

№ 01-244
11.02.2020.

UNIVERZITET CRNE GORE
Centru za doktorske studije i
Senatu Univerziteta

PODGORICA

Vijeće Filozofskog fakulteta, na sjednici održanoj 11. 02. 2020. godine, d o n i j e l o j e

ODLUKU

Predlaže se Senatu Univerziteta da formira Komisiju za ocjenu doktorske disertacije
**Vaspitni uticaji na razvoj identiteta kod djece predškolskog uzrasta kroz aspekte
samokontrole i inicijativnosti**, mr Milice Jelić, u sastavu:

1. Prof. dr Saša Milić, Filozofski fakultet Nikšić
2. Prof. dr Vučina Zorić, Filozofski fakultet Nikšić
3. Dr.sc Edita Slunjski, Sveučilište u Zagrebu



DEKAN
Prof. dr Goran Barović

FILOZOFSKI FAKULTET

NIKŠIĆ

Komisija za doktorske studije

VIJEĆU FILOZOFSKOG FAKULTETA

PREDMET: Imenovanje komisije za ocjenu doktorske disertacije kandidatkinje,
MA Milice Jelić:

1. Prof. dr Saša Milić, Filozofski fakultet Nikšić, mentor
2. Prof. dr Vučina Zoić, Filozofski fakultet Nikšić, član komisije
3. Dr. sc Edita Slunjski, Sveučilište Zagreb, članica komisije

S poštovanjem,

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FILOZOFSKI FAKULTET
NIKŠIĆ

PRISLIJENI: 27.01.2020.			
ORG. JES.	BROJ	PRILOG	POSREDOVANJE
01	162		

Predsjednik Komisije za doktorske studije

Prof. dr Živko Andrijašević

Nikšić, 15.01.2020. god

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PRIMLJENO: 14.01.2020.g.			
ORG. JET	STOD	POS	POSREDOVAT
01	32		

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STUDIJSKI PROGRAM ZA PEDAGOGIJU

POTVRDA

O predaji doktorske disertacije

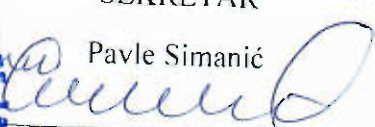
Potvrđuje se da je MA Milica Jelić predala doktorsku disertaciju pod nazivom „Vaspitni uticaji na razvoj identiteta kod djece predškolskog uzrasta kroz aspekte samokontrole i inicijativnosti“, dana 13.01.2020. godine na dalju proceduru.

Potvrda se izdaje u svrhu pregleda i ocjene doktorske disertacije.

U Nikšiću,
14.01.2020.

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SEKRETAR
Pavle Simanić



ISPUNJENOST USLOVA DOKTORANDA

OPŠTI PODACI O DOKTORANDU			
Titula, ime, ime roditelja, prezime	MA Milica (Momčila) Jelić		
Fakultet	Filozofski fakultet Nikšić		
Studijski program	Pedagogija		
Broj indeksa	4/13		
NAZIV DOKTORSKE DISERTACIJE			
Na službenom jeziku	Vaspitni uticaji na razvoj identiteta kod djece predškolskog uzrasta kroz aspekte samokontrole i inicijativnosti		
Na engleskom jeziku	Educational impacts on preschoolers identity development through the aspects of self-control and agency		
Naučna oblast	Predškolska pedagogija		
MENTOR/MENTORI			
Prvi mentor	Prof. dr Saša Milić	Univerzitet Crne Gore Filozofski fakultet Nikšić	Predškolska pedagogija
KOMISIJA ZA PREGLED I OCJENU DOKTORSKE DISERTACIJE			
Prof. dr Saša Milić, mentor	UCG, Crna Gora	Predškolska pedagogija	
Prof. dr Vučina Zorić, član komisije	UCG, Crna Gora	Opšta pedagogija	
Dr. sc Edita Slunjski, članica komisije	Sveučilište zagreb, Hrvatska	Predškolska pedagogija	
Datum značajni za ocjenu doktorske disertacije			
Sjednica Senata na kojoj je data saglasnost na ocjenu teme i kandidata.	4.05.2016.		
Dostavljanja doktorske disertacije organizacionoj jedinici i saglasnost mentora	Saglasnost mentora: 29.5.2019. Predaja disertacije: 13.01.2020.		
Sjednica Vijeća organizacione jedinice na kojoj je dat prijedlog za imenovanje komisija za pregled i ocjenu doktorske disertacije			
ISPUNJENOST USLOVA DOKTORANDA			
U skladu sa članom 38 pravila doktorskih studija kandidat je/nije cjelokupna ili dio sopstvenih istraživanja vezanih za doktorsku disertaciju publikovao u časopisu sa (SCI/SCIE)/(SSCI/A&HCI) liste kao prvi autor.			
Spisak radova doktoranda iz oblasti doktorskih studija koje je publikovao u časopisima sa (upisati odgovarajuću listu)			
Jelić, M. i Čalović-Nenezić, S. (2019). Influences of preschool on the development of self-control in preschool children in Montenegro. <i>South African Journal of Education</i> , 39: Supplementary 2: S1-S9. doi: 10.15700/saje.v39ns2a1627.			

