system of a certain country, on the content and pedagogy of teacher education, but also on the role stakeholders play at the macro, mezzo and micro level. Teachers in Europe are educated in a diverse and wide variety of institutes, faculties, and universities and by a wide range of curriculum models.

The results of this study indicate that the curriculum of teacher training and related education faculties in Serbia, designed for a three-part program structure, generally confirmed the assumption about the latent structure of the curriculum for primary teacher education, which comprises general, basic and methodological education. The competence-based curriculum provides a quality education of teachers. Factors were defined as learning outcomes which are described as competencies that the student receives after satisfying all degree programs. This study justifies the existence of three teaching and scientific fields and the introduction of one-adequate courses of study. This allows adjustment of teacher education to a new competency profile and a new method of changing the education and social system as a whole, not only in national but also in the European context. It is necessary to give priority to further strengthening the quality of teacher education and educational leadership training in continuity, research theory through practice, strengthen partnerships between universities, etc.

References


