION** ideas and conceptions of continual education and continual learning, declared in various conferences, documents and reports, expressing different expectations of the society, which are fostered with regard to education and development of every person's potential, are discussed from the *behaviouristic, cognitive and humanistic standpoint*. It came to prominence that in the modern society education and learning were most important, described as creation of the person's full-fledged life on his own, giving him means of self-expression (Toluitienė, Jovarauskaitė, 2011). It is emphasized that discussing the learning process, followers of educology and andragogy sciences use two terms: teaching and learning. Teaching usually takes place when there is someone/something who/what teaches; for example, activities, teachers, colleagues (usually these are non-formal and formal teaching types) and when the person participating in this process agrees to be taught and at the same time is learning because during the said process the person is improving consciously and purposefully; thus, teaching is a way of facilitating learning because it can provide learners with significantly easier learning conditions. According to G. Petty (2006), learning is a hidden mental process when the very learner is creating perception of the taught subject and abilities that are being taught. Important is the learner's goal to learn and broaden his/her knowledge. Thus, learning is treated as taking over of personal, theoretical and practical knowledge, attitudes, developed values and the ability to apply them in professional activities. The conception of the concept *teaching and learning* is presented in the dissertation as creation of the process of a personality, which is based on the person's individual experience. Teaching and learning; i.e., improvement, is characteristic to all activities, in which the person is engaged. Thus, lifelong learning extends the conception of teaching and learning, while self-governance of learning and autonomy are turning into important human characteristics.

Constantly changing requirements for teachers' professional development force teachers to continually learn, improve qualification and acquire new competencies. Preschool teachers' learning is treated as the basis for their professional development and an integral part of continuous improvement.

Legislation of education and various academicians' works mention three types of learning: formal, non-formal and self-directed. It should be noted that in the context of lifelong learning, formal, non-formal and informal learning are treated as complementary constituents, determining holistic learning. *In Lithuania, preschool teachers have a possibility to improve their qualification in three ways: formal (specialty acquisition, requalification, second cycle university studies); non-formal (adult education, learning in professional development institutions, workplace, courses, seminars, etc.); informal (self-directed); i.e. independent learning as a component of self-education (independently identified learning needs, goals, found necessary sources, selected learning strategy and self-evaluated acquired knowledge), when the place of learning is not defined, it can take place anywhere. The analysis of literature and documents enabled to identify that formal teaching and learning was associated with acquisition of a profession, while non-formal and informal learning ways were usually employed during the professional activity.*

Based on the said conducted studies and documents, on a range of learning types and existing possibilities to approach teaching and learning to the very organization, it is stated in the dissertation that the organization as a workplace can be treated as a perfect teaching and learning environment, combining non-formal and informal learning, individual work and teamwork. Learning in the organization as a workplace is such process of teaching and learning which takes place during the professional activity and accurately describes the environment (location) of teaching and learning, in which various methods and forms of teaching and learning are applied. Thus, *the dissertation follows the logic that usually teachers in the preschool educational institution (i.e., in the workplace) teach and learn in non-formal and informal way.* In addition, teaching and learning in the organization is perceived as acquisition of new knowledge, improvement of existing knowledge, search for answers

to questions of concern and formation of changes in one's thinking and behaviour. Learning is characteristic to the levels of individuals, groups, organizations and its formation takes place in both directions: from the person to the organization and vice versa. It is concluded that teaching of the staff or professional development is more related to qualification of the staff, which is currently needed for performance of duties, while learning is related to the constantly improving organization. Professional development and continuous improvement of competencies while learning in the organization is basically self-development of pedagogical consciousness and is grounded on acquisition of knowledge. The teacher's professional development in order to acquire new knowledge and abilities is an integral part of everyday teaching and learning process in professional activities, *which* is understood as an interactive, dynamic, permanent process of searching, in which exploration and interaction with the environment leads to new understanding about oneself and the surrounding world (Stanišauskienė, 2005). Hence, the person's learning culture, as a constituent of culture of the group or organization has an impact on public culture of teaching and learning and at the same time culture and the same culture of the society, organization or group to which the person belongs, influences the individual's learning culture. Thus, teaching and learning in the organization cannot be perceived without the person's professional development and improvement of existing competencies (knowledge and skills), simultaneously responding to the purpose of the profession and aims of organizational development.

B. Simonaitienė (2003) noted that the learning organization encompasses the new knowledge creation process. The individual's formed knowledge is not quite identical to that information which reaches the individual from the environment because it is actively created by the very person (J. Piaget, 1929). According to J. Raudeliūnienė (2012, p. 64) the *process of knowledge creation* (also called as update or invention) takes place in organizations every day, using different ways (such as performance of new experiments, creative implementation of plans for new users, cooperation improving products). In the organization as a workplace knowledge at the individual level is created through the cognition process when you are considering or when you are involved in the learning process. This process is closely linked with creativity; i.e., the individual's feature, ability to generate new ideas and form solutions. At the collective level knowledge is generated while cooperating and jointly solving problems. The largest share of knowledge in institutions or organizations is obtained not from application of innovative methods or forms but from daily professional activities, solution of problem situations; it is the result of non-formal teaching or employees' self-directed learning. Often new knowledge is created in daily professional activities; therefore, the organization must find appropriate ways of dissemination of knowledge so that it reaches all members of the organization and continues to develop within the organization.

Hence, the head of the institution becomes responsible for formulation of requirements for employees in the area of learning and professional development and for their coordination in the fields of learning (A. Sakalas, 2003). Therefore, the heads of preschool education institutions must organize teachers' targeted learning process and endeavour that it is more efficient and diverse; besides, the heads of institutions must both purposefully organize teachers' learning process in the workplace and take care of the content of the process; i.e., responsibly and creatively use application possibilities of learning ways, forms and methods.

The dissertation describes possibilities of teaching and learning in the workplace offered by various authors: writing and reading papers; organisation of seminars and participation in them; an educational institution usually operates methodological groups or 'Quality clubs', where discussions on professional aspects are held; implementation and participation in projects; conferences, organization of surveys, case studies, attending lectures, talks with colleagues, discussions, learning by using CDs and the Internet, usage of printed sources, group work, self-assessment method, co-workers' supervision, independent learning, rotation, experience based teaching and learning, etc. The process of learning from experience is defined as holistic learning, which is based on the already existing experience and which takes place when the learner actively constructs his/her experience. Experience accumulated during the professional activity turns into a further basis for preschool teachers' learning since they learn to improve the competence of learning to learn (to consult, to look

for a compromise, consider, discuss), generalise the experience of the pedagogical activity and disseminate it (focusing on children's smaller and larger achievements, flexibility of education methods), learn the specific planned activity and acquire new experience in preparation and implementation of preschool curricula, design independent studies and self-education, look for forms of expression of independent activity in the cognition process, learn how to independently assess one's professional activity because this enables self-development of important practical skills (to plan one's activities and combine it with colleagues' activities, to purposefully pursue one's goal, accumulate, select information, learn to analyze, draw conclusions), to create a system of independent learning methods according to the individual cognitive style (Jankauskienė, Monkevičienė, 2006). The following ways of learning from experience are mentioned: learning from colleagues, demonstration of the example, observation, individually planned activities, activities led by the advisor.

New knowledge and teaching and learning processes encourage new thinking and creative ideas, that is, changes in educational institutions; therefore, heads of preschool institutions, striving for implementation of universal education priority; i.e., quality education, should continuously plan, monitor and assess the type of their organization's activities, and considering the results, plan improvement of the institution and simultaneously improvement of employees' professional development. It is emphasized that the preschool teacher's teaching and learning in the organization as a workplace in fact is efficient because it satisfies teachers' teaching needs and creates learning possibilities that generate new knowledge, which is further applied at work, and at the same time better quality of children's education is pursued/expected (Pineda-Herrero, Belvis, Moreno and Úcar, 2010). Quality of education in institutions is understood as quality of processes taking place in them and depending on them; it could be more accurately called quality of upbringing (Barkauskaitė, Bruzgelevičienė, 2000).

The dissertation follows the logic that quality of preschool education mainly depends on the quality activities of the teacher, on teachers' ability to permanently learn and update their knowledge. Thus, the position and activities of today's heads of preschool educational institutions, whose education is educology, increasingly necessitate not pedagogical but managerial abilities. Managerial competencies include: knowledge of education policy, formation of strategy, preparation and implementation of the strategic plan; management of the educational process; management of human resources; management of assets and funds of the institution. Human resources are most important in every educational organization because their abilities, knowledge, and competencies influence quality of education and quality of the institution's activities; therefore, it is particularly important for the head of the preschool institution both to learn himself/herself and create conditions for other employees' learning, mobilize teams, do teamwork, communicate effectively, build positive culture of teaching and learning in the organization.

## **2. The second section of the dissertation presents RESEARCH METHODOLOGY AND METHODS of the empirical study.**

### **2.1. The Concept and Organisation of the Research on Significance of Preschool Teachers' Teaching and Learning Experiences in the Workplace for Quality of Education**

This part presents substantiation for the selection of qualitative research methodology. Qualitative methodology is the research of reality of life, not measuring it as in quantitative researches but going deep into that reality, understanding it (Creswell W. John, 2009; Litchman M., 2006; Ruškus et al, 2005, Tidikis, 2003; Luobikienė, 2002). This is achieved by listening to the opinions of active members of the investigated phenomenon, meanings and assessments given to phenomena. Researchers do not impose their prior beliefs but, on the contrary, seek to find out how the investigated reality is perceived by the very research participants, how they understand it, how they outline and interpret real facts and what qualities they attribute to the supposed reality. Abundant and different stories of participants form one multi-dimensional and multi-meaningful picture of examined reality. The objective of the author of the dissertation is to use meanings of participants' texts, reconstruct the real manifestation of the investigated phenomenon, in this particular case, of process

and content of teachers' teaching and learning in the workplace, disclose essential regularities, create a hypothetic model of preschool teachers' teaching and learning in the workplace, which is likely to become very significant for improvement of quality education of the institution. Qualitative research in the context of the dissertation is also meaningful because it is very practical as data come from practice, therefore, they are 'alive', and, thus, very different, such as real life. Practitioners' subjective experiences turn into the objective picture of reality. The aim of social qualitative researches is to understand, reconstruct existing phenomena. Besides, the qualitative research enables to discover new, unknown paradigms and even acknowledge new dimensions of existing paradigms (Lowder, 2009). In this case the aspect of improvement of quality of the organization's activities, improving teachers' teaching and learning in the workplace, is a relatively new field of scientific cognition, for this reason the qualitative research strategy is most appropriate for the analysis of the chosen area. Figure 2 presents the generalisation scheme of problem questions.

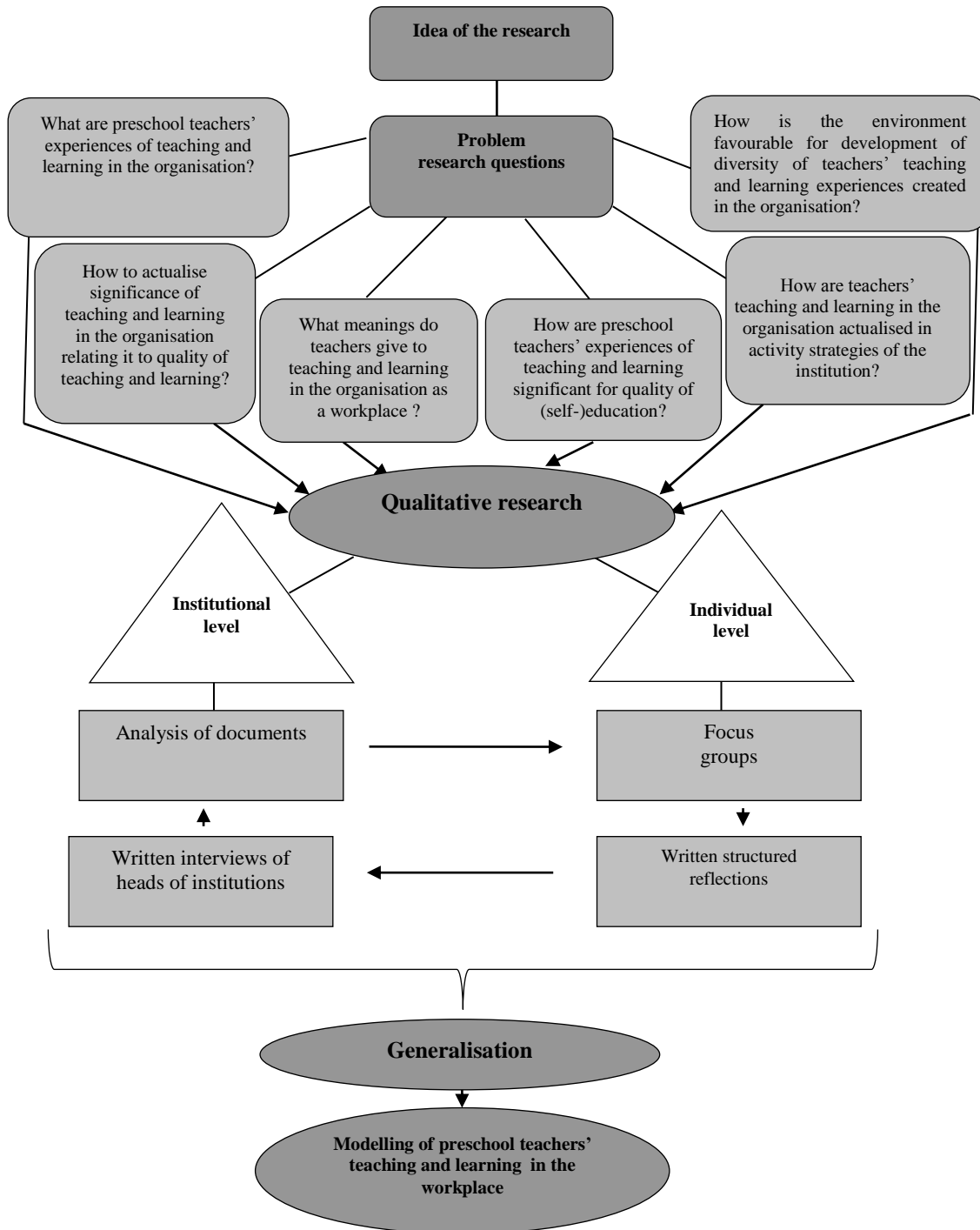


Fig 2. Generalisation scheme of problem questions

The choice of the qualitative research was also determined by the fact that such strategy is more focused on the analysis of the process; i.e., the analysis of efficacy (Ruškus, Mažeikienė, Blinstrubas, Balčiūnas, 2005). The method enabled the author of the dissertation to disclose criteria determining efficacy of services provided by preschool educational institutions and significance of teachers' teaching and learning for quality (self-)education and to construct the model of teachers' pursued teaching and learning in the organization.

## 1. 2. Methodology of the Qualitative Research

The *research* on identification of significance of preschool teachers' teaching and learning experiences in the workplace for quality of (self-)education *was conducted in four stages*. Research data were collected systematically and purposefully, employing complementary methods and stages.

**Stage 1. Analysis of strategic plans of preschool educational institutions.** (2012 (May-Oct; 2013 (May-June), supplementing with several new strategic plans.

**Stage 2. Group discussion with teachers of preschool educational institutions.** (2013 (Jan 14,16 and June 14).

**Stage 3. Written structured reflections of teachers of preschool educational institutions.** (Sep 2013-June 2014).

**Stage 4. Written structured interviews of the heads (experts) of preschool educational institutions.** (2014, Sep 10- Oct 10).

The logic of collection, presentation and analysis of data of the dissertation research is presented in Figure 1 (p. 13).