- Jelić, M. i Zorić, V. (2017). Современные концепции куррикулума дошкольного воспитания в Черногории. [Savremene koncepcije kurikuluma predškolskog vaspitanja u Crnoj Gori]. *Inovacije u nastavi*, br.4: 14–34. <https://doi.org/10.5937/inovacije1704014j>.
- Jelić, M. (2016). Analiza Valdorfske pedagoške škole u svijetlu savremene pedagoške teorije i prakse. *Zbornik sa Naučnog skupa „Banjalučki novembarski susreti 2016“*.
- Jelić, M. (2016). Prikaz knjige: RHETORICE DOCENS - Standardi za primenu monološke metode u nastavi, Autor: Dr Vera Ž. Radović, Izdavač: Zavod za udžbenike, Beograd, 2015, *Vaspitanje i Obrazovanje*, 3: 265-271.
- Zorić, V. i Jelić, M. (2015). Pedagoški praktikum. Nikšić: Univerzitet Crne Gore Filozofski fakultet.
- Jelić, M. i Zorić, V. (2015). Razvoj profesionalne orijentacije na prostoru bivše Jugoslavije. *Nastava i vaspitanje*, br.3: 547-560. <https://doi.org/10.5937/nasvas1503547j>.

Obrazloženje mentora o korišćenju doktorske disertacije u publikovanim radovima

Kandidatkinja je u radu *Influences of preschool on the development of self-control in preschool children in Montenegro*, časopisu indeksiranom u SSCI indeksnoj bazi, predstavila rezultate do kojih je došla tokom prve faze istraživanja, koja se odnosila na istraživanje segmenta samokontrole u centralnoj regiji Crne Gore (Podgorica). Između ostalih kandidatkinja je došla do nalaza da se samokontrola 'vaspitava', pomoću nagrada, kazni, pohvala, sankcionisanjem neprihvatljivog ponašanja, poštovanjem pravila, samostalnošću, te dosljednošću, što postavlja značajne temelje za dalju izgradnju dječijih identiteta, te podsticanje razvoja dječije ličnosti. Pomenuti nalazi čine integralni dio istraživanja koje je kandidatkinja sprovela.

Datum i ovjera (pečat i potpis odgovorne osobe)

U Nikšiću,
14.01.2020.



[Signature] DEKAN

Prilog dokumenta sadrži:

1. Potvrdu o predaji doktorske disertacije organizacionoj jedinici
2. Odluku o imenovanju komisije za pregled i ocjenu doktorske disertacije
3. Kopiju rada publikovanog u časopisu sa odgovarajuće liste
4. Biografiju i bibliografiju kandidata
5. Biografiju i bibliografiju članova komisije za pregled i ocjenu doktorske disertacije sa potvrdom o izboru u odgovarajuće akademsko zvanje i potvrdom da barem jedan član komisije nije u radnom odnosu na Univerzitetu Crne Gore

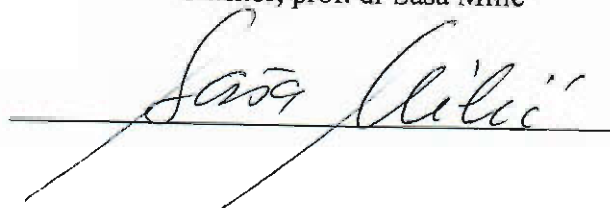
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FILOZOFSKI FAKULTET NIKŠIĆ
STUDIJSKI PROGRAM ZA PEDAGOGIJU

POTVRDA

Nakon uvida u doktorski rad „Vaspitni uticaji na razvoj identiteta kod djece predškolskog uzrasta kroz aspekte samokontrole i inicijativnosti“ kandidatkinje MA Milice Jelić, a prema Članu 37 Pravila doktorskih studija, kao mentor potvrđujem da disertacija ispunjava predviđene uslove i dajem saglasnost da rad može biti predat na dalju proceduru.