*Classical and qualitative* content analysis data presentation method was chosen. *Classical (quantitative) content analysis was applied conducting the analysis of data of strategic plans*, while *other received data* (collected using *teachers' written structured reflections, experts' written structured interviews and teachers' focus group* during the discussion) are analyzed *using the qualitative content analysis method*. It should be stated that texts provided by informants are the qualitative material of content analysis as of educational diagnostics research, reflecting the person's reflection process, which is the 'key' aspect of experiential teaching and learning in the workplace (Schön, 1983, 1991; Žydžiūnaitė, 2003; Jonušaitė, Žydžiūnaitė, Merkys, 2005; Krippendorff, 1980). Authors state that the qualitative content analysis is a valid method enabling to make specific conclusions based on the analyzed text. From the educological standpoint the aim of the qualitative content analysis is to diagnose how the phenomenon is perceived/understood by the very investigated person, reflecting on his/her experience, based on the researcher's questions; what differences exist between the theoretical description of the phenomenon under investigation and its manifestation in social reality; the ways of the informant's thinking, understanding, projected to the phenomenon under investigation; what limitations and possibilities exist applying acquired knowledge, skills and abilities in action/social reality. *Thus, the qualitative content analysis, unlike the quantitative (classical) content analysis, which mainly aims to find out only numbers or frequencies, saying nothing about the person's insights, conceptions, ways of thinking, enables to avoid superficiality when analyzing the text* (Mostyn, 1985, B.Bitinas et al., 2008). Systematic data analysis and interpretation was carried out according to T.A.Schwandt (1997), John W. Creswell (2009). This methodology allows to mark frequencies of repetition of data; form categories, distinguish data by types; select interrelated concepts; raise working hypotheses, formulate statements explaining data. Results of data analysis can be presented in tables, graphs, concept maps, narrated report (Ramanauskaitė E., 2002, p. 75). Meanings of views expressed by teachers and the heads of preschool educational institutions about possibilities for teaching and learning in the workplace are presented in tables, distinguished categories and sub-categories, identifying meanings, are grounded on the principal logic of the content analysis: 1) informants' answers are read and key aspects, which are reflected by phrases, words are distinguished, and, based on key words, categories are distinguished; 2) identification of notional elements is performed, including division of the content of categories, distinguishing notional elements; 3) distribution of notional elements into subcategories; 4) interpretation of data of the

content. *All data of the dissertation research were linked in order to make a more complete picture of the analysed problem, to create a hypothetical model, combining complexity of the analysed problem and analysis of concrete cases.*

Based on the analysis of research findings, the hypothetical model of preschool teachers' teaching and learning in the workplace is created, stages of its implementation and the diversity of ways of teaching and learning in the workplace are presented.

### **2. 2. 1. Methodology of Content Analysis of Strategic Plans**

*The aim of the research on document analysis is to disclose the purpose of preschool educational institutions, aims of activities, priorities and projected steps for implementation of aims, to highlight and substantiate identified aspects, conditions of preschool teachers' teaching and learning and possible measures of implementing teaching and learning.*

*In order to disclose the context of activities of analysed preschool educational institutions, first it was decided to use public sources of information (i.e., websites of institutions and documents announced there), which would help to reveal manifestation of priorities of the preschool educational institution and the aspect of the relation of teachers' teaching and learning.* Thus, the convenience sampling was chosen. Analysed strategic plans of preschool educational institutions were prepared for the period of 2, 3, 4 years and several of them, for 5 years. 63 (out of 87) strategic plans of preschool educational institutions, encompassing the period from 2010 till 2017, were selected for the problem analysis. Selection of strategic plans was carried out in May-October of 2012, using registry portal of educational institutions [www.mir.lt](http://www.mir.lt). Institutions were searched for using e-mails given in lists of websites of departments of education of Lithuania. Not all institutions have submitted their strategic plans for public reading and the majority of them announce only an extract from the strategic plan; the other part of plans that have been publicised were prepared quite long ago (e.g., 2007-2010 or 2008-2010, etc.), due to plans the sample is limited.

The analysis of documents was conducted applying the method of classical (quantitative) content analysis. According to R. Tidikis (2003), content analysis is the quantitative analysis of social information content. In broad terms, content analysis is a technique enabling an objective and systematic analysis of text peculiarities, leading to reliable conclusions (p. 498).

In the dissertation research the classical content analysis was performed according to stages of implementation of analysis distinguished by two authors (Bailey, 1987, p. 302; Tidikis, 2003, pp. 500-501): 1. Selection of documents for the analysis and evaluation of their authenticity, representativity, meaningfulness, completeness and reliability; *strategic activity plans of preschool educational institutions* were chosen; 2. Identification of correspondence of concepts and categories in the content of documents to concepts in the content of raised research aims and hypotheses (questions); 3. Distinguishing of the calculation unit. This can be a word (sometimes even a syllable), sentence, paragraph, the whole message and even a document, etc., surname, company's name, events, facts, etc.; *in this case the sentence or paragraph was selected.* 4. Distinguishing of the unit of the content (from the notional standpoint). In case of the analysis the unit of calculation was phrasal continuation filled in with notional units: the number of rows, paragraph, broadcasting time on TV, etc.; 5. Formation of the system for calculating quantitative characteristics, encompassing identification of presence, absence or recurrence of the investigated category or concept. *In order to find answers to the problem research questions, based on strategic plans of preschool educational institutions, categories are distinguished, their content is divided into sub-categories and grounded on text statements.*

### **2. 2. 2. Methodology of Teachers' Group Discussion**

*In the context of the dissertation research the common key feature of the focus group is related to common professional experience; i.e., teachers working in the preschool educational institution. This method was used as a tantamount method among data collection methods applied in the research.* In total there were three (including the results of the exploratory study) separate focus

groups with participants who had individual but different teaching and learning experience: preschool and preprimary education teachers, who work in different preschool educational institutions, as this allowed to expand the understanding about conditions and possibilities of preschool teachers' teaching and learning in the workplace and to disclose the field of teachers' conceptions about permanent learning. *Conducting the qualitative research in discussions of focus groups, a total of 18 teachers working in preschool educational institutions took part: 14 teachers, 4 assistants of educators, who having completed formal studies, will be able to work as educators. In the sampling such criterion is named as sampling according to criterion of professionals of the area; i.e. professionalism criterion.*

*The questionnaire of focus groups for preschool teachers was prepared considering considerable experience and expertise of Lithuanian scientists: S. Kvedaraitaitė (2009), R. Bubnys (2009), M. Teresevičienė (2001, 2008); Zuzevičiūtė (2008); R. Balvočiūtė (2007), K. Rudytė (2011), E. Jurašaitė (2008) and insights of the analysis of strategic plans of the author of the dissertation.*

*Information received during the process of focus groups is useful in three aspects: it enabled to disclose preschool teachers' personal approach to the teaching and learning process and realia of improvement in the professional area; highlighted conditions and possibilities of teaching and learning in the workplace and dominant types and ways of teaching and learning; identified existing drawbacks and advantages related to the possibility of teaching and learning in the workplace.*

The received data analysis was needed to reveal preschool teachers' attitude to continual teaching and learning, prevailing in Lithuania, its manifestation and significance in professional activities, to prevalent learning conditions and possibilities in the workplace. The obtained information was used for revision of the content of methodology for experiences of another qualitative research (teachers' reflections on learning experiences).

### **2. 2. 3. Methodology of Teachers' Structured Reflection in Writing**

The study that is supplementing the data of the focus group is *written reflections of preschool teachers*, which reflect manifestation of teachers' teaching and learning experiences in the workplace. *The aim of applying this method is to disclose what can be achieved by learning in the work environment in a non-formal way, in a self-directed way individually and in a team.*

Structured reflections were filled in by 21 preschool teachers. The dissertation analyses 51 written document – structured reflection in writing. To form this qualitative research instrument, the theoretical analysis of scientific literature was performed and, based on Bitinas' (1996) methodological recommendations, E. Jurošaitė-Harbinson's dissertation (2008), J. Wilson's, K. Murdoch's work (Learning from oneself (2009)) and the principle of D.A. Kolb's (1984) experiential learning model, structured reflection in writing was formed.

*In the context of the dissertation research the purpose of the written reflection is to record the preschool teachers' teaching and learning process in the workplace, describing situations of teaching and learning from experience. Reflection reflects four types of learning situations: of experience; of observation and naming; of reflexive assessment of performance; of changes in practical activities.*

### **2. 2. 4. Methodology of Interviews of the Heads of Preschool Institutions (Experts)**

In the context of the dissertation a particularly important task was based on approaches of heads of preschool education institutions, to collect relevant and reliable information about the priority activity areas of institutions, name importance of teaching and learning of the teaching staff for the institution, highlight teachers' teaching and learning conditions and possibilities in the workplace and identify ways for promoting teaching and learning in the workplace. To achieve this aim, experts' written structured interview was applied. The focus was on experts; i.e., heads and deputy heads of preschool educational institutions, who are directly related to the research problem, bearing in mind that for the purposes of this research it is particularly important to get exhaustive,



reliable and realistic information. It was expected that the attitude of the heads of preschool educational institutions to the analysed problem would help to disclose how the heads understand the surrounding world.

Each respondent's leadership experience had to be not less than one year. Other criteria such as age, gender, managerial category, etc., are considered as non-influencing implementation of the research aim. The structured written interview method was carried out with eleven women. The heads of institutions were contacted by telephone, they were familiarised with the research aim and invited to participate in one of the stages of the dissertation research. The possibility of submitting questions was also discussed with the heads. All heads wished to receive interview questions by e-mail. The interviews were attended by three directors and eight deputy directors for education. In cases when the informants had questions, the author of the dissertation communicated with them over the telephone.

The heads of the institutions were given eight open ended questions that were expected to disclose their attitude to the analysed problem: What are priority areas in the activities of the institution? In what ways is quality of activities pursued in the institution? What added value does competence of the teaching staff create for the institution? How does the teaching staff learn in the institution; i.e., in the workplace? How do you promote teachers to learn in the workplace? What should the teachers' learning process in the institution be like? Natural, self-directed, accidental or purposefully organized according to a certain strategy. The author of the dissertation formulated the content of questions according to scientists' insights that showed up in the context of the dissertation research and based on the results of previous stages of the research.

### **3. The section EMPIRICAL RESEARCH ON SIGNIFICANCE OF PRESCHOOL TEACHERS' TEACHING AND LEARNING EXPERIENCES IN THE ORGANISATION AS A WORKPLACE FOR QUALITY OF ACTIVITIES AND (SELF-)EDUCATION presents interpretation of research data and generalisation of key findings.**

Document analysis (state regulated documents and legislation) conducted in the dissertation highlighted non-coincidence of formal education system, philosophical approaches of pragmatism, humanism, constructivism and principles of experiential learning paradigm. It was noticed that strategic education policy documents, regulations and concepts reflected contradictory provisions with regard to measures of implementing these normative acts; i.e., free choice principle is projected and teachers' experiential teaching and learning through daily practical activities is promoted but final teachers' teaching and learning results are measured by standardized, institutionalized means.

Data of strategic plans of preschool educational institutions disclosed that improvement of the quality of education is recognised as a priority activity trend of the preschool educational institution. Commitment of the heads of the institution and all community to quality is the first and the most important precondition of the institutions' activity improvement, productive management of critical changes and the development position. *Thus, preschool educational institution as an educational organization, relates quality of education in its strategic plans to teachers' permanent teaching and learning and this way responds to the EU and national priorities of education.*

The attitude disclosed during the research of the preschool teachers' focus group makes a certain contribution to emphasis of a different *educological* approach, stating that: teaching and learning in the workplace can be not only *beneficial* (due to savings of time, finances, convenience), *meaningful*, because acquired knowledge determines implementation of the main purpose of the profession – *the child's holistic quality (self-)education* – and improves the teacher's competence, but also *interesting* because of *diversity* of teaching and learning ways and *effective* (the result is achieved *during a short term*). Besides, the analysis of reflections on teachers' teaching and learning disclosed that this way the teacher *is given freedom to choose*, what determines motivation, self-confidence and a sense of certainty with regard to implementation of the set goals. Preschool teachers are going to *apply the acquired knowledge* in everyday educational activities *in the future*, improving children's educational process. Foreseeing new possibilities to apply acquired knowledge, indicating new ways, generalizing ideas and assumptions for their dissemination in the future, teachers create new knowing, construct new knowledge and their meanings. Diversity of teaching and learning ways also came into prominence. The most common ways of learning are *organization* and *conducting of festivals* (for

children and the community) and *of daily activities* (conducting and observation), less expressed ways of learning are *preparation, reading and listening of papers and participation in workshops and training courses taking place in the institution, a share of teachers named reading literature and participation in projects*. Less common ways are *preparation of professional information for press, teaching and learning in targeted working groups, reflection after action, research organization and implementation, conference, information search online*.

In retrospect of management sciences it is important to distinguish that the heads of preschool educational institutions, emphasizing *significance* of teachers' teaching and learning for the institution, name it as '*priceless*' value because it ensures *quality of education and quality of activities* of the institution. Interviews of the heads of preschool educational institutions disclosed that the way of *teaching and learning in the organization* as a workplace first of all *must be formalized* (deliberate, planned and strategically organized, responsive to priorities of the institution's activities) because this *enables to strive for implementation of priorities of the institution's activities and education*. On the other hand, teaching and learning in the workplace could be one of the *factors motivating teachers' teaching and learning* (saves time, is purposeful). The above mentioned research results determine new challenges for practitioners of educational management, policy makers and academicians who are interested in search and development of teachers' professional development possibilities, the results of which would justify key priorities of the system of the national (and not only national) education system – the person's quality holistic (self-)education. The dissertation research revealed that the heads of institutions were interested to promote their employees to learn in the workplace but, anyway, there should be a greater contribution to the dialogue between teachers and the heads of preschool educational institutions, which would result in the construction of landmarks of teaching and learning possibilities in the workplace, on one hand responding to the expectations of the organization and the education policy, and on the other hand, giving a sense to cooperation with colleagues, reflection, observation, analysis, acquisition of experience during project activities, events and the process of creation and application of new knowledge.

During the dissertation research on teaching and learning in the organisation as a workplace, the problem of the system of the managerial and knowledge assessment model showed up. Therefore, the author of the dissertation, responding to the need that came into prominence during the course of the research, created and presented *the model of preschool teachers' teaching and learning in the workplace* and provided landmarks for implementation of this model in practice.

## CONCLUSIONS

### ***1. Significance of preschool teachers' teaching and learning experiences in the organisation for quality of education***

\* *Teaching and learning are perceived in a much broader context: as a dynamic process of searching, in which interactions with the environment and partners of teaching and learning give birth to new understanding of oneself and the surrounding world.* Having conducted the interdisciplinary analysis of the concept of learning, it was noticed that in management sciences learning is understood as part of education of human resources; for representatives of the sciences of psychology important is the learner, his/her inner world (motivation, approaches) and the external environment (support of surrounding people); while in educology there is more focus on peculiarities inherent to the learning process; i.e., learning methods, forms and assessment of this process.

\* Analysing the conception of teaching and learning, increasingly more often the subject of learning is the learner's experience (both educational and daily) because in the process of teaching and learning experience is transformed into knowledge, skills, values and beliefs. *Teaching and learning takes place cooperating, observing, acting, therefore, every individual must be actively involved in the teaching and learning process and not to perform the role of the passive observer or knowledge recipient because experience of the conscious individual takes place in time, space, society and relationships. Thus, teaching and learning are treated as a personal takeover of theoretical and practical knowledge, approaches, developed values, the person's ability to apply them in professional activities, and as the process of personality creation, which is based on individual human experience.*

\* The aim of the head of every educational institution is to develop an intelligent, creatively thinking personality who is capable to independently develop acquired knowledge. To achieve this aim, it is very important for the institution to have competent teaching staff. The head is authorised both to know learning types and create conditions and possibilities to apply as many ways of teaching and learning of the teaching staff in the organization as a workplace as possible, considering teachers' professional expectations and creation of appropriate environment and teaching and learning climate. *Professional development in the preschool educational institution is possible if meetings and various learning events are organized there, if teachers are provided with possibilities to attend workshops, etc.; i.e., if various teaching and learning forms and methods are applied and if the conception of the learning organisation is supported. The teacher's professional development is an essential condition for development of the preschool education institution, which guarantees quality (self-)education.* The preschool educational institution as a workplace of the unique community can create perfect conditions to diversify and improve teachers' teaching and learning process.

### ***2. The empirical study on significance of preschool teachers' teaching and learning experiences in the organization as a workplace for quality (self-)education***

\* **2.1.** Activities of preschool educational institutions is becoming more systematic, complex, purposeful and focused on meeting users' needs; aims and objectives, priorities are clearly formulated, realistic, responding to priorities of the education reform, relevant and focused on quality of education. *Improvement of quality of education is recognised as a priority trend of activities of preschool educational institutions. Commitment of the heads of institutions and the whole community to quality is the first and the most important precondition for improvement of the institution's activity, for productive management of critical changes, and is the position of development.* Improvement of quality of education in preschool education strategies is given essential attention; targeted orientation to quality of education is developed in visions, missions, strategic aims, priorities and objectives of preschool educational institutions.

\*The link between quality of education of preschool educational institutions and teachers' continual teaching and learning, which is directly and indirectly reflected in the content of strategic plans of institutions (usage of SWOT analysis results as preconditions for using possibilities, strengths of activities of organisations for problem solution; projected actions for development of the system for

improving quality education services and for improvement of teachers' teaching and learning process, etc.) showed up. *The strength of preschool educational institutions is qualified and competent teachers but as to future developments, teachers' permanent teaching and learning is accentuated.* Strategy and tactics of institutions show tendencies of continual development of preschool educational institutions and their communities because one of the key factors determining quality of educational institutions is professionalism of human resources and competencies acquired to carry out that activity.

\* Content analysis of strategic plans disclosed that *almost all preschool teachers working in Lithuania had already acquired education corresponding to the profession* (i.e., corresponding education and had teacher's professional qualification), therefore, usually teachers in professional activities are learning in a *non-formal* (seminars, courses, conferences, projects, etc.) and *informal* (reading literature, information search on the Internet, etc.) types of learning and ways supplementing them. The very heads of preschool educational institutions encourage teachers to look for various ways of teaching and learning to improve competences and raise qualification; e.g., disseminating good experience in the institution, communicating and cooperating with each other. In addition, in the future, institutions project to create better teaching and learning conditions and possibilities in the institution, because they are going to improve funding for teachers' learning, improve teachers' teaching and learning system, diversify ways of teaching and learning in the workplace, improve methodological, technical and material environment, promote communication and cooperation with colleagues at institutional, national and international levels.

\* **2.2.** *Continual preschool teachers' teaching and learning, in their opinion, is understood as a personal development process.* For some of them it is associated with *children's teaching* (unidirectional process of interaction with the child); i.e., the teacher teaches, the child learns, as '*another person's teaching (education)*'. Unity of teaching and learning processes necessitates understanding that in the interaction with the 'other' a continuous process of exchange of knowledge and knowing takes place. The conception of learning '*as a professional duty*' witnesses that it is a mandatory part of pedagogical work. This concept highlighted two points: first is *the aspect of the obligation*, and the other, *meaning of new knowledge, new knowing*.

\* Preschool teachers' *teaching and learning stimuli* were identified. These are: *children's changing needs* (which are related to takeover of foreign teaching experience and acquisition of new (not only professional) knowledge, this way not lagging behind knowledge and awareness of today's children), *the need for new knowledge* (informants relate new knowledge to better performed professional activity and the possibility to get familiarised with good educational experiences of other countries), *changing environment* (timely and appropriate response to the ongoing progress in the environment, acceptance and adaptation of innovations in professional activities), *the need of professional development in the area* (as an integral part of teachers' educational activity, which ensures better performance results because development takes place in a consistent manner and systematically acquiring new knowledge).

\* *Ways of teaching and learning prevailing in the institutions can be divided into two types:* one of them represents *non-formal education* (seminars, actions, conducting of activities, writing papers, participation in projects, video conferences, lectures, archiving of works, etc.) and the other, *self-directed learning* (i.e., reading of books and press, information search on the Internet, preparation of educational methodological aids, distance learning). Some ways according to content, knowledge presentation and assimilation process can conditionally *be attributed to both* said types of learning because they have features characteristic to both of them, depend on the very teacher, the course of teaching and learning process of that day and usually *supplement each other* (dissemination of professional information, teamwork, preparation of a paper, implementation of the project, writing the newsletter, experience dissemination sessions, organization of methodical exhibitions, conducting complex sessions, consultations with colleagues, discussions, organization of methodical days).

\* In the teachers' opinion particularly important is *coherence between formal and non-formal teaching and learning* because the *benefit* of formal teaching and learning for the teacher is related to the possibility to *engage in educational activity* due to required knowledge and possibility to *have advantages compared with colleagues*. However, in teachers' opinion, *in the preschool educational institution such knowledge which is acquired learning non-formally is more valued*, whilst least valued is knowledge acquired *in the informal way*.

\* *The very teachers identify non-formal and informal learning as more significant* (compared with formal) *in the teacher's professional activities*. As to importance of non-formal teaching and learning for preschool education teachers' professional development, two key aspects are to be pointed out, namely, *the possibility to learn in the workplace* (most often employing the method of observation) and to do this not episodically but systematically every day; and the other, *learning outside the institution, going to another institution*. The content analysis of focus group participants revealed that participants associated *informal learning with improvement of oneself as a personality and with self-improvement of one's professional activity*. *Teaching and learning goals* of preschool teachers are most *related to the very teacher's wish to learn*, this way implementing set professional goals. This is also directly influenced by the head's incentive and legally stipulated necessity to acquire corresponding education if you engage in educational activities. However, *personal goals* are mostly expressed. These are *internal factors*, which are primarily focused on *growth of the teacher as a person*. The person's growth is also linked with the possibility to *raise self-esteem, proving to oneself and others that you are ready to work and develop* as a personality and as a specialist of that area. In the context of external factors the crucial role in the teachers' teaching and learning process falls on *the head of the institution as a person who takes care of appropriate education of the teaching staff* and who is thinking about the quality of the institution's activities.

\* From the teachers' standpoint, the most effective way of teaching and learning in the organization as a workplace is *observation of colleagues and a group of learners of the institution* (observation of children's reaction during the activity). All of it is closely related to teaching and learning from one's experience, that is, learning while analyzing one's own activities and correcting it in order to eliminate made mistakes. On the other hand, it is acknowledged that *participation in colleagues' organized open activities* is also an effective way to gain new experience because you can compare your organised activities and project professional development priorities. Moreover, teachers prioritise such ways which enable them to *join groups, teams, where they can present their implemented activities, analyze colleagues' activities, share the latest information* related to the educational process. Preschool teachers treat the possibility to teach and learn in the workplace as an advantage because first of all, *teaching and learning are purposeful and free of charge with a 'consultant'*; second, teaching and learning takes place in the environment that is 'their own'.

\* Teachers' teaching and learning in the organization commonly takes place in spaces that are *not purposefully equipped and designed for teachers' teaching and learning*. The institution supporting the idea of teaching and learning creates conditions to teach and learn *in premises and spaces designed for the administrative staff, where children's educational activities take place*, (e.g., the hall) or in the spaces *designated for recreation*. The main obstacle of teaching and learning in the workplace is *the inability to concentrate*. *Possibilities of teaching and learning in the workplace* are related to *teaching and learning during learners' afternoon sleep, non-contact working hours and establishment of physical spaces for such processes*.

\* **2.3.** Preschool teachers do not use all possibilities of teaching and learning in the workplace, therefore, teachers should aspire to give a sense to diversity of teaching and learning ways. The most common ways of learning are *organization and conducting of festivals* (for children and the community) and *of daily activities* (conducting and observation), less expressed ways of learning are *preparation, reading and listening of papers and participation in workshops and training courses taking place in the institution*, a share of teachers *named reading literature and participation in projects*. Less common ways are *dissemination of professional information, teaching and learning in*

*targeted working groups, reflection after action, research organization and implementation, conference, information search online.*

\* During teaching and learning in the organization teachers hope to acquire *personal knowledge* because this knowledge raises self-esteem and broadens the horizons of knowledge and *professional knowledge*, which is oriented to improvement of professional activities (communication and cooperation peculiarities, possibilities of applying methodological and new technologies, managerial, academic knowledge, foreign experience). *The research disclosed that quite a considerable share of teachers endeavoured at the result (i.e., knowledge) from the teaching and learning process, which could justify the philosophy of child-centred educational paradigm and help to work professionally and qualitatively, responding to the institution's priorities and expectations; i.e., child-centred education. Meanings of statements on 'knowledge focused on improvement of children's curriculum' highlighted that knowledge that was of interest for preschool teachers was focused on maintaining learners' positive emotional state (teachers were interested how to give joy for the learners in the educational process, how to encourage curiosity, stimulate the imagination and highlight creative abilities).*

\* Knowledge that is useful for teachers is: *methodological knowledge, knowledge of improving communication and cooperation with learners' parents and colleagues, methodological knowledge of conducting events and open activities, audience management and knowledge focused on improvement of children's curriculum* (promotion of children's communication and cooperation, development of communication abilities, child behaviour disorders and prevention, development of wellness competence, etc.). *Teachers state that relevant knowledge is knowledge that helps them to constantly improve their daily educational process and pursue quality in daily activities. In teachers' opinion, least useful is personal knowledge. Such knowledge helped preschool teachers to change their personal approach to implementation of innovations in the institution, identification of priorities in professional activities, the ability to assess colleagues' criticism, to perceive the benefit of trying out new ideas on oneself before applying them.*

\* Teachers are planning to apply knowledge acquired in the workplace in everyday educational activities (*for promotion of children's creativity and self-expression, language development, improvement of directing of performances, children's birthday celebrations in a different way than so far, production of new teaching aids, managing of children's discussions, communication, improvement and diversification of cooperation with children and their parents*). Projecting new conducting ways on the basis of acquired knowledge and ideas for their dissemination, teachers construct new knowing and give new meanings.

\* **2.4.** *The heads of preschool educational institutions relate priority areas of the institution to: child-centred quality (self-)education; promotion of communication and cooperation; improvement of teachers' competencies, curriculum and educational activity; publicising of the institution's activities. Priority areas named by the heads are components of the conception of manifestation of quality education in preschool educational institutions, determining quality of education of preschool educational institutions. The heads also emphasise that quality education in the institution is pursued through teachers' continual teaching and learning; promotion of communication and cooperation with colleagues, teaching staff of other institutions, learners' parents and social partners; improvement of physical environment, curriculum and process, monitoring of teachers' performance.*

\* Significance of constantly learning teaching staff for the institution is priceless for two reasons: first, *quality (self-)education is ensured* (changes in the curriculum show up, new knowledge is created); second, *quality of activity of the institution is improving* (number of children is ensured, good image of the institution is formed, community of the institution is concentrated, teachers' self-esteem improves). The heads are interested in promotion of teachers' teaching and learning in the

organization and endeavour at purposeful and organised teaching and learning in the workplace, responding to priority areas of education and the institution. Research results highlighted the need for creation of the model of teaching and learning in the workplace.

\* In the opinion of the heads of institutions, potential ways of teaching and learning in the workplace include *learning not only from each other while conducting or observing colleagues' activities but also learning from oneself, inviting specialists of different areas to the institution*. The research disclosed that the heads were looking for different ways of promoting preschool teachers' teaching and learning: *material* (improvement of physical environment, updating ICT technologies, methodical literature, expanding online access, installing the methodical room); *spiritual* (motivational interviews and support of initiatives) and *social* (application of communication and cooperation strategy in the institution with the head, colleagues and students, expression of gratitude and gift-giving). Applying the said incentives, the heads of institutions motivate the collective not to stand in the same place but look for development possibilities.

\* *In the opinion of the heads of preschool educational institutions, the process of teaching and learning in the organization as a workplace must be thought out, planned and strategically organized, in other words, formalised because it enables to pursue implementation of priorities in the activities of the institution, namely, to work in a quality way, to properly distribute funds and, certainly, monitor professional development of the teaching staff. On the other hand, teaching and learning in the workplace is one of the motivating factors because first of all time is saved, then, it is a purposeful process since it is focused on the practical professional activity; i.e., teachers' professional needs.*

## Recommendations

The conducted research has demonstrated that the topic both can and should be developed because the very preschool teachers' teaching and learning in the workplace and its administration system, striving for quality education, can be not only improved but also adapted in general education schools, pursuing the same aims. Developing teachers' non-formal and informal teaching and learning in the organization as a workplace, it is proposed:

**For education policy makers.** For the Ministry of Education and Science to both support this and similar models, aimed at improvement of teachers' teaching and learning system and to prepare financial and legal instruments, which by means of stipulated provisions and not by decisions of the ministry would promote acknowledgement of teacher-practitioner's knowledge and abilities acquired in the workplace.

To improve the system of monitoring quality of preschool (self-)education, which includes assessment, delegation of responsibility and accountability and motivation.

**For the heads of institutions.** The heads of educational institutions and other organizations, the activities of which project permanent improvement of teaching and learning of the teaching staff, should more actively take interest in possibilities of teaching and learning in the workplace, create conditions in the institution to apply more diverse ways of teachers' teaching and learning in order to achieve development of a more effective teachers' teaching and learning process in the workplace, promote manifestation of non-formal and informal teaching and learning; i.e., non-formal teaching and learning should be related to informal (independent) teaching and learning.

There should be additional focus on development of teachers' teaching and learning skills and needs, which would help teachers to individually (i.e. independently) organize further teaching and learning in the organization.

It is recommended to improve the environment of teaching and learning and promote culture of continual teaching and learning, which would stimulate teaching and learning in the workplace. First of all, basic methods of teachers' teaching and learning in the workplace should be applied and acknowledged: observation, interview, discussion, reflection and learning diary, teaching and learning portfolios.

To use state funding allocated for preschool educational institutions more effectively, considering upgrading of educational facilities and resources and recording of costs for teachers' teaching and learning, which will improve quality of education.

**For the academic community.** Studying topics on tendencies of development of human resources in the second cycle programme *Management of Education*, to integrate themes about the meaning of teachers' teaching and learning in the workplace, its significance for quality of (self-) education and possibilities.

**For teachers.** To get familiarised with diverse ways of teaching and learning in the workplace and their potential application in order to provide quality services; develop the idea of teaching and learning in the workplace, which would be oriented to children's quality (self-)education and determine professional and personal improvement, responding to the aims of the organisation. To take active part in strategy formation processes of the institution and help the heads of institutions to implement a new system of evaluation of teaching and learning in the institution.



## **Approbation of Research Results**

### **Articles in publications reviewed in recognised international data bases:**

**Smilgienė J.**, Masiliauskienė E., Pivorytė R. (2014). *The analysis of the evaluation and recognition demand for the acquired knowledge and skills of the educators as one of the factors that secure the quality of the preschool education services (a case of Lithuania)*. Studies in the Modern Society. Research papers. ISSN 2029-431X. No. 5(1), p. 101-112. Šiauliai: Northern Lithuania College, DB:EBSCO; Index Copernicus.

**Smilgienė J.** (2012). *The Need of Preschool Teachers' Learning and Possibilities Participating in Professional Activities*. // *Teacher Education* ISSN 1822-119X. 2012, No.18(1), p. 12-29, Šiauliai: Šiauliai University Publishing House. DB:EBSCO; Index Copernicus

### **The article in the reviewed materials of the foreign international conference:**

**Смильгене Ю.** (2012). *Неформальное образование педагогов дошкольного воспитания в литве - одна из возможностей обучения при демографических изменениях в условиях глобализации*. Материалы международной конференции (Седьмые Валентеевские чтения) «Демографическое развитие: вызовы глобализации», Москва, Московский государственный университет имени М.В.Ломоносова. ISBN 978-5-iv17-04256-1 с. 123-129.

### **Articles in other reviewed scientific publications.**

**Смильгене Ю.** (2013). *Неформальное обучение - одна из возможностей обучения педагога дошкольного воспитания*. «Общество и экономика постсоветского пространства» Международный сборник научных статей. Выпуск III 19 апреля, Россия, г. Липецк, 2013 г., с. 118-130.

### **Papers read in international conferences abroad:**

**Смильгене Ю.** (2012). *Неформальное образование педагогов дошкольного воспитания в литве - одна из возможностей обучения при демографических изменениях в условиях глобализации*. Международная конференция (Седьмые Валентеевские чтения) «Демографическое развитие: вызовы глобализации», Москва, 15-17 ноября.

### **Papers read in international conferences in Lithuania:**

**Smilgienė J.** (2013). *Acknowledgement of Teachers' Teaching and Learning in Preschool Educational Institutions and the Need of Assessment (Teachers' View)*. International Continuous Scientific-Practical Conference, 15 11 2013. Social Education VII: Challenges of Postmodern Society for Children's and Youths' Socialisation', Šiauliai

**Smilgienė. J.** (2012). *The Need of Preschool Teachers' Learning and Possibilities Participating in Professional Activities*. 10<sup>th</sup> International Continuous Scientific Conference 'Teacher Education in the 21 Century: Changes and Prospects', 23 11 2012, Šiauliai.

**Smilgienė J.** (2011). *Financial Preconditions for Implementation of Policy of Education in the Area of Preschool and Preprimary Teachers' Professional Development in Municipalities (Case study)*. Social Education VI: 'Influence of Coherence of Social and Educational Policy and Intolerance Factors on Village Children's Social Mobility', 21 10 2011, Šiauliai

### **Short Information about the Author**

In 1999, **Jurgita Smilgienė** acquired a Bachelor's degree of Social Sciences (Education) and the qualification of primary school and preschool teacher. In 2001, she acquired a Master's degree of Social Sciences (Education) and the qualification of the primary school teacher. From 2011 till 2015 she studied educology in the doctoral study programme of Šiauliai University.