U Nikšiću, 29.05.2019.

Mentor, prof. dr Saša Milić

A handwritten signature in black ink, reading 'Saša Milić', is written over a horizontal line.

Influences of preschool on the development of self-control in preschool children in Montenegro

Milica Jelić  and Sanja Čalović Nenezic 

Department of Educational Sciences, Faculty of Philosophy, University of Montenegro, Nikšić, Montenegro
milicak@ucg.ac.me

The aim of the research presented in this paper is to examine the factors, including pedagogical ones, that influence the development of self-control in preschool children. Numerous studies emphasise the importance of discipline in the development of self-control. The methodological part of this paper represents a qualitative research study conducted within a single educational facility in Montenegro (Podgorica) which, apart from systematic observation, included interviews with teachers in a focus group (41 examinees). ATLAS.ti software was used to analyse and prepare the research data. The results of this study suggest not only the possible existence of an isolationist culture of preschools in Montenegro, but also insufficient awareness of teachers' practice. The nature of teacher-child interaction is considered in the context of an educational institution, characterised by predominantly linear communication, as well as the group tasks that dominate the working day. Studies of this type have not been conducted in Montenegro so far. The results provide significant material for further research and practice, such as the promotion of positive communication and successful teacher-child interaction in terms of the positive development of self-control in preschool institutions.

Keywords: education; environment; preschool; preschool teacher; self-control; self-regulation

Introduction

Self-Control in the Preschool

Self-regulation can be defined as the ability to focus attention, manage emotions, control behaviour, and to successfully meet the demands of the environment (Baumeister & Vohs, 2004; Blair & Razza, 2007; Calkins & Williford, 2009; Rimm-Kaufman, Curby, Grimm, Nathanson & Brock, 2009). It affects many segments of a child's life, ranging from cognitive development (Carlson, Mandell & Williams, 2004) to childhood personality formation (Stifter, Spinrad & Braungart-Rieker, 1999). If children cannot control their own behaviour (for example, avoid something or wait for something), they will not be able to cope with their environment (McClelland, Cameron, Connor, Farris, Jewkes & Morrison, 2007). This implies children's abilities to control their positive or negative emotions, to prevent or control behaviour, and to direct and share their attention (Fuhs, Farran & Nesbitt, 2013). Self-regulation is expressed by internal self-control, especially with children. At preschool age self-control development is one of the child's greatest achievements (Vasta, Haith & Miller, 1998). Research has shown that children with low levels of self-control achieve worse results in preschool institutions and schools than children with higher levels of self-control (Cooper & Farran, 1988; Ladd, Birch & Buhs, 1999; McClelland, Morrison & Holmes, 2000). Focusing children's attention is an important segment of self-control as it helps children to perform their tasks, to act in accordance with the rules and, consequently, to successfully interact with others in a preschool group (Rothbart & Hwang, 2005; Zelazo & Müller, 2002).

At a global level, one cannot ignore the ecological approach or the importance of the context in the domain of developing self-control. These are aspects that reflect on the current relevance of our research in relation to the wider scientific community.

An illustrative example of the importance of such an approach is the research by Broekhuizen, Slot, Van Aken and Dubas (2017), who emphasise the importance of a stimulating environment for the development of children's social and emotional skills, with the primary interest being the impact of assistance from the teacher in the development of self-control through the use of games (Broekhuizen et al., 2017). Brajša-Žganec and Hanzec (2015) conducted research that provides significant insight into the subject. They produced reliable data on a direct correlation between self-control and emotions, as well as on aggressive behaviour in boys of preschool age.

According to Bandura (1997) and Bronson (2000), the development of self-control is based on self-assessment. Children learn the types of behaviour for which they will be rewarded or punished. They also learn to respect others and understand the consequences of their behaviour. In this way, they develop their future behaviour and establish patterns of behaviour. Zimmerman and Schunk (2008) point out that self-regulation in children originates from the social environment, on which the basis of self-control segments related to learning is developed. Vasta et al. (1998) state that autonomy is the basis for the development of self-control and for the formation of personality later in life.