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*Research interests:* preschool teachers' teaching and learning, management of human resources, development of teachers' ethical and professional competencies.

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## ĮVADAS

**Tyrimo problemos aktualumas ir iširtumas.** Visuomenės gyvenimą dažnai veikia intensyvūs socialiniai, ekonominiai ir organizaciniai gyvenimo pokyčiai, kuriuos neišvengiamai lydi nuolatinio mokymo(si) procesai. Mokymasis, suvokiamas kaip asmens tobulėjimą lemiantis veiksnys, yra būdingas visoms veikloms, kuriomis užsiima žmogus. Mokomasi darbo vietoje, šeimoje, dalyvaujant laisvalaikio veiklose, užsiimant bendruomenine veikla, atliekant politinius veiksmus (Folley, 2007). Tai rodo, kad mokymas(is) yra neatsiejamas ir nuo kasdienės žmogaus profesinės veiklos.

Atsižvelgiant į švietimo reformų poveikį, plėtojant žinių visuomenę, atsiranda vis daugiau galimybių, iniciatyvos mokytis ir dalyvauti kaitos procesuose. Pokyčiai darbo rinkoje paskatino politines, mokslines ir praktines diskusijas apie mokymą(si) visą gyvenimą ir besimokančios visuomenės poreikius. Tokiame pasaulyje aukščiausios kokybės preke tampa žinios ir įgūdžiai. Vertingiausias yra žmogaus gebėjimas nuolat besikeičiančioje aplinkoje pasitelkti žinias veiksmingai, nes, esant tokiai žinių ir pokyčių dinamikai, tik mokymas(is) garantuoja žmogaus, organizacijos, valstybės vystymąsi ir pažangą, ekonominį savarankiškumą ir konkurencingumą, demokratiškumą, kiekvieno individo asmeninę gerovę. Visa tai yra grindžiama besimokančiųjų organizacijų kompetencija valdyti ir kurti naujas žinias. Žinios ir įgūdžiai tampa prasmingiausia sėkmingos organizacijos, teikiančios kokybiškas paslaugas, sąlyga. Mokymas(is), kuris reikalingas norint žinias išsaugoti ir gausinti, iš prigimties yra kolektyvinis, organizacinis procesas, pranokstantis individų patirtį, įvertinimus, kompetenciją. Vertė gali būti gaunama iš unikalių derinių, ir neapčiuopiamo turto vienijimų, kuriuos sukonstruoja organizacijos nariai (Raudeliūnienė, 2012). Vadinasi, šiais laikais mokymas(is) yra esminis sėkmingos individo karjeros ir organizacijos išlikimo veiksnys, būtinas norint toliau vystytis ir prisitaikyti prie laikmečio iššūkių.

Jau 2005 m. *Nacionalinėje Lisabonos strategijos įgyvendinimo programoje* akcentuojama švietimo įstaigų pedagoginio personalo kvalifikacijos tobulinimo problema. Pedagogų kvalifikacijos tobulinimo, vadinasi, ir mokymosi poreikiai kinta, jie priklauso nuo vidinių ir išorinių švietimo sistemos kaitos veiksnių (Gedvilienė et al., 2010). Todėl Lietuvos integracija į Europos Sąjungą lemia naują požiūrį į švietimą ir pedagogams keliamų reikalavimų visumą. Šiuolaikinio pedagogo vaidmuo, anot S. Saulėnienės, V. Žydžiūnaitės ir E. Katiliūtės (2006), apibūdinamas kaip itin svarbus ugdymosi paradigmos kaitos reiškinys, nes pedagogas praktiškai įgyvendina pokyčius, kurie siejami su didele atsakomybe, naujais reikalavimais, keliamais kompetencijai ir profesionalumui. Pedagogas – mokymo(si) galimybių kūrėjas, planuotojas ir organizatorius, kuris atlieka eksperto, konsultanto, padėjėjo, koordinuotojo, motyvuotojo vaidmenis. Vaidmenys susiję su nuolatiniu siekiu tobulėti, reflektuoti, nagrinėti, plėtoti turimas kompetencijas ir įgyti naujų, t. y. mokytis visą gyvenimą.

Pedagogų mokymo(si) reikšmingumą pagrindžia daugelis šalyje atliktų tyrimų. Tyrimas „Mokytojų požiūris į kvalifikacijos tobulinimą (tęstinį savo mokymąsi) mokyklos kaitos kontekste (1988–1995 m. m.)“ atskleidė negatyvų bendrojo lavinimo mokyklų mokytojų požiūrį į kvalifikacijos tobulinimą ir atestavimą institucijoje (Grincevičienė, 2001). M. Barkauskaitės (2001) atliktame tyrime „Mokytojų kvalifikacijos kėlimas – nuolatinis mokymosi pagrindas“ teigiama, kad pedagogų kvalifikacijos tobulinimas yra neatsiejamas nuo rengimo kokybės. Be to, atskleista, kad kvalifikacijos tobulinimas pedagogui svarbus ir reikšmingas tada, kai jis pats ir mokykla pastebi realius rezultatus, įvertina juos ir susieja su ugdytinio mokymosi kokybės gerėjimu. Tyrimas išryškino svarbiausius pedagogų mokymosi veiksnius (tai metodinės žinios, bendravimas ir bendradarbiavimas, nauja patirtis ir jos taikymas veikloje). Buvo padaryta išvada, kad besimokantys pedagogai turi įtakos vidinei ir išorinei ugdymo institucijos kultūrai (Barkauskaitė, 2001). Ikimokyklinio ugdymo įstaigų problemoms Lietuvoje skiriama kur kas mažiau dėmesio. O. Monkevičienė (2004), E. Jurašaitė-Harison (2005, 2006, 2007), D. Malinauskienė (2010), analizavo ikimokyklinio ugdymo įstaigų pedagogų kvalifikacijos kėlimo, profesinio tobulinimosi problemas ir kompetentingumo klausimus, o E. Masiliauskienė ir J. Smilgienė (2012, 2014), A. Gumuliauskienė (2011, 2014) tyrė ikimokyklinio ugdymo pedagogų profesinio tobulinimo galimybes ir sąlygas, žinių, įgytų ikimokyklinio ugdymo institucijoje, pripažinimo ir vertinimo procesus. Autorių tyrimai atskleidė, kad labai svarbu, jog ikimokyklinėse ugdymo įstaigose dirbtų kompetentingi pedagogai, jie gali kompetenciją tobulinti ir kvalifikaciją kelti valstybėje reglamentuotais mokymo(si) tipais.

*Mokymosi visą gyvenimą užtikrinimo strategijoje* (2004) teigiama, kad svarbu sudaryti pedagogams galimybes nuolat įvairiapusiškai tobulintis, tačiau 2011 m. vykdyto projekto „*Pedagogų kvalifikacijos tobulinimo ir perkvalifikavimo sistemos plėtra*“ tyrimo rezultatai rodo, kad pedagogai prastai vertina paskutinio kvalifikacijos tobulinimo renginio atitiktį asmeniniams kvalifikacijos tobulinimo ir švietimo įstaigos, kurioje dirba, poreikiams, naudą kasdieniam pedagogo darbui.<sup>4</sup> Dėl šios priežasties nuolatinio mokymosi kontekste itin aktualizuojamas neformalusis ir informalusis (savaiminis) suaugusiųjų mokymasis. Tai įrodo ne tik gausus Lietuvos ir užsienio tyrėjų mokslinių darbų, susijusių su neformaliuoju mokymusi, publikavimas. J. Dautarto ir N. Rukštelienės atlikto tyrimo „Mokymosi visą gyvenimą motyvacija: pedagogų požiūris“ medžiaga atskleidžia, kad pagrindiniai pedagogų mokymosi būdai yra neformalusis mokymasis (seminarai, kursai) ir mokymasis formaliuoju būdu. Tyrimas parodė, kad pedagogai mokosi ir savarankiškai, tačiau jie nepripažįsta savaiminio mokymosi kaip mokymosi būdo, todėl jis nėra populiarus tarp mokytojų (Dautaras, Rukštelienė, 2006). Mokytojų neformaliojo mokymo(si) vertinimo, pripažinimo galimybes ir problemas aprašė V. Zuzevičiūtė (2006, 2008), B. Simonaitienė (2003, 2007), o neformaliojo ir savaiminio mokymosi pasiekimų įvertinimo metodologijų probleminius aspektus aktualizavo E. Stasiūnaitė, A. Fokienė (2007, 2010). Suaugusiųjų tęstinio mokymosi aspektus organizacijoje ir už jos ribų išsamiai tyrinėjo A. Juozaitis (2008), M. Teresevičienė (2004, 2005, 2006, 2008). Holistinio organizacijos mokymosi modelio reikšmę esminių kompetencijų vystymui aprašė R. Balvočiūtė (2007). N. Kvederaitė ir A. Juodaitytė siekė iširti mokytojų savivaldaus mokymosi kompetencijų raišką mokykloje. Tyrimas atskleidė, kad mokytojai geba nusistatyti mokymosi poreikius, mokytis socialinės sąveikos procesuose, prisiimti atsakomybę už mokymą(si) ir jo rezultatus, planuoti savo mokymąsi, tačiau stokoja savivaldaus mokymosi gebėjimų ir kompetencijų, pavyzdžiui, grįžtamojo ryšio realizavimo mokymosi procesuose, gebėjimo įgyvendinti mokymosi planą ir mokymosi veikiant gebėjimo (Kvederaitė, Juodaitytė, 2010). D. W. Livingstone, (2001), D. Colardyn, J. Bjornavold (2004), P. Werquin (2010) darbuose daug dėmesio skiriama suaugusiųjų neformaliojo mokymosi problemoms, neformaliojo ir savaiminio mokymosi pripažinimo politikai, praktikai ir jos rezultatams, suaugusiųjų mokymosi sistemos raidos perspektyvoms numatyti. El. portfolio, kuris dar vadinamas mokymosi aplanku, svarbą asmens raidai ir refleksyviai mokymuisi pagrindė L. Stefani, R. Mason, Ch. Pegler (2008). Tiriant mokymosi darbo vietoje ypatybes (Evans, Hodkinson, Unwin, 2002; Quinn, 2004) pastebėta, kad kiekvienoje darbo situacijoje yra galimybė mokytis. Pasak G. Dohmen (1998), kasdienės patirties pagrindu vykstantis mokymasis sudaro apie 70 proc. žmogaus gyvenime vykstančio mokymosi. Savaiminio mokymosi raišką darbo vietoje, jo įtaką bendrosios kompetencijos vystymuisi siekė identifikuoti autorių kolektyvas (Žydžiūnaitė et al., 2012). Mokslininkai parengė atvejo studiją socialinio ir sveikatos priežiūros sektoriuose, formaliose savivaldose ir nevyriausybinėse organizacijoje. Mokymosi švietimo sektoriuje, t. y. bendrojo lavinimo mokyklų pedagogų savaiminio (savivaldaus) darbo vietoje, galimybes analizavo M. Torokoff, T. Mets (2004) (Estijos atvejis), N. Kvederaitė (2009) (Lietuvos atvejis), tarptautiniu aspektu šį klausimą aptarė E. Jurašaitė-Harbison (2008), Lesley A. Rex (2010) (Amerikos atvejis). N. Kvederaitė (2009), tyrinėdama besimokančią organizaciją, pabrėžia, kad tokia organizacija vadybos ir edukologijos mokslų yra interpretuojama skirtingai. Kalbėdami apie mokymą(si) profesinės veiklos metu įstaigoje, autoriai vartoja *mokymo(si) darbo vietoje* arba *besimokančios organizacijos* terminus. Antrasis terminas yra daugiareikšmis ir suprantamas plačiai, tačiau minėtos sampratos esmė yra mokymas(is) organizacijoje. *Mokymo(si) darbo vietoje* terminas įprastai vartojamas vadybos mokslo tyrėjų darbuose (Bakanauskienė, 2008; Hodkinson, Hodkinson, 2004; Kvedaravičius, Dagytė, 2006; Leonienė, 2001; Robbins, 2003; Sakalas, 2012; Teresevičienė, 2006 ir kt.), o edukologijos mokslo atstovai paprastai renkasi *besimokančios organizacijos* terminą (Arends, 1998; Fullan, 1998; Jucevičienė 2007, 2009; Simonaitienė 2001, 2003, 2007 ir kt.). Tik nedidelė dalis autorių, aprašydami suaugusiųjų mokymo(si) procesus švietimo įstaigose, vartoja *mokymo(si) darbo vietoje* terminą (Jurašaitė-Harbison 2008; Teresevičienė, 2006). Tačiau terminų įvairovė nekeičia sąvokos sampratos esmės, *nes mokymas(is) organizacijoje – tai toks mokymo(si) procesas, kuris vyksta profesinės veiklos metu, tiksliai nusakantis mokymo(si) aplinką, t. y. vietą, kurioje taikomi įvairūs mokymo(si) metodai ir formos, šiuo*

<sup>4</sup> Projekto „*Pedagogų kvalifikacijos tobulinimo ir perkvalifikavimo sistemos plėtra*“ mokslinio tyrimo rezultatu ataskaita: III dalis. Jungtinė tyrimų ataskaita (2011). UAB „RAIF“ [žiūrėta 2014 m. spalio 9 d.]. Prieiga per internetą: <http://www.upc.smm.lt/projektai/perkva/veiklos.php>.

atveju svarbi darbo vieta. Kalbant apie mokymo(si) proceso darbo vietoje sampratą disertacijoje laikomasi požiūrio, kad mokymas(is) ikimokyklinio ugdymo institucijoje yra mokymo ir mokymosi procesų samplaika, t.y. procesas, kurio metu mokymas ir mokymasis vyksta tuo pačiu metu (vienas kitą papildo ar veikia).

Disertacijoje vadovaujamosi logika, kad ikimokyklinio ugdymo institucijoje (t. y. darbo vietoje) pedagogai įprastai moko(si) neformalioju ir informaliuoju būdais, nes nuo 2014 m. rugsėjo mėn. ikimokyklinio ugdymo institucijose ikimokyklinio ugdymo pedagogų negali dirbti žmogus, kuris neturi šios profesinės kvalifikacijos (t. y. išsilavinimo, įgyto formalioju būdu).

Tarpdisciplininiu požiūriu edukologijos, andragogikos ir vadybos mokslų srityse, taikant besimokančios organizacijos ir patirtinio mokymosi teorijų nuostatas, ikimokyklinio ugdymo institucija suvokiama ir tiriama kaip organizacija, kurianti naują pedagogų mokymo(si) organizacijoje ir mokymosi iš patirties kultūrą, kurioje pedagogų siekiamybe tampa kokybiškas vaiko ugdymas(is).

Disertacijos tyrimo laukas yra ikimokyklinio ugdymo įstaiga, t. y. švietimo organizacija, kurioje pedagogų veikla yra sąmoningai koordinuota ir orientuota specifiniams tikslams siekti veikiant drauge, o ikimokyklinio ugdymo įstaigos tikslas – „ugdyti laisvą ir kūrybingą asmenybę, kuriai būtų sudarytos kokybiškos ugdymo sąlygos“ (Pranaitytė, Malinauskienė, 2011). Remiantis mokslininkų įdirbiu, galima teigti, kad iki šiol atlikti tyrimai daugiau buvo orientuoti į pedagogų mokymo(si) motyvus, procesus, kompetencijų vertinimo pripažinimo problemas ir t. t. *Konkrečių tyrimų, susijusių su ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) ir tobulinimosi procesais organizacijoje, t. y. darbo vietoje, turinčiais lemiamą reikšmę ikimokyklinio ugdymo kokybei, stokojama tiek Lietuvoje tiek užsienio šalyse, todėl, plečiant šį kontekstą, reikėtų pažymėti, kad tai sustiprino pasirinktos temos aktualumą.*

Ikimokyklinis vaikų ugdymas sudaro sėkmingo mokymosi visą gyvenimą pagrindą, kuris svarbus siekiant strategijos „Europa 2020“ tikslų. *Taip pat pripažįstama, kad ikimokyklinis ugdymas paprastai sulaukia mažiau dėmesio ir mažesnių investicijų negu kitų pakopų ugdymas, nors yra aiškių įrodymų, kad investicijos į ikimokyklinį ugdymą tikrai atsiperka. Ikimokyklinis amžius yra svarbiausias vaiko emocinio ir socialinio vystymosi etapas, todėl asmenys, dirbantys su ikimokyklinio amžiaus vaikais, turi būti kompetentingi ir nuolat siekiantys tobulėti, nes su vaikais dirbantys kvalifikuoti pedagogai iš esmės nulemia ugdymo paslaugų kokybę. Todėl neatsitiktinai Europos Sąjungos valstybės narės ragina gerinti profesinius standartus, siūlo nustatyti reikalavimą turėti atitinkamų kompetencijų asmenims, dirbantiems ikimokyklinio ugdymo srityje.*

Natūralu, kad, laikantis Europos Sąjungos reikalavimų, Lietuvos švietimo politikai, akcentuojama būtinybė teikti kokybiškas ikimokyklinio ugdymo paslaugas (*Ikimokyklinio ugdymo kokybė. Švietimo problemos analizė 2012; Valstybinė švietimo strategija 2013–2022 m. ir t. t.*). Kadangi švietimo organizacija yra apibūdinama, kaip paslaugų organizacija (Martišauskienė, 2010; Sallis, 2002), jos darbo kokybė priklauso nuo vartotojo (tėvų, vaiko, visuomenės) poreikių, lūkesčių įvairovės ir jų tenkinimo (Martišauskienė, 2010).

D. Malinauskienės (2010), O. Monkevičienės ir kt. (2009) atliktų tyrimų duomenys rodo, kad ikimokyklinio ugdymo įstaigų ugdymo kokybės požymiai ir vartotojų lūkesčiai yra siejami su žmogiškaisiais ištekliais, t. y. organizacijos pedagoginio personalo kompetentingumu, todėl pedagogų kvalifikacijos tobulinimas yra integrali švietimo įstaigų veiklos kokybės tobulinimo proceso dalis. Grupės autorių atlikto tyrimo „Ikimokyklinio, priešmokyklinio ugdymo turinio ir jo įgyvendinimo kokybės analizė“ (Monkevičienė et al., 2009) rezultatai parodė tuos veiksnius, kurie lemia ikimokyklinio ir priešmokyklinio ugdymo turinį ir jo įgyvendinimo kokybę. Pagrindinis pozityvus veiksnys, kurį išskyrė analitikai ir tėvai, yra aukšta pedagogų kvalifikacija ir kompetencija, patirtinis pedagogų mokymasis. Tyrimas įrodė, kad viena iš ugdymo kokybės tobulinimo galimybių yra pedagogų kvalifikacijos tobulinimas, žmogiškųjų išteklių patikimumas ir kompetentingumas, be to, tėvai tikisi iš ikimokyklinio ugdymo įstaigos personalo veiklos kokybės keliant pedagogų kvalifikaciją (Martišauskienė, 2010).

Remiantis atliktų tyrimų rezultatais akivaizdu, kad pedagogai yra vienas iš pagrindinių kokybiškos ikimokyklinės organizacijos veiklos resursų, todėl nuolatinis ikimokyklinio ugdymo pedagogų profesinis tobulinimas(is) atnaujinant profesines žinias yra neatsiejamas nuo ikimokyklinio ugdymo kokybės sampratos ir siekiamybės. Pagrindinė ikimokyklinės ugdymo įstaigos bendruomenės narių veikla – ugdymas ir ugdymas(is). Dėl šios priežasties ikimokyklinio ugdymo įstaigos išsiskiria glaudžiais tarpusavio ryšiais ir bendruomeniškumu, todėl čia galimas bendruomenės narių bendravimas

ir bendradarbiavimas, refleksija, problemų suvokimas ir sprendimas, poreikių ir plėtotės prioritetų atpažinimas. Tokio tipo organizacijose, vadovaujantis besimokančios organizacijos samprata, svarbu „mokyti, mokytis mokant kitus ir mokytis iš kitų“ (Kvedaraitė, 2009, p. 7), yra sudarytos sąlygos ir galimybės darbuotojų mokymui(si) darbo vietoje (Simonaitienė, 2003, 2007). Siekiant užtikrinti nuolatinį ikimokyklinio ugdymo pedagogų tobulinimąsi, įstaigų vadovams tenka atsakomybė ieškoti sprendimų ir modeliuoti naujas pedagogų mokymo(si) organizacijoje galimybes. Tikėtina, kad, sudarius sąlygas pedagogams mokyti(s) darbo vietoje įvairesniais, patogesniais ir tenkinančiais jų profesinių žinių lūkesčius mokymo(si) būdais, keisis ne tik ugdymo, bet ir įstaigos veiklos kokybė. Todėl disertacijoje vadovaujama logika, kad ugdymo kokybė yra integrali institucijos veiklos kokybės dimensija.

Nors tyrimų, kuriuose vienu ar kitu aspektu analizuojamas pedagogų tobulinimo(si) aspektas, per paskutinįjį dešimtmetį nestokojama, tačiau išsames ir vientiso tyrimo, kuriame būtų aptartas Lietuvos ikimokyklinio ugdymo įstaigų, t. y. unikalios bendruomenės ir savitos organizacinės kultūros, pedagogų mokymas(is) nėra. Be to, tiek Lietuvoje, tiek užsienio valstybėse atlikti moksliniai tyrimai ir Lietuvos švietimo politikų keliami prioritetai leidžia teigti, kad ryškėja pedagogų mokymo(si) organizacijoje kaip darbo vietoje poreikio ir pedagogų mokymo(si) svarbos ikimokyklinio ugdymo įstaigų kokybiškai veiklai problema. Iki šiol ikimokyklinio ugdymo įstaigų pedagogų mokymas(is) darbo vietoje nėra ištirtas nei teoriniu, nei empiriniu aspektais. Stokojama tyrimų, kuriuose būtų analizuojamas ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) organizacijoje patirčių reikšmingumas ugdymo kokybei.

Tyrimas grindžiamas **tarpdisciplininiu požiūriu** į tyrimo problemą. Taikant edukologijos, psichologijos, vadybos, andragogikos, filosofijos, švietimo politikos ir kitų mokslų žinias, pagrindžiama tyrimo koncepcija ir instrumentai.

Planuojant ir atliekant tyrimą remiamasi edukologijos, andragogikos ir vadybos mokslų konceptais, todėl siekiama atsakyti į šiuos probleminius klausimus:

- Kokios yra ikimokyklinio ugdymo pedagogų mokymo(si) organizacijoje patirtys
- Kaip pedagogai vertina mokymą(si) darbo vietoje ?
- Kaip organizacijoje kuriama pedagogų mokymo(si) patirčių įvairovės plėtotei palanki aplinka?
- Kaip pedagogų mokymas(is) organizacijoje aktualizuojamas įstaigos veiklos strategijose?
- Kuo pedagogų mokymo(si) organizacijoje patirtys yra reikšmingos ugdymo(si) kokybei?
- Kaip aktualizuoti mokymo(si) organizacijoje reikšmingumą siejant jį su ugdymo(si) kokybe?

**Tyrimo objektas** – pedagogų mokymo(si) organizacijoje patirtys.

**Tyrimo tikslas** – ištirti ikimokyklinio ugdymo įstaigos pedagogų mokymo(si) organizacijoje kaip darbo vietoje patirtis ir nustatyti jų reikšmingumą ugdymo(si) kokybei.

### **Uždaviniai**

1. Teoriškai pagrįsti pedagogų mokymą(si) darbo vietoje ir šio proceso reikšmingumą ugdymo(si) kokybei.
2. Ištirti pedagogų mokymo(si) organizacijoje kaip darbo vietoje patirtis nustatant mokymo(si) tipus ir būdus.
3. Įvertinti ikimokyklinio ugdymo pedagogų mokymo(si) organizacijoje sąlygas ir galimybes.
4. Atskleisti, kuo ikimokyklinio ugdymo pedagogų mokymo(si) darbo vietoje patirtys yra reikšmingos ugdymo kokybei.
5. Remiantis teorinėmis išvalgomis ir atliktų tyrimų rezultatais sukurti hipotetinį ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) organizacijoje patirčių plėtotės modelį.

Darbui buvo reikšminga tai, kad **humanistinėje ugdymo filosofijoje** (Maslow 2006; Morkūnienė, 1995; Rogers, 1983) žmogus suvokiamas kaip paties savęs ir savo pasaulio kūrėjas, turintis nuostatą pagerinti situaciją, sugebantis nuolat atsinaujinti ir nuolat keistis, atnaujinti, patobulinti pasaulį. Vienas iš galimų tobulėjimo būdų yra įvairių mokymo(si) tipų, metodų, formų taikymas ir toleravimas. Tai nauja žmogaus, jo gyvenimo tikslo samprata – mokymas(is) turi padėti išreikšti save. Tyrimo kontekste humanistinė pedagogika pasireiškia per individų mokymo(si) procesą, kuriame pedagogai moko(si) to,

ko jiems reikia, ir to, ką jie nori sužinoti. Labai svarbios žmogaus saviraiškos galimybės profesinėje veikloje ir mokymo(si) procese. Pedagogas suprantamas kaip aktyvus, savarankiškas, kūrybingas, mąstantis ir veiklus subjektas, turįs teisę gyventi ir elgtis pagal savo prigimtį, patirtį. Jam yra svarbios sąlygos, kurios padėtų harmoningai skleisti kaip asmenybei, plėtoti galias ir taip jaugti į visuomenę.

**Pragmatizmo filosofijos** (Dewey 1996, 2000; Locke 1954; Ozmon, Crave, 1996) šalininkai į pirmąją vietą iškelia *besimokančiojo kasdienį patyrimą, mokymąsi iš patyrimo ir atvirą, skatinančią ugdymą aplinką*. Ugdymasis turi būti tiesiogiai susijęs su gyvenimo patirtimi, o ji šiais laikais gali būti suvokiama kaip mokymasis kasdieniniame gyvenime ir sąmoninga patirtis, į ugdymąsi reikėtų žiūrėti ne kaip į pasirengimą gyvenimui, o kaip į patį gyvenimą. Vadovaujantis šia nuostata, disertaciniame darbe į ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) raišką organizacijoje, t. y. darbo vietoje, žvelgiama per pedagogų turimas kasdienės mokymosi patirtis. Mokymas(is) ir darbas susilieja į vieną visumą, tampa pedagogo kasdienybe. Mokydamas(is) darbo vietoje pedagogas gauna daug naudingos tiek profesinės, tiek gyvenimiškos patirties (Sajienė, Dailidienė, 2003).

**Konstruktivaus mokymo(si) teorijai** (Dewey, 1938; Kohlberg, 1986; Piaget, 1929; Vygotsky, 1986) svarbi idėja, kad kiekvienas mokosi skirtingai, taikydamas skirtingus mokymosi būdus ir priemones, todėl dėmesio centre yra aktyvus pedagogas, kuris nuolat konstruoja ir rekonstruoja žinias apie pasaulį, siekia suteikti prasmę patirčiai ir sisteminti žinias į nuoseklesnę struktūrą. Pedagogų mokymasis suprantamas kaip prasmų konstravimo, protinės veiklos ir interaktyvių socialinių mainų procesas. Šiam procesui yra svarbus savarankiškas mokymasis, transformacinis mokymasis, patirtinis mokymasis, situacinio pažinimo ir reflektivi praktika.<sup>5</sup> Patirtis yra mokymosi pagrindas ir jo veiksnys, tie, kurie mokosi, aktyviai kaupia patirtį, mokymasis yra holistinis ir konstruojamas sociokultūrinėje terpėje, t. y. veikiamas socialinės, kultūrinės ir ekonominės aplinkos, kurioje vyksta (Miller, Bound, 1996).

**Sociokultūrinio konstruktivizmo filosofijos požiūris** (Vygotsky, 1986) pagrindu palaikoma idėja, kad socialinė realybė yra kuriama atsižvelgiant į jos sąveiką su aplinka. Pasak P. Bourdieu ir L. J. D. Wacquant (2003, 79), socialiniai dėsniai nėra objektyviai duoti, „jie yra laiko ir erdvės apriboti, galiojantys, kol egzistuoja juos palaikančios institucinės sąlygos“. P. L. Berger ir T. Luckmann (1999) teigimu, institucinis pasaulis suvokiamas kaip objektyvi tikrovė. Svarbu nuolat prisiminti, kad institucinio pasaulio objektyvumas, kad ir koks įtikinamas jis atrodytų individui, yra žmogaus sukurtas, sukonstruotas objektyvumas. Žinojimo visuma yra perduodama kitam asmeniui, kuris socializuodamasis perima ją kaip objektyvią tiesą ir šitaip internalizuoja subjektyvią tikrovę.

**Patirtinio mokymosi teorija** akcentuoja, kad šiuolaikinės besimokančios visuomenės siekis yra bendradarbiaujant siekti bendrų veiklos tikslų ir nuolat mokytis vieniems iš kitų. Patirtinio mokymosi teorijos šalininkai mokymąsi suvokia kaip aktyvų žinių ir prasmės konstravimo procesą, paremtą bendradarbiavimu ir turimos patirties sklaida, tyrinėjimu, stebėjimu refleksyviai tyrinėjant savo aplinką, patirtį, žinojimą, veiklą (Boud, Miller, 1996; Bubnys, 2009; Jarvis, 2001; Jarvis et al., 2004; Kolb, 1984; Schon 1983, 1987). Patirtinis mokymasis skirtas naujesiems mokymo(si) metodams ir būdams apibūdinti: aktyvus mokymasis, mokymasis per veiklą, veiksmu paremtas mokymasis, humanistinis mokymas, holistinis mokymas ir t. t. (Glover, Law, 2000).<sup>6</sup> Tyrime siekiama kuo daugiau remtis ikimokyklinio ugdymo įstaigų pedagogų požiūriais į mokymosi situaciją, kuri tiriama norint suteikti prasmę ir tuo pagrindu interpretuoti ikimokyklinio ugdymo įstaigų pedagogų patirtis mokantis darbo vietoje. Šiuo atveju pedagogai konstruoja žinias per patirtį, nes jie yra įtraukti į kasdienės profesinės veiklos pasaulį, kurį patys ir interpretuoja.

**Besimokančios organizacijos teorija** grindžiama pedagogų įsitraukimu į mokymosi visą gyvenimą procesus siekiant įgyti organizacijoms ir individams reikalingų mokymo(si) kompetencijų: dalintis žiniomis, gebėti mokytis mokant ir mokymąsi suprasti kaip esminį individo ir organizacijos iškilimo

<sup>5</sup> Patirtinio mokymosi filosofija ir teorija. *Tarptautinė patirtinio mokymosi akademija. No. 142204-llp-1-2008-1-lt-grundtvig-gmp* [žiūrėta 2014 m. liepos 6 d.]. Prieiga per internetą: <http://www.viaexperientia.net/uploads/Patirtinio-mokymosi-filosofija-ir-teorija.pdf>

<sup>6</sup> Glover, D., Law, S. (2000). *Educational Leadership and Learning*. Open University Press. Prieiga per internetą: [https://books.google.lt/books?hl=lt&lr=&id=PULIAAAQBAJ&oi=fnd&pg=PP1&dq=Glover,+D.,+Law,+S.+\(2000\).+Educational+Leadership+and+Learning.&ots=ElWWT7ider&sig=xg639V27-dBGoAEUHLtHi0vTFhE&redir\\_esc=y#v=onepage&q=Glover%20D.%20Law%20S.%20\(2000\).%20Educational%20Leadership%20and%20Learning.&f=false](https://books.google.lt/books?hl=lt&lr=&id=PULIAAAQBAJ&oi=fnd&pg=PP1&dq=Glover,+D.,+Law,+S.+(2000).+Educational+Leadership+and+Learning.&ots=ElWWT7ider&sig=xg639V27-dBGoAEUHLtHi0vTFhE&redir_esc=y#v=onepage&q=Glover%20D.%20Law%20S.%20(2000).%20Educational%20Leadership%20and%20Learning.&f=false)

veiksnį (Balvočiūtė 2007; Burns, 1995; Jarvis, 2001; Jucevičienė 2007; Kvederaitė 2009; Morgan, 1998; Senge, 1990).

**Visuotinės kokybės vadybos teorija** leidžia pagrįsti ikimokyklinio ugdymo veiklos kokybės vadybos modeliavimo proceso sistemingumą organizacijų veikloje (Kaziliūnas, 2007; Mackay et al., 2008; Vanagas, 2004; Zairi, 2002). Vadovautasi teorine samprata, kad vienas iš svarbiausių šiuolaikinės organizacijos tikslų yra veiklos harmonizavimas (Idris, Zairi, 2006), leidžiantis ieškoti tarpusavio dermės tarp kokybiško ugdymo ir nuolatinio ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) (Monkevičienė, Stankevičienė, 2010).