It should be emphasized that importance of teaching competences is irreplaceable in relation to expression of the child's individuality, as well as self-control. Successful communication and a stimulating environment also motivate the child's individuality.

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Influences of preschool on the development of self-control in preschool children in Montenegro

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It should be emphasized that importance of teaching competences is irreplaceable in relation to expression of the child's individuality, as well as self-control. Successful communication and a stimulating environment also motivate the child's individuality.

The Role of Preschool Teachers in the Process of Developing Child's Self-Control

In the process of developing self-control, the most important role is definitely played by adults – preschool teachers and parents. They should be the experts in terms of observing and listening to children. However, it is not a matter of the spontaneous, intuitive recognition of children's needs and later again the spontaneous action of preschool teachers. On the contrary: initiative, autonomy, activity, and overall development in various domains require a very conscious, reflexive action on the part of preschool teachers. A reflexive practitioner has his or her own educational philosophy (Rossouw, 2009), which is continuously being challenged, testing their previous experiences in new situations and contexts. It is often the case that a preschool teacher acts directly in a given situation, i.e. applies his or her knowledge in action. All of that significantly forms the child's social environment in the preschool.

Blair (2002) points out that self-control skills have a significant impact on children's learning, as well as on the application of knowledge. Self-control has long been regarded as the basis for early childhood development and, although there is no general agreement on its definition, there is a consensus that self-control is developed through emotional control (child manages to control his emotions on his own) (Bodrova & Leong, 2008; Ford, McDougall & Evans, 2009; Liebermann, Giesbrecht & Müller, 2007; Sokol & Müller, 2007) or through cognitive processes (for example, executive function) (Bodrova & Leong, 2008; Bronson, 2000; Ford et al., 2009). Children begin to develop self-control skills as early as the first year of their lives and these improve over time. Early age is characterised by self-control in terms of physical activity, and children most often adopt this with the help of their parents. Children of this age are very dependent on those who take care of them. Preschool children begin to control their emotions and behaviour. They think about and focus on specific tasks (Shonkoff & Phillips, 2000). Thus, "control" from an outside source transforms into an internally controlled process: self-control.

Children's behaviour can be regarded as mirroring their preschool teacher or, more precisely, mirroring what he or she does. In order to encourage discipline and self-control, preschool teachers must themselves be disciplined. First of all, they must know how to "pause" between an impulsive "feeling" and "taking action." The corresponding technique demonstrated to children is the so-called *time-out* (the time that allows one to "get away" from the problem and restore emotional stability (Nelsen, Duffy, Escobar, Ortolano & Owen-Sohocki, 1996)). The relationship that a preschool teacher has with his or her children, but also with all the other people in a preschool, affects the be-

haviour and development of each individual. Therefore, it is significant that the role of preschool teachers should be understood as the creation of a comprehensive, high-quality, socio-pedagogical context or, more precisely, as a network of reciprocal relationships and expectations that support and maintain diverse individual and group processes that encourage and direct children's upbringing and development (Petrović-Sočo, 2007). Curby, Brock and Hamre (2013) conducted research on a random sample (2,938 children); they found that consistent emotional support from preschool teachers results in better social skills and achievements in childhood. They also emphasise the dual role of consistency and easier problem solving: children may hesitate to engage in some activities in cases of inconsistent treatment and information processing on the part of the teacher. An inconsistent teacher will keep hold of the children's attention and thereby exclude them from numerous other experiences in the workroom (Curby et al., 2013). Russell, Lee, Spieker and Oxford (2016) came to a similar conclusion, pointing out that the benefits of a stimulating environment have a long-term impact on the development of children, and that the parental role and the development of self-regulation are predictors of the development of social skills.

Teachers often say that they place things out of children's reach, for the children's own protection. It imposes consideration of certain questions: In which way and manner does a child have the opportunity to explore and, consequently, learn, if a routine does not allow this? What will happen if we keep protecting children in such a way? How will they develop the abilities of self-protection and self-control? "They are forbidden to enter the kitchen, everything that might be dangerous in the preschool is unavailable to them, and, on the other hand, in order to make a child feel good, we want preschool to be as similar to home as possible and so, instead of protecting, we develop self-protection in children?" (Petrović-Sočo, 2009:37). A group of preschool teachers who participated in action research in Croatia described some of the situations that stimulated research and learning by children as being potentially dangerous for children, and the behaviour of children as euphoric and undisciplined (Petrović-Sočo, 2009).