Atliekant ikimokyklinių pedagogų mokymo(si) darbo vietoje patirčių reikšmingumo ikimokyklinio ugdymo įstaigų kokybiškam ugdymui(si) tyrimą taikyta kokybinio tyrimo strategija, nes kokybinių tyrimų paskirtis – išsamiai pažinti ir aprašyti pasirinktą pažinimo objektą (Bitinas, 2006; Bitinas et al., 2008; Tidikis, 2003; Liubikienė, 2002), t. y. pedagogų mokymo(si) darbo vietoje reiškinį ir jo įtaką kokybiškam įstaigos darbui, pedagogų mokymo(si) galimybes

### **Tyrimo metodai**

**Teoriniai metodai.** Pedagoginės, vadybinės, psichologinės, filosofinės, tyrimų metodologijos ir kitos literatūros šaltinių analizė, leidusi identifikuoti ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) organizacijoje kaip darbo vietoje dimensijas ir kompetentingo personalo svarbą įstaigos veiklos kokybės tobulinimui.

**Duomenų rinkimo metodai.** Siekiant plačiau ir nuodugniau suvokti tiriamąjį reiškinį, taikyta kokybinių tyrimų metodologijos strategija. Literatūros analizė, klasikinė ikimokyklinio ugdymo įstaigų strateginių planų turinio analizė, ikimokyklinių ugdymo įstaigų pedagogų grupinis (*focus*) interviu apie nuolatinio mokymo(si) sampratą ir mokymo(si) darbo vietoje galimybes, ikimokyklinių ugdymo įstaigų pedagogų rašytinės refleksijos apie mokymo(si) darbo vietoje žinių konstravimą ir prasmes, ikimokyklinių ugdymo įstaigų vadovų interviu raštu apie pedagogų mokymo(si) reikšmingumą kokybiškai įstaigos veiklai.

**Duomenų analizės metodai.** Atlikta klasikinė strateginių planų turinio analizė, kuria identifikuojami terminai ir nustatoma, kaip dažnai jie pasitaiko tekste. Išskiriami prasminiai vienetai (žodžiai ir jų junginiai; jų buvimas ar intensyvumas tam tikruose teksto vienetuose); *focus* grupių, struktūruotų refleksijų ir vadovų interviu, kokybinė turinio (*content*) analizė, kuria išskirti prasminiai vienetai, leidžiantys suprasti, kaip analizuojamą reiškinį ir jo turinį supranta patys tiriamieji. Kokybinė turinio analizė apima 4 žingsnius: daugkartinį teksto skaitymą; esminių kategorijų išskyrimą remiantis „esminiais“ žodžiais; kategorijų turinio skaidymą į subkategorijas; kategorijų ir subkategorijų interpretavimą ir pagrindimą remiantis tekstiniais įrodymais (Žydžiūnaitė et al., 2005). Surinktų duomenų analizė paremta tekstų skaitymu ir skirtingų duomenų atrinkimu, jų lyginimu tarpusavyje. Vienodas prasmes turintys teiginiai buvo grupuojami kartu į kategorijas ir subkategorijas, interpretuojami. Tyrėjo vaidmuo šiuo atveju yra interpretuoti, apibendrinti tiriamųjų išsakytas mintis. Šalia (būdingesni pavyzdžiai) arba prieduose (visa medžiaga) pateikiama empirinė medžiaga, kad viską galėtų interpretuoti pats skaitytojas.

### **Ginamieji teiginiai**

1. Ikimokyklinio ugdymo įstaigos pedagogai organizacijoje turi galimybę mokytis įvairiomis formomis ir būdais, įgyti jiems reikšmingų patirčių neformaliojo ir informального mokymo(si) srityje, pasinaudoti situacijomis, atsirandančiomis kasdienėje profesinėje veikloje.
2. Ikimokyklinio ugdymo įstaiga yra besimokanti organizacija, kurios aplinkoje pedagogai, bendraudami neformaliojo būdu, keičiasi mokymo(si) patirtimis.
3. Mokymo(si) organizacijoje procesas yra sociokultūrinis reiškinys, nes pedagogai turi galimybę laisvai priimti sprendimus, pasirinkti mokymo(si) būdus, kurie yra reikšmingi siekiant ugdymo kokybės.
4. Pedagogų mokymo(si) patirtys yra svarbios tiek organizacijai, tiek besimokančiam pedagogui, nes jos lemia ugdymo kokybę, vadinasi, padeda vadovams siekti įstaigos veiklos kokybės.
5. Hipotetinis pedagogų mokymo(si) organizacijoje modelis gali būti reikšmingas ikimokyklinio ugdymo įstaigos veiklos ir ugdymo(si) kokybei.



## **Empirinio tyrimo bazė ir imtis**

Problemos analizei atrinkti 63 įvairių Lietuvos miestų ir miestelių (Akmenės, Trakų, Kauno, Varėnos, Alytaus, Garliavos, Klaipėdos, Kretingos, Palangos, Alytaus, Anykščių, Utenos, Šiaulių, Panevėžio, Kelmės, Jonavos, Kaišiadorių, Tauragės, Visagino, Lazdijų, Mažeikių, Molėtų, Marijampolės, Trakų, Šalčininkų, Radviliškio, Vilniaus) ikimokyklinio ugdymo įstaigų strateginiai planai (planai skirti 2010–2017 m. laikotarpiui).

*Focus* grupių diskusijose iš viso dalyvavo 18 pedagogų, dirbančių Jonavos, Švenčionėlių, Kėdainių rajono, Pakruojo, Panevėžio, Telšių, Šiaulių miesto ir Kelmės rajono ikimokyklinio ugdymo įstaigose.

Refleksijas pildė 21 ikimokyklinio ugdymo įstaigų pedagogė iš Vilniaus, Panevėžio, Joniškio, Radviliškio, Šiaulių miestų. Disertacijoje analizuojama 51 struktūruota refleksija raštu.

Ekspertų interviu raštu tyrimas buvo vykdomas vienuolikoje Panevėžio ir Šiaulių miesto bei rajono ikimokyklinių įstaigų.

## **Disertacijos rengimo etapai:**

**I etapas. Mokslinės literatūros analizė nuolat pildoma, atsižvelgiant į vėlesniuose tyrimo etapuose gautų empirinių duomenų sąsajas su teorine dalimi.**

**II etapas. Empirinis tyrimas. Renkant ir analizuojant duomenis taikyta kokybinių metodų strategija.**

*Pirmasis etapas. Ikimokyklinio ugdymo įstaigų strateginių planų analizė* (2012 m. gegužė–spalis; 2013 m. gegužė–birželis) papildyta keliais naujais strateginiais planais. Siekta atskleisti ikimokyklinio ugdymo institucijų veiklos prioritetus ir nustatyti kokybiško ugdymo ir pedagogų mokymo(si) sąsajų raišką įstaigų veiklos strategijose. Klasikinė strateginių planų turinio analizė leido identifikuoti ikimokyklinio ugdymo įstaigų kokybiško ugdymo paslaugų teikimo ir pedagogų mokymo(si) sąsajų raišką ikimokyklinių ugdymo įstaigų veiklų strategijose ir nustatyti vyraujančius ikimokyklinių ugdymo įstaigų veiklos prioritetus. Remiantis šio tyrimo etapo rezultatais, patikslinta disertacijos tema ir atrinkta medžiaga, panaudota formuojant interviu klausimus antrajam ir ketvirtajam kokybinio tyrimo etapams.

*Antrasis etapas. Grupinė diskusija su ikimokyklinio ugdymo įstaigų pedagogais* (2013 m. sausio 14, 16 d. ir birželio 14 d.). Siekta atskleisti, koks yra ikimokyklinių ugdymo įstaigų pedagogų požiūris į nuolatinį mokymo(si) procesą, kaip jis susijęs su pedagogų profesine veikla, išryškintos ikimokyklinio ugdymo pedagogų mokymo(si) darbo vietoje turinio, proceso sąlygos ir galimybės, įvardinti efektyviausi mokymo(si) būdai, atskleista, kokie mokymo(si) tipai yra populiariausi pedagogų aplinkoje ir kuris iš jų yra labiau vertinamas institucijoje. Išsiaiškinta, koks yra ikimokyklinio ugdymo įstaigų pedagogų požiūris į nuolatinį mokymosi procesą, parodytos tobulinimosi profesijos srityje realijos, išryškintos mokymo(si) įstaigoje sąlygos, galimybės, dominuojantys pedagogų mokymo(si) tipai ir būdai. Struktūruoto interviu duomenų turinio (*content*) analizė leido suformuoti praktines rekomendacijas, skirtas ikimokyklinio ugdymo įstaigų pedagogų mokymui(si) darbo vietoje turiniui įvairinti, išgrynino trečiojo etapo (ikimokyklinio ugdymo įstaigų pedagogų struktūruotų reflesijų raštu) instumento sudarymo principą ir konstruklą.

*Trečiasis etapas. Ikimokyklinio ugdymo įstaigų pedagogų struktūruotos refleksijos raštu* (2013 m. rugsėjis – 2014 m. birželis). Tyrimu siekta atskleisti ikimokyklinio ugdymo įstaigų pedagogų mokymosi patirtis, sužinoti, ar pedagogai kuria naujas žinias mokymo(si) darbo vietoje proceso metu (t. y. iš kasdienės patirties), kaip tas žinias planuoja taikyti savo profesinėje veikloje ateityje. Ikimokyklinių ugdymo įstaigų pedagogų refleksijose aprašytos mokymo(si) patirtys padėjo atskleisti šiuo metu ikimokyklinio ugdymo įstaigose vyraujančią pedagogų mokymo(si) patirčių įvairovę ir naujai įgytų žinių taikymo, sklaidos galimybes. Struktūruotų pedagogų refleksijų prasmių turinys pasiūlė prielaidų ikimokyklinio ugdymo įstaigų pedagogų mokymui(si) darbo vietoje modeliuoti.

*Ketvirtasis etapas. Ikimokyklinio ugdymo įstaigų vadovų (ekspertų) struktūruotas interviu raštu* (2014 m. (nuo rugsėjo 10 d. iki spalio 10 d.)). Siekta atskleisti ikimokyklinio ugdymo paslaugas teikiančių įstaigų vadovų (ekspertų) požiūrį į pedagogų mokymo(si) reikšmę įstaigai. Tyrimo duomenys padėjo identifikuoti, kad, įstaigų vadovų požiūriu, kompetentingo personalo reikšmė įstaigai yra neįkainojama (užtikrinamas kokybiškas ugdymas(is), vaikų skaičius, geras įvaizdis, ugdymo turinio kaita, kuriamos naujos žinios, sutelkiama įstaigos bendruomenė, keliama pedagogų savivertė, be to, įstaigos vadovai skatina pedagogų mokymą(si) organizacijoje ir siekia, kad toks mokymo(si) būdas būtų

organizuotas, tikslingas ir susijęs su prioritetinėmis įstaigos sritimis. Tyrimo rezultatai suponavo mokymo(si) darbo vietoje sistemos (modelio) sukūrimo poreikį.

### **III etapas. Empirinio tyrimo rezultatų analizė**

2012 m. spalio–2014 m. spalio.

### **IV etapas. Hipotetinio mokymo(si) darbo vietoje modelio, paremto mokslinės literatūros analize ir tyrime atskleistomis ikimokyklinio ugdymo įstaigų pedagogų patirtimis, parengimas**

2014 m. spalio–lapkritis.

### **V etapas. Išvadų formulavimas, rekomendacijų parengimas, diskusijos rengimas**

2014 m. lapkritis–gruodis

### **Teorinis naujumas ir praktinis reikšmingumas.**

Pirmą kartą Lietuvoje analizuojami ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) organizacijoje, t. y. darbo vietoje, politiniai, vadybiniai ir edukaciniai kontekstai.

Teoriškai pagrindžiamos ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) patirtys kasdienėje profesinėje veikloje, išryškinami mokymo(si) tipai ir būdai (formos, metodai), nustatoma, kaip pedagogai, vadovai, švietimo politikos atstovai vertina neformalųjį ir informaliųjį patirtinį mokymą(si). Išskiriamos sąlygos ir aplinkos, kuriose vyksta kasdienis mokymas(is) darbo vietoje, palankioje neformaliojo ir informaliųjio mokymo(si) plėtotei.

Šio darbo **teorinį naujumą pagrindžia ir tai**, kad disertaciniame tyrime ne tik nustatoma teoriškai, bet ir praktiškai pagrindžiama ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje galimybių raiška derinat neformaliojo ir informaliųjio mokymo(si) tipus, akcentuojant mokymo(si) reikšmingumą įstaigos veiklos ir vaikų ugdymo(si) kokybei. Atliktas ikimokyklinio įstaigų pedagogų mokymo(si) organizacijoje patirčių reikšmingumo ugdymo kokybei tyrimas išplečia Šiaulių universiteto mokslininkų (doktorantų) atliekamų besimokančios visuomenės bruožų raiškos darbų, pavyzdžiui, *Socialinis žinojimo konstravimas taikant probleminį mokymąsi universitetinėse studijose* (Lenkauskaitė, 2014), *Šiuolaikinės mokyklos kaip besimokančios organizacijos bruožų raiška personalo savivaldaus mokymosi sklaidos procesuose* (Kvederaitė, 2009), *Vaikų savaiminio mokymosi kultūra* (Rudytė, 2011), tyrimų lauką ir edukacinių kokybinių tyrimų metodologijos taikymo tradicijas Lietuvoje.

Disertacija parengta išlaikant mokslų tarpdiscipliniškumo (vadybos, edukologijos ir andragogikos) principą, nes tyrimo objektas – ikimokyklinė ugdymo įstaiga – yra organizacija, teikianti kokybiškas paslaugas ir besirūpinanti įstaigos žmogiškųjų išteklių (t. y. pedagogų) kompetentingumu.

**Praktinė darbo reikšmė.** Ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje svarba ugdymo kokybei Lietuvoje tiriama pirmą kartą. Parengta kokybinio tyrimo strategija leido mokymą(si) darbo vietoje tyrinėti kaip sociokultūrinį reiškinių, t. y. per pedagogų mokymo(si) patirtis ir joms suteiktas prasmes apibūdinti patirtinio mokymo(si) reikšmes.

Remiantis metodologinėmis teorinėmis priegomis, ikimokyklinės ugdymo įstaigų pedagogų mokymo(si) darbo vietoje patirtims ir prasmėms atskleisti parengtas konkretus instrumentas (struktūruota refleksija raštu, pagrįsta patirtinio mokymosi modeliu (Kolb, Fry, 1975), kuris gali būti taikomas tiriant pedagogų mokymo(si) organizacijoje patirtis ir siekiant atskleisti patirtinio mokymo(si) reikšmes kasdieninėje profesinėje aplinkoje.

Empirinio tyrimo rezultatai identifikavo ikimokyklinių ugdymo įstaigų pedagogų mokymo(si) reikšmingumo sąsajas su įstaigos veiklos kokybe ir kokybišku vaiko ugdymu(si) atsižvelgiant į įstaigos prioritetus, išryškino mokymo(si) darbo vietoje pripažinimo poreikį. Išanalizuota ir apibūdinta ikimokyklinio ugdymo įstaigose dominuojanti pedagogų mokymo(si) tipų, t. y. neformaliojo ir informaliųjio, raiška. Tyrimo rezultatai atskleidė pedagoginio personalo mokymo(si) darbo vietoje galimybes ir jų įvairovę.

Kaip disertacinio tyrimo rezultatas, papildantis švietimo vadybos ir suaugusiųjų mokymo(si) praktiką, gali būti pristatomas tyrimo rezultatais ir teorine apžvalga grįstas hipotetinis ikimokyklinių ugdymo įstaigų pedagogų mokymo(si) darbo vietoje modelis, kuris gali būti naudingas švietimo politikams, ikimokyklinio ugdymo įstaigų vadovams, patiems pedagogams, siekiantiems sukurti savitą mokymo(si) kultūrą organizacijoje.

Parengta ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje patirčių reikšmingumo kokybiškam ugdymui(si) kokybinio tyrimo strategija gali padėti ikimokyklinio ugdymo

įstaigų vadovams, švietimo politikams apgalvoti ir įvertinti pedagogų mokymo(si) galimybes įgyvendinant kvalifikacijos tobulinimo strategiją.

Praktinį darbo reikšmingumą rodo tyrimu grįstos ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje sistemos sukūrimas ir hipotetinio modelio pritaikomumas. Tyrimo medžiaga gali būti pritaikyta ikimokyklinių ugdymo įstaigų pedagogų kvalifikacijos sistemai tobulinti, t. y. stengiantis pripažinti ir vertinti pedagogų mokymo(si) patirtis darbo vietoje, kuriant tam tikrą žinių vertinimo sistemą. Pasiūlytas hipotetinis pedagogų mokymo(si) organizacijoje modelis leis ikimokyklinių ugdymo įstaigų vadovams ir kitoms švietimo organizacijoms siekti įgyvendinti veiklos tikslus – teikti kokybiško ugdymo paslaugas, turėti gerą įvaizdį visuomenėje, įgyti konkurencinį pranašumą darbo rinkoje.

Rezultatų sklaida aktuali ne tik mokslininkų bendruomenei, švietimo politikams, bet ir praktikams, t. y. šviečiamiesiems straipsniams, įstaigų vadovų konsultaciniams užsiėmimams, nes padės atsakyti į klausimą, kaip vystyti besimokančios organizacijos koncepciją išnaudojant visas įmanomas mokymo(si) darbo vietoje galimybes ir siekiant vaikų ugdymo(si) kokybės.

### **Disertacinio darbo struktūra ir apimtis**

Disertaciją sudaro įvadas, trys dalys: *pirmojoje* dalyje aprašomas pedagogų mokymo(si) reikšmingumas mokymo(si) visą gyvenimą strategijos kontekste, apibūdinta mokymo(si) darbo vietoje samprata, vertė ir mokymosi tipų raiška, mokymo(si) būdai, aktualizuojamas nuolatinio pedagogų mokymo(si) reikšmingumo įstaigos veiklos kokybei kontekstas, *antrojoje dalyje* pateikiama tyrimo metodologija ir metodai, o *trečiojoje dalyje* analizuojami ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje reikšmingumo įstaigos kokybiškai ugdymo veiklai ir ugdymui tyrimo rezultatai, pateikiamas jų pagrindu sudarytas hipotetinis ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje modelis, suformuojamos išvados, rekomendacijos, pagrindžiama diskusija.

Disertacijoje pateikta 71 lentelė (39 iš jų disertacijoje, 33 – prieduose) ir 17 paveikslų. Bendra disertacijos apimtis – 202 puslapių (be priedų). Prieduose (kompaktinėje plokštelėje) sukaupti tyrimo instrumentų pavyzdžiai, lentelėse pateikiami atliktos kokybinės analizės duomenys, strateginių planų sąrašas ir duomenų matricos. Literatūros sąrašas yra 373 šaltinis. Pateiktas 33 analizuotų dokumentų sąrašas.

## **ĮVADAS**

### **2. IKIMOKYKLINIO UGDYMO ĮSTAIGŲ PEDAGOGŲ MOKYMO(SI) PATIRČIŲ REIŠMINGUMO ORGANIZACIJOJE TEORINIAI PAGRINDAI**

#### **1.1. Pedagogų mokymo(si) organizacijoje kaip darbo vietoje ypatybės**

- 1.1.1. Vadybiniai ir edukaciniai mokymo ir mokymosi kontekstai.
- 1.1.2. Mokymo(si) tipai ir jų raiška
- 1.1.3. Mokymo(si) organizacijoje lygmenys ir reikšmė
- 1.1.4. Mokymo(si) darbo vietoje dimensijos
- 1.1.5. Pedagogų mokymas(is) organizacijoje naujo žinojimo kontekste
- 1.1.6. Pedagogų mokymui(si) organizacijoje palankios aplinkos kūrimas

#### **1.2. Pedagogų mokymo(si) organizacijoje reikšmingumas įstaigos veiklos kokybei ir ugdymui(si)**

- 1.2.1. Nuolatinis pedagogų mokymas(is) – švietimo veiklos kokybę laiduojantis veiksnys
- 1.2.2. Ikimokyklinio ugdymo įstaigų veiklos strateginis tikslas – kokybiškas vaiko ugdymas(is)

### **2. TYRIMO METODOLOGIJA IR METODAI**

- 2.1. Ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje patirčių reikšmingumo ugdymo kokybei tyrimo koncepcija ir organizavimas
- 2.2. Kokybinio tyrimo metodika
  - 2.2.1. Klasikinės strateginių planų turinio analizės metodika
  - 2.2.2. Pedagogų grupinės diskusijos metodika
  - 2.2.3. Pedagogų struktūruotos refleksijos raštu metodika
  - 2.2.4. Ikimokyklinio ugdymo įstaigų vadovų (ekspertų) interviu metodika

### **3. IKIMOKYKLINIO UGDYMO ĮSTAIGŲ PEDAGOGŲ MOKYMO(SI) ORGANIZACIJOJE PATIRČIŲ REIŠMINGUMO VEIKLOS IR UGDYMO(SI) KOKYBEI EMPIRINIS TYRIMAS**

- 3.1. Pedagogų mokymo(si) ir ugdymo(si) kokybės sąsajų raiška ikimokyklinio ugdymo įstaigų veiklos strategijose
- 3.2. Ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje (nuolatinio profesinio tobulėjimo) galimybių koncepcijos
- 3.3. Ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) patirčių raiška
- 3.4. Pedagogų mokymo(si) darbo vietoje patirčių reikšmingumas ikimokyklinio ugdymo įstaigų veiklos kokybei
- 3.5. Hipotetinis ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) darbo vietoje efektyvinimo modelis

## **IŠVADOS**

## **REKOMENDACIJOS**

## **DISKUSIJA**

## **LITERATŪRA**

## **PRIEDAI (kompaktinėje plokštelėje)**

## **PAGRINDINĖS DISERTACINIO TYRIMO IŠVADOS**

### **1. Ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) organizacijoje patirčių reikšmingumas ugdymo(si) kokybei.**

\* *Mokymas(is) yra suvokiamas daug platesniame kontekste – kaip dinamiškas ieškojimų procesas, kuriame, sąveikaujant su aplinka ir mokymo(si) partneriais, gimsta naujas supratimas apie save patį ir supantį pasaulį. Atlikus tarpdisciplininę mokymosi analizę pastebėta, kad vadyboje mokymasis suprantamas kaip žmogiškųjų išteklių ugdymo dalis; psichologijos mokslų atstovams svarbu besimokantysis, jo vidinis pasaulis (motyvacija, nuostatos) ir išorinė aplinka (aplinkinių palaikymas); o edukologijoje daugiau kalbama apie mokymosi procesui būdingus ypatumus, t. y. mokymosi metodus, formas ir šio proceso vertinimą.*

\* *Analizuojant mokymo(si) sampratą vis dažniau mokymosi objektu tampa besimokančiojo patirtis (tiek ugdomoji, tiek kasdieninė), nes mokymo(si) procese patyrimas transformuojamas į žinias, įgūdžius, vertybes ir įsitikinimus. Mokymas(is) vyksta bendradarbiaujant, stebint, veikiant, todėl kiekvienas individas turi aktyviai įsitraukti į mokymo(si) procesą, o ne atlikti tik pasyvaus stebėtojo ar žinių priėmėjo vaidmenį, nes sąmoningo žmogaus patyrimas kaupiamas konkrečiu laiku, konkrečioje erdvėje ir visuomenėje, yra susijęs su tarpusavio santykiais. Mokymas(is) yra laikomas asmeniniu teorinių ir praktinių žinių, nuostatų, ugdomų vertybių perėmimu ir jų gebėjimu pritaikyti profesinėje veikloje. Tai asmenybės asmenybės kūrimo procesas, kuris paremtas individualiu žmogaus patyrimu.*

\* *Ikimokyklinio ugdymo institucijų pedagogai turi galimybę mokyti ir tobulintis trejopai: formaliuoju būdu (specialybės įgijimas, perkvalifikavimas, antrosios pakopos universitetinės studijos); neformaliuoju būdu (suaugusiųjų švietimas, mokymasis kvalifikacijos tobulinimo institucijose, darbo vietoje, kursuose, seminaruose ir t. t.); informaliuoju būdu (savaiminiu), t. y. savišvieta kaip saviugdų komponentu (savarankiškai diagnozuojami mokymosi poreikiai, numatomi tikslai, susirandami visi reikalingi šaltiniai, pasirenkama mokymosi strategija ir įsivertinamos įgytos žinios), mokymosi vieta nėra apibrėžta, tai gali vykti visur. Formalusis mokymas(sis) yra tas žmogaus gyvenimo etapas, kada įgyjama profesija, o neformaliuoju ir savaiminiu mokymosi būdais dažniausiai mokoma(si) profesinės veiklos metu.*

\* *Ikimokyklinio ugdymo įstaigų pedagogai žinias įgyja ne iš inovacinių metodų ar formų taikymo, bet iš kasdienės darbinės veiklos, profesinių probleminių situacijų sprendimų arba tai yra darbuotojų savaiminio mokymosi rezultatas. Dažniausiai naujos žinios kuriamos kasdienėje darbinėje veikloje, todėl organizacija turi rasti tinkamų būdų žinių sklaidai plėtoti tam, kad jos pasiektų kiekvieną organizacijos narį ir toliau vystytųsi.*

\* *Visų švietimo įstaigų vadovų tikslas yra išugdyti sumanią, kūrybiškai mąstančią asmenybę, gebančią savarankiškai plėtoti įgytas žinias. Šiam tikslui pasiekti įstaigai yra labai svarbu turėti kompetentingą personalą. Vadovą tai įpareigoja ne tik išmanyti mokymosi tipus, bet ir sudaryti sąlygas ir galimybes taikyti kuo daugiau pedagoginio personalo mokymo(si) organizacijoje kaip darbo vietoje būdų, atsižvelgiant į pedagogų profesinius lūkesčius, tinkamos aplinkos ir mokymo(si) klimato kūrimą. Profesinis augimas ikimokyklinio ugdymo įstaigoje galimas, jeigu joje organizuojami susirinkimai, įvairūs mokymosi renginiai, pedagogams suteikiama galimybių dalyvauti seminaruose ir t. t., t. y. taikomos įvairios mokymo(si) formos ir metodai, palaikoma besimokančios įstaigos koncepcija. Pedagogo profesinis augimas yra esminė ikimokyklinio ugdymo įstaigos tobulėjimo sąlyga, kurią laiduoja kokybišką ugdymą(si). Ikimokyklinio ugdymo įstaiga yra unikali bendruomenės darbo vieta, ji gali sudaryti puikias sąlygas įvairinti ir tobulinti pedagogų mokymo(si) procesą.*

### **2. Empirinis ikimokyklinio ugdymo įstaigų pedagogų mokymo(si) organizacijoje kaip darbo vietoje patirčių reikšmingumo kokybiškam ugdymui(si) tyrimas**

\* **2.1.** *Ikimokyklinio ugdymo įstaigų veikla yra sistemiškesnė, kompleksinė, tikslinga ir orientuota į vartotojų poreikių tenkinimą; tikslai ir uždaviniai, prioritetai aiškiai suformuluoti, realūs, atitinka švietimo reformos prioritetus, aktualūs ir orientuoti į ugdymo kokybę. Ugdymo kokybės tobulinimas yra pripažinta prioritetinga ikimokyklinės ugdymo įstaigos veiklos kryptis. Įstaigos vadovų ir visos bendruomenės įsipareigojimas siekti kokybės – tai pirmiausia ir svarbiausia įstaigos veiklos tobulinimo, lemiamų pokyčių rezultatyvaus valdymo prielaida ir vystymosi pozicija. Ugdymo kokybei tobulinti ikimokyklinio ugdymo strategijose skiriamas esminis dėmesys; tikslinė orientacija į ugdymo kokybę*

plėtojama ikimokyklinio ugdymo įstaigų vizijose, misijose, strateginiuose tiksluose, prioritetuose ir uždaviniuose.

\* *Išryškėjo ryšys tarp ikimokyklinio ugdymo įstaigų ugdymo kokybės ir nuolatinio pedagogų mokymo(si)*. Jis tiesiogiai ir netiesiogiai atspindėtas įstaigų veiklos strateginio plano turinyje (naudojami SSGG analizės metodo rezultatai kaip galimybių, organizacijos privalumų panaudojimo problemoms spręsti prielaidos, numatomi veiksmai ugdymo kokybės paslaugų gerinimo sistemai plėtoti ir pedagogų mokymo(si) procesui gerinti). *Ikimokyklinio ugdymo įstaigų privalumas yra kvalifikuoti ir kompetentingi pedagogai, tačiau ir toliau pabrėžiama nuolatinio pedagogų mokymo(si) svarba*. Įstaigų strategija ir taktika rodo ikimokyklinių ugdymo įstaigų ir jos bendruomenės nuolatinio tobulėjimo tendencijas, nes vienas iš pagrindinių švietimo įstaigos veiksnių, padedančių siekti kokybės, yra žmoniškųjų išteklių profesionalumas ir tai veiklai atlikti įgytos kompetencijos.

\* Strateginių planų turinio (*content*) analizė atskleidė, kad *beveik visi Lietuvoje dirbantys ikimokyklinio ugdymo pedagogai jau yra įgiję profesiją atitinkantį išsilavinimą* (t. y. atitinkamą išsilavinimą, turi pedagogo profesinę kvalifikaciją), todėl įprastai pedagogai profesinėje veikloje mokosi *neformalioju* (seminarai, kursai, konferencijos, projektai ir t. t.) ir *informalioju* (literatūros skaitymas, informacijos paieška internete ir t. t.) mokymosi tipais ir juos papildančiais įvairiais būdais. Patys *ikimokyklinio ugdymo įstaigų vadovai skatina pedagogus ieškoti įvairių mokymo(si) būdų kompetencijoms tobulinti ir kvalifikacijai kelti, pavyzdžiui, skleisti gerą patirtį įstaigoje ir bendrauti, bendradarbiauti tarpusavyje. Be to, įstaigos išvelgia galimybių susikurti geresnes mokymo(si) sąlygas, nes ketina gerinti pedagogų mokymosi finansavimą, tobulinti pedagogų mokymo(si) sistemą, įvairinti mokymo(si) darbo vietoje būdus, gerinti metodinę, techninę ir materialinę aplinką, skatinti bendravimą ir bendradarbiavimą su kolegomis instituciniu, valstybiniu ir tarptautiniu lygmenimis*.

\***2.2. Ikimokyklinio ugdymo įstaigų pedagogų nuolatinis mokymas(is)**, jų *požiūriu*, yra suprantamas kaip *asmeninio tobulėjimo procesas*, kai kuriems jis asocijuosi su *vaikų mokymu* (vienkryptis (sąveikos su vaiku) procesas), t. y. pedagogas moko, vaikas mokosi arba su „*kito mokymu (ugdymu)*“. Mokymo ir mokymosi procesų vienovei svarbus suvokimas, kad per sąveiką su „*kitu*“ vyksta nuolatinis žinių ir žinojimo keitimosi procesas. Samprata, kad mokymasis yra „*kaip profesinė pareiga*“, parodo, kad tai yra privaloma pedagoginio darbo dalis. Šioje sampratoje išryškėjo du akcentai: *prievolės aspektas ir naujų žinių, naujo žinojimo prasmė*.

\* Identifikuoti ikimokyklinio ugdymo pedagogų mokymo(si) *skatuliai: kintantys vaikų poreikiai* (siejami su užsienio pedagoginės patirties perėmimu, siekis įgyti naujų (ne tik profesinių) žinių ir neatsilikti nuo šiandieninių vaikų žinių ir žinojimo), *naujų žinių poreikis* (naujas žinias informantai sieja su geriau atliekama profesine veikla ir galimybe susipažinti su gerąja pedagogine užsienio patirtimi), *kintanti aplinka* (laiku ir tinkamai reaguoti į aplinkoje vykstančią pažangą, priimti ir adaptuoti inovacijas profesinėje veikloje), *tobulėjimo profesinėje srityje poreikis* (kaip neatskirama jų pedagoginės veiklos dalis, kuri užtikrina geresnius darbo rezultatus, nes tobulėjimas vyksta nuosekliai ir sistemingai įgyjant naujų žinių).

\* *Istaigose vyraujančius mokymo(si) būdus galima suskirstyti į du tipus: vieni atstovauja neformaliajam mokymuisi* (seminarai, akcijos, veiklų vedimas, pranešimų rengimas, dalyvavimas projektuose, vaizdo konferencijose, paskaitose, darbų archyvavimas ir kt.), o kiti – *savaiminiam* (knygų ir spaudos skaitymas, informacijos paieška internete, edukacinių metodinių priemonių rengimas, nuotolinis mokymasis). Kai kurie būdai pagal turinį, žinių pateikimo ir įsisavinimo procesą sąlygiškai gali būti *priskiriami abiems* minėtiems mokymosi tipams, nes turi tiek vieno, tiek kito požymių, priklauso nuo paties pedagogo ir tos dienos mokymo(si) proceso eigos, įprastai *vienas kitą papildo* (profesinės informacijos sklaida, komandinis darbas, pranešimo rengimas, projekto vykdymas, naujienlaiškio rengimas, patirties sklaidos užsiėmimai, metodinių parodų organizavimas, kompleksinių užsiėmimų vedimas, konsultacijos su kolegomis, diskusijos, metodinių dienų organizavimas).