Verbalising certain actions is necessary for teaching children about socially acceptable behaviour. Redirecting attention away from activities that are less desirable or replacing such activities can be a good way to gain children's attention. If one wants a child to understand what he or she should or should not do, one should set clear and specific rules. These rules should be meaningful and expressed in positive terms. It is easier for children to learn how to change their behaviour if their preschool teacher tells them: "Tell him it's your turn" instead of "Stop hitting him" (Hansen, Kaufmann

& Walsh, 2001:60). The condition for adopting a rule is that children should understand its meaning. That is why it is necessary to give an explanation or to state the reasons why something is acceptable, or not. If one notices that children are trying to obey a certain rule, even if they are not entirely successful in it, that children should be encouraged. This will certainly benefit the development of self-respect and confidence. When it comes to violating rules, the use of a system of logical consequences is far more effective than punishment.

Additionally, it should be noted that the entire social context in preschool depends on the preschool teachers. Apart from consistency in the relations with children, a teacher should apply the same principle (which is not the only one) in their relations with the other adults in the preschool. Children will be able to follow numerous actions in such an environment that will encourage or disable their self-control. Some researchers point out that social context depends on the preschool teacher – on his or her attitudes and expectations, his or her belief system, humour, control techniques, leadership style, and use of praise – as well as on the established rules of conduct in the preschool regarding different issues. (Petrović-Sočo, 2007). If one regards a preschool as a teaching organisation, its traditional hierarchical organisation obviously needs to change. Instead of imposing control and supervision, it is necessary to enable joint decision-making and motivate all the members of staff.

The Influence of the Social Context in a Preschool on the Process of Developing Self-Control

The social environment, in the broadest sense of the word, affects the development of self-control. Therefore, it is necessary to mention the ecological systems theory of Bronfenbrenner (1997), which emphasises, apart from environmental factors, the importance of an individual's active participation in the development of self-control. In relation to Bronfenbrenner's theory (Bronfenbrenner, 1997) the importance of the environment affecting an individual's behaviour is emphasised.

The environment should be flexible so that it can be modified in accordance with the child's needs. It is important to provide a sufficient quality of conditions for satisfying children's primary needs (for food, sleep, etc.). Satisfying these primary needs in early childhood generates a feeling of security. If such needs are not satisfied, it is difficult to influence development in any domain. It seems that it is important for the development of self-control to provide children with enough time, without compelling them all to work at the same pace, to have an individual schedule for sleeping, feeding, changing nappies, playing, and resting, and to have a flexible daily schedule, depending on the child's age, the number of children in a group, the level of development, and individual needs

(Abbott & Moylett, 1997; Stokes-Szanton, 2002 as cited in Petrović-Sočo, 2007; Von Hentig, 1997).

A well-planned and consistently applied routine is particularly beneficial for the development of internal control, but it has to be flexible enough to adapt to children's needs and capabilities (Kamenov, 2008). Therefore, the schedule of activities should be individualised as much as possible, especially in early childhood. Satisfying children's needs for sleep, food or for spending time outdoors at the wrong times often causes irritability and dissatisfaction. Steady but flexible implementation of the child's daily routine in the institution contributes to a feeling of trust in the environment, because, with the daily repetition of certain activities at approximately the same time and in a particular space, children experience pleasure and gradually realise what is happening to them, and can easily follow and anticipate further events (Petrović-Sočo, 2007). Unfortunately, the real situation is often different, so there is usually a teacher who is impatient, who wants to feed the child as soon as possible, and who communicates rudely (Manojlović & Mladenović, 2001). Instead of a prevalent daily routine, one should have a framework, and not rules that are implemented without exception.

Moreover, involving children in the decision-making process, setting limits and establishing behavioural rules will greatly enhance their self-confidence (Nelsen et al., 1996), which will later be reflected in the quality of their interactions in adulthood.