\* Pedagogų nuomone, itin svarbi *formaliojo ir neformaliojo mokymo(si) dermė*, nes formaliojo mokymo(si) *nauda* pedagogui siejama su galimybe *užsiimti pedagogine veikla* dėl būtinų žinių, siekiu *būti pranašesniau už kolegas*. *Ikimokyklinio ugdymo įstaigoje*, pedagogų *požiūriu*, labiau *vertinamos* tos *žinios*, kurios įgytos mokantis *neformalioju būdu*, mažiausiai – *informalioju*.

\* *Patys pedagogai neformalų ir informalų mokymąsi identifikuoja kaip reikšmingesnį* (palyginti su formalioju) *pedagogo profesinėje veikloje*. Kalbant apie *neformaliojo mokymo(si) reikšmę* ikimokyklinio ugdymo pedagogų profesiniam tobulinimuisi, pažymėtini du esminiai aspektai, t. y.

galimybė mokytis darbo vietoje (dažniausiai pasitelkiant stebėjimo metodą) ir tai daryti ne epizodiškai, o kiekvieną dieną, kitas – *mokytis išvykus į kitą instituciją*. Focus grupių dalyvių pateikta informacija parodė, kad *informalusis mokymasis dalyvių siejamas su asmenybės ir profesinės veiklos tobulinimu*. Ikimokyklinio ugdymo pedagogų *mokymo(si) tikslai labiausiai susiję su paties pedagogo noru mokytis ir taip realizuoti užsibrėžtus profesinius tikslus*. Taip pat tam tiesioginės įtakos turi *vadovo skatinimas ir įstatymais įtvirtinta būtinybė* užsiimant pedagogine veikla įgyti atitinkamą išsilavinimą. Labiausiai išreikšti *asmeniniai tikslai*, t. y. *vidiniai veiksniai*, kurie visų pirma orientuoti į pedagogo *asmens augimą*. Asmens augimas siejamas su galimybe *kelti savigarbą, įrodyti sau ir kitiems, kad esi pasirengęs dirbti ir tobulėti kaip asmenybė ir srities specialistas*. *Išorinių* veiksmų kontekste lemiamas vaidmuo pedagogų *mokymo(si) procese tenka įstaigos vadovui, nes jis rūpinasi tinkamu pedagoginio personalo išsilavinimu*, galvoja apie įstaigos veiklos kokybę.

\* Pedagogų požiūriu, efektyviausias mokymo(si) darbo vietoje būdas yra *įstaigos kolegų ir grupės ugdytinių stebėjimas* (vaikų reakcijų veikloje stebėjimas). Visa tai glaudžiai susiję su mokymu(si) iš savo patirties, t. y. mokomasi analizuojant savo veiklą ir ją koreguojant, stengiantis pašalinti klaidas. Kita vertus, pripažįstama, kad *dalyvavimas kolegų organizuojamose atvirose veiklose* taip pat efektyvus būdas norint įgyti naujos patirties, nes galima palyginti savo organizuojamas veiklas, numatyti profesinio tobulinimosi prioritetus. Be to, pedagogai prioritetą skiria būdams, kurių metu jie gali *burtis į grupes, komandas ir jose pristatyti vykdomas veiklas, analizuoti kolegų darbą, dalintis naujausia informacija*, susijusia su ugdymo procesu. Ikimokyklinio ugdymo įstaigų pedagogai mokymo(si) darbo vietoje galimybę laiko privalumu, nes *tikslingai ir nemokamai mokoma(si) su „konsultantu“*, be to, *viskas vyksta aplinkoje, kuri yra „sava“*.

\* Pedagogų mokymas(is) organizacijoje paprastai vyksta erdvėse, kurios *nėra tikslingai įrengtos ir skirtos pedagogų mokymui(si)*. Mokymo(si) idėją palaikanti įstaiga sudaro sąlygas mokyti(s) *administracijai skirtose darbo patalpose arba erdvėse, kuriose vyksta vaikų ugdomoji veikla* (pavyzdžiui, salėje), erdvėse, *skirtose poilsiui*. Esminis mokymo(si) darbo vietoje trukdys – *negalėjimas susikaupti*. *Mokymo(si) darbo vietoje galimybės* yra siejamos su *mokymu(si) ugdytinių pietų miego metu, nekontaktinio darbo valandų metu ir fizinių erdvių tokiems procesams vykti įkūrimu*.

\* **2.3.** Ikimokyklinių ugdymo įstaigų pedagogai neišnaudoja visų mokymo(si) darbo vietoje galimybių, todėl siekiamybe pedagogams turėtų tapti mokymo(si) būdų įvairovės įprasminimas. Dažniausiai pasireiškiantys būdai yra *švenčių* (vaikams ir bendruomenei) *organizavimas ir vedimas, kasdienių veiklų* (vedimas ir stebėjimas), rečiau minimi *pranešimų rengimas, skaitymas ir klausymas, dalyvavimas įstaigoje vedamuose praktiniuose seminaruose, mokymuose*, dalis pedagogų *prisimena literatūros skaitymą ir dalyvavimą projektuose*. Retesni pedagogų mokymo(si) būdai yra *profesinės informacijos sklaida, mokymas(is) tikslinėse darbo grupėse, refleksija po veiklos, tyrimo organizavimas ir vykdymas, konferencija, informacijos paieška internete*.

\* Mokymo(si) organizacijoje metu pedagogai tikisi įgyti *asmeninių žinių*, nes šios žinios pakelia savivertę, išplečia akiratį, *profesinių*, kurios yra orientuotos į profesinės pedagoginės veiklos tobulinimą (bendravimo ir bendradarbiavimo ypatumai, metodinės ir naujų technologijų taikymo galimybės, vadybinės, akademinės žinios, užsienio patirtys). *Tyrimas atskleidė, kad nemaža dalis pedagogų iš mokymo(si) proceso laukia rezultato* (t. y. žinių), kurios *galėtų pateisinti į vaiką orientuotos ugdymo paradigmos filosofiją, padėtų dirbti profesionaliai ir kokybiškai, atsižvelgiant į įstaigos prioritetus ir lūkesčius*. Kategorijos „*Žinios, orientuotos į vaikų ugdymo turinio tobulinimą*“ teiginių prasmės atskleidė, kad ikimokyklinio ugdymo pedagogams įdomios žinios buvo orientuotos *į ugdytinių teigiamos emocinės būsenos palaikymą* (pedagogai domėjosi, kaip ugdymo procese suteikti ugdytiniams džiaugsmo, paskatinti smalsumą, fantaziją ir išryškinti kūrybinius gebėjimus).

\* Pedagogams naudingos yra *metodinės žinios, bendravimo ir bendradarbiavimo su ugdytinių tėvais ir kolegomis tobulinimo, renginių vedimo ir atvirų veiklų vedimo metodikos žinios, auditorijos valdymo įgūdžiai, žinios, orientuotos į vaikų ugdymo turinio gerinimą* (vaikų bendravimo ir bendradarbiavimo skatinimas, komunikacinių įgūdžių ugdymas, vaikų elgesio sutrikimai ir prevencija, sveikatingumo kompetencijos ugdymas ir t. t.). *Aktualiomis žiniomis pedagogai vadina tokias žinias, kurios padeda jiems nuolat tobulinti ugdymo procesą ir siekti kokybės kasdienėje veikloje*. *Mažiausiai naudos, pedagogų požiūriu, suteikia asmeninės žinios*. Šios žinios ikimokyklinio ugdymo įstaigų pedagogams *padėjo pakeisti asmeninį požiūrį į novacijų diegimą įstaigoje, prioritetų susidėliojimą darbinėje*

veikloje, gebėjimą vertinti kolegų kritiką, suvokti, kad prieš planuojant taikyti naujas idėjas naudinga būtų jas visų pirma išbandyti pačiam.

\* Pedagogai darbo vietoje įgytas žinias ketina taikyti kasdienėse ugdymo veiklose (vaikų kūrybiškumui ir saviraiškai skatinti, kalbai ugdyti, spektaklių režisūrai tobulinti, vaikų gimtadieniams kitaip nei buvo įprasta švęsti, naujų priemonių gamybai, vaikų diskusijoms valdyti, bendravimui ir bendradarbiavimui su vaikais ir jų tėvais tobulinti ir įvairinti). Numatoma, kaip ateityje įgytas žinias bus galima panaudoti ir skleisti, konstruojamas naujas žinojimas ir naujos prasmės.

\* **2.4.** *Ikimokyklinių ugdymo įstaigų vadovai įstaigos prioritetines sritis sieja su į vaiką orientuotu kokybišku ugdymu(si); bendravimo ir bendradarbiavimo skatinimu; pedagogų kompetencijų, ugdymo turinio ir edukacinės veiklos tobulinimu; įstaigos veiklos viešinimu.* Vadovų minimos prioritetinės sritys yra ikimokyklinių ugdymo įstaigų kokybiško ugdymo raiškos sampratos komponentai, kurie lemia ugdymo kokybę. Vadovai akcentuoja, kad kokybiško ugdymo įstaigoje siekiama per nuolatinį pedagogų mokymą(si); skatinant bendravimą ir bendradarbiavimą su kolegomis, kitų įstaigų pedagoginiu personalu, ugdytinių tėvais ir socialiniais partneriais; tobulinant fizinę aplinką, ugdymo turinį ir procesą, vykdant pedagogų veiklos stebėseną.

\* Nuolat besimokančio personalo reikšmingumas įstaigai yra neįkainojamas dėl dviejų priežasčių: taip užtikrinamas kokybiškas ugdymas(is) (ryškėja ugdymo turinio kaita, kuriamos naujos žinios); be to, gerėja įstaigos veiklos kokybė (užtikinamas vaikų skaičius, formuojamas geras įvaizdis, sutelkiama įstaigos bendruomenė, kyla pedagogų savivertė). Vadovai suinteresuoti skatinti pedagogų mokymą(si) organizacijoje ir siekia, kad mokymo(si) darbo vietoje būdas būtų tikslingas, organizuotas, atitiktų prioritetines įstaigos sritis. Tyrimo rezultatai parodė, kad reikia sukurti mokymosi darbo vietoje modelį.

\* *Mokytis ne tik vieniems iš kitų vedant arba stebint kolegų veiklas, mokytis pačiam iš savęs, kviestiti į įstaigą įvairių sričių specialistus* – tokie, vadovų nuomone, yra galimi mokymo(si) darbo vietoje būdai. Tyrimas atskleidė, kad vadovai ieško įvairių būdų ikimokyklinio ugdymo pedagogų mokymui(si) skatinti: taiko *materialinius* (gerina fizinę aplinką atnaujindami IKT technologijas, kaupia metodinę literatūrą, plečia internetinę prieigą, įrengia metodinį kambarį); *dvasinius* (motyvaciniai pokalbiai ir iniciatyvų palaikymas) ir *socialinius* (bendravimo ir bendradarbiavimo strategijos taikymas įstaigoje su vadovu, kolegomis ir studentais; padėkų išsakymas ir dovanų teikimas). Taikydami minėtus skatinimo būdus, vadovai motyvuoja kolektyvą nestovėti vietoje, ieškoti tobulėjimo galimybių.

\* *Mokymo(si) organizacijoje kaip darbo vietoje procesas, ikimokyklinių ugdymo įstaigų vadovų požiūriu, turi būti apgalvotas, suplanuotas ir strategiškai organizuotas, kitaip tariant, formalizuotas, nes tai leidžia siekti įstaigos veiklos prioritetų įgyvendinimo, t. y. dirbti kokybiškai, padeda tinkamai paskirstyti lėšas, ir, žinoma, kontroliuoti personalo tobulėjimą. Kita vertus, mokymas(is) darbo vietoje yra vienas iš motyvuojančių veiksnių, nes taip taupomas laikas, toks mokymas(is) tikslingas, jis orientuotas į praktinę profesinę veiklą, t. y. profesinius pedagogų poreikius.*



## Rekomendacijos

Atliktas tyrimas parodė, kad tema ne tik gali, bet ir turėtų būti plėtojama, nes pats ikimokyklinio ugdymo įstaigų pedagogų mokymas(is) darbo vietoje ir jo administravimo sistema siekiant kokybiško ugdymo gali būti tobulinama ir pritaikoma bendrojo lavinimo mokyklose siekiant tų pačių tikslų.

Plėtojant neformalųjį ir informaliųjį pedagogų mokymą(si) organizacijoje kaip darbo vietoje siūloma:

**Švietimo politikams.** Švietimo ir mokslo ministerijai siūloma ne tik remti šį ir panašius modelius, skirtus pedagogų mokymo(si) sistemai tobulinti, bet parengti finansinių ir teisinių priemonių, kurios įtvirtintomis nuostatomis, o ne ministerijos vadovybės sprendimais skatintų pripažinti pedagogo praktiko darbo vietoje įgytas žinias ir gebėjimus.

Reikia tobulinti ikimokyklinio ugdymo(si) kokybės priežiūros sistemą, apimančią vertinimą, atsakomybę ir atskaitomybę delegavimą bei motyvavimą.

**Vadovams.** Švietimo institucijų ir kitų organizacijų, kurių veikloje yra numatyta, kad pedagoginio personalo mokymas(is) bus nuolat tobulinamas, vadovams būtina aktyviau domėtis mokymo(si) darbo vietoje galimybėmis, sudaryti sąlygas įstaigoje taikyti kuo įvairesnius pedagogų mokymo(si) būdus, siekti efektyviau plėtoti pedagogų mokymo(si) darbo vietoje procesą, skatinti neformaliojo ir informaliųjį mokymo(si) raišką, t. y. neformalusis mokymas(is) turėtų būti susijęs su informaliuoju (savarankišku).

Būtina skirti papildomą dėmesį pedagogų mokymo(si) įgūdžiams ir poreikiams vystyti, o tai padėtų pedagogams individualiai (t. y. savarankiškai) organizuoti tolesnį mokymą(si) organizacijoje.

Rekomenduojama tobulinti mokymo(si) aplinką ir ugdyti nuolatinio mokymo(si) kultūrą, kuri skatintų mokymą(si) darbo vietoje. Visų pirma turėtų būti taikomi ir pripažįstami pagrindiniai pedagogų mokymo(si) darbo vietoje metodai: stebėjimas, pokalbis, diskusija, refleksija ir mokymosi dienaštis, mokymo(si) aplankai.

Efektyviau naudoti ikimokyklinio ugdymo įstaigoms skirtas „krepšelio“ lėšas, rūpintis edukacinės materialinės bazės atnaujinimu, pedagogų mokymo(si) išlaidų fiksavimu, nes tai pagerintų ugdymo kokybę.

**Akademinei bendruomenei.** Į universitetų antrosios pakopos švietimo vadybos studijų programų turinį (aptariant žmogiškųjų išteklių vystymosi tendencijas) integruoti temas apie pedagogų mokymo(si) darbo vietoje prasmę, reikšmingumą ugdymo(si) kokybei ir galimybes.

**Pedagogams.** Susipažinti su mokymo(si) darbo vietoje būdų įvairove ir jų taikymo galimybėmis, kurios panaudojamos siekiant teikti kokybiškas paslaugas, plėtoti mokymo(si) darbo vietoje idėją, kuri būtų orientuota į kokybišką vaiko ugdymą(si), skatintų organizacijos tikslus atitinkantį profesinį ir asmeninį tobulėjimą.

Nuolat reflektuoti apie ugdymo patirtis ir filosofiją, vertybes, lūkesčius siekiant ugdymo(si) proceso kokybės.

Prisiimti asmeninę atsakomybę už ugdymo(si) kokybę įstaigoje, aktyviai domėtis šiuolaikinėmis ugdymo aktualijomis, nuolat išbandyti ir taikyti naujus mokymo(si) darbo vietoje būdus.

Aktyviai dalyvauti įstaigos strategijos formavimo procesuose ir padėti vadovams diegti naują mokymo(si) įstaigoje įvertinimo sistemą.

## **Tyrimo rezultatų aprobavimas**

### **Straipsniai pripažintose tarptautinėse duomenų bazėse referuojamuose leidiniuose**

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### **Tarptautinėse konferencijose užsienyje skaityti pranešimai**

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## TRUMPA INFORMACIJA APIE AUTORE

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