Methodological Approach of the Research

Considering the nature of the problem, influences of preschool on the development of self-control in preschool children in Montenegro, it was necessary to provide a holistic approach and to determine the nature of various interactions in the preschool context. Ethno-pedagogical research was conducted within the framework of broader research, the goal of which was to determine whether preschool children have the ability to manage positive or negative emotions, to prevent or control behaviour, and to direct and share their attention, i.e. to what degree self-control has been developed in children of preschool age and how self-control is being encouraged in preschool institutions. The aim of this study was to provide an insight into the factors that influence the development of self-control and to what extent the overall environment contributes to or restricts this development. Accordingly, a qualitative methodology was predominantly used, based on a synthesis of the gathered qualitative research findings, which are elaborated later.

Research

The first phase of the research consisted of observing the work of a unit in a preschool institution from the central region of Montenegro (Podgorica),

where the observed indicators were recorded according to the observation protocol, using a constructed and adapted research method in relation to the assessment instruments of the National Association for the Education of Young Children ([NAEYC], 1991; Petrović-Sočo, 2007). The timeframe over which the observation was carried out was one working week in March 2017. Two preschool teachers worked in the educational group, along with one trainee teacher and a teaching assistant (whose job was to assist with working with a child with special needs). Fifty-six children aged five to six attended preschool education classes in the group.

The second phase of the research was the implementation of two focus groups consisting of preschool teachers employed at the institution. For the purpose of the focus group discussion, a focus group guide was constructed, consisting of 16 open-type questions. Participants were invited to make comments on the previously observed units that had been identified as being important in the area of self-control development (for example, "Are you inclined to reduce assistance and control when you notice that a child can work independently?," "Do you act reflectively, and what kinds of reflections do you most often apply?," "What is important to consider when addressing requests to children?," and "How does discipline arise, and what is a prerequisite for discipline?"). A total of 41 teachers were interviewed (21 teachers in the first group and 20 teachers in the second group). All the teachers who were interviewed had worked in preschool educational groups during their years of service. The focus group interviews were conducted in April 2017. The focus groups were organised with the assistance of the management of the preschool institution within the premises of the institution, and the interviews lasted 80 minutes each. The focus group moderator is the first author of this paper. After obtaining oral consent from the research participants, she made audio recordings. In this respect, in order to understand and interpret the data, it was extremely important to engage with the respondents (teachers) who, through their personal experience (the implicit pedagogy), helped with the researchers' assessments and the participatory validation of their observation findings.

Data Analysis Procedure

The data was analysed using qualitative thematic analysis (Braun & Clarke, 2006) in order to identify and study the topics (categories) contained in the data. When all the necessary findings were gathered, they were unified and encoded in the domain of items of developing self-control. The researchers tried to discover those factors that influenced the development of self-control, as well as how much the overall environment in the preschool institution contributed to or restricted its development. The

researchers used ATLAS.ti software to systematise and encode the data they had obtained. The monitoring protocols and the focus group transcripts were primarily stored as Word documents. Afterwards, the researchers imported the data into the ATLAS.ti software as separate documents within a hermeneutical unit (HU). During the data analysis, the researchers applied open coding, rapid coding and in vivo coding processes (Creswell, 2007; Friese, 2012) to observe and record every segment that seemed important and that should be considered in the analysis.

The researchers constantly evaluated previous code choices to determine whether the coding was being done consistently and systematically. The recorded items were divided into initial codes according to the observation protocol, and then the initial codes were grouped into smaller units.

The following themes discussed in the paper emerged after material analysis:

1. the environment in the playroom,
2. the daily routine,
3. time organisation,
4. the child's independence,
5. interactions at various levels (child-child, child-adult, etc.),
6. the discipline in the playroom.

In this study, the researchers tried to evaluate the phenomenon of self-control development in preschool institutions in relation to the confirmed presence or absence of the factors they had observed and studied. In this respect, the conclusions reached in this paper represent the results of an authentic analysis of the data collected considering the subject of the research.

Results

The Social Environment and the Daily Routine in the Playroom vs. Self-Control

The first impression gained by the researchers was that the preschool institution had a pleasant environment for learning and for spending time in. At the beginning of the working day the children played until breakfast time. During this period they were given time to choose what they wanted to do. Then the register was taken, followed by an introduction to the topics and activities planned for that day. After the introductory activities, the children were involved in some concrete structured activities, ending mostly with some musical or relaxation activities. Finally, they had lunch and then went to bed. The conclusions reached in this paper regarding the degree of schematisation, the flexibility of the daily routine, and its degree of stimulation for the development of self-control are based on the testimonies of the preschool teachers, as well as on the researchers' immediate observations.

The teachers claimed that they did not insist on a routine schedule, and that flexibility was possible as long as the mandatory code of conduct was obeyed. However, when the researchers asked

whether it was possible to individualise the daily programme (for example, did all the children have to go to bed at the same time?), they answered: *"We cannot do that; it is not feasible; it could be possible if we had a separate bedroom"*; *"The main problem is a lack of space"* and *"We are aware that it would be a good idea to have a special room for the children who do not sleep, as well as a room where the children would eat (so that we could satisfy their requirements), but the problem is purely technical."* One teacher pointed out that a separate sleeping and eating arrangement already existed in some other preschools, and that changes in their preschool should go in the same direction.

The Organisation of the Time and the Child's Independence vs. Self-Control

The researchers got the impression that the organisation of time was also not flexible enough. Hand washing and food consumption were carried out at the so-called "frontal" level; the children waited in front of the toilet and it was usually crowded outside. The teachers justified this by saying that it was not possible to make exceptions, that there were rules and getting used to them was very important. The attitudes towards the children reflected the perception of the children being dependent, but at the same time being capable of adapting.

It also seemed contradictory that preschool teachers considered it essential to meet the primary needs of the children while, on the other hand, the researchers did not notice flexibility (individualisation) in the process of satisfying those needs. Satisfying the need for sleep has already been mentioned, which is similar to satisfying the need for food. All children had breakfast and lunch at the same time, where they would sit and wait for their helpings. Research opportunities were limited: the children were not allowed to pour tea or milk by themselves, their food was often pre-cut, and teachers often fed the slower children.

The environment of the playroom did not seem to be stimulating for exploration by the children. The materials and toys were available to the children, but the teachers generally had a planned activity stream. Instead of having a free choice of activities, the children were mostly assigned a task by the teacher, which was justified in the following way: *"The weaker children cannot, for example, glue balls of paper onto an outlined figure, but they can colour the figure in."* The issue of freedom of choice also arose. However, when the researchers asked: *"How does discipline arise, what is the prerequisite for discipline?"*, the teachers answered: *"Through the attractiveness [of an activity], their interest, adjusting an activity to the children's age, focusing their attention, and then determining the requirement."* The teachers directed the researchers' attention to their focus on work. A gap between the pre-planned set of activities and respon-

sibilities on the one hand, and the children's focused attention and interest on the other hand, was evident. A lack of space for free movement, as well as a lack or unavailability of natural materials for work, does not represent an encouraging environment for children.

The statements that the programme was flexible, marked by work organised around interest centres and thematic planning favoured flexible organisation, i.e. the individualisation of activities. *"We can finish a task that we start today on the following day or the next week."* All this was aimed at focusing attention and fostering interest among the children. However, the researchers concluded that the topics and activities that arose from this had been prepared in advance (*"I prepare everything for the week ahead,"* one of the teachers stated). It is obvious that preparing for work requires effort, but the current interests of the children seemed to be ignored in the process. This approach also dominated in other teachers' cases. For example, they stressed the advantages of long-term engagement in a particular topic, but it seemed that they did not allow for needs and interests that might interrupt the flow of the activities that had already been planned. The unstructured time represented a deviation from this rule, such as the period before breakfast (for children who come to the kindergarten earlier) and after sleeping (for those who remained at the kindergarten after bedtime). Here the researchers observed the freedom of choice in respect of children's independent activities, such as drawing, playing, and watching cartoons. However, this time ended with breakfast being served or with the early arrival of parents. (One girl, Sara, wanted to paint some pre-prepared materials, but her mother came, so she had to postpone this until the following day or whenever the time came for her to be able to do this.)

Interactions at Various Levels and the Discipline in the Playroom vs. Self-Control

It was very encouraging that the teachers considered the setting of their own personal example to be particularly important for the development of self-discipline and self-control. *"We must set an example that children will follow"*; *"We teach everything by setting a good example (in terms of behaviour, establishing hygiene habits and directing)"*; *"We do not miss the opportunity to learn from our mistakes, although this is quite difficult in large groups"* and *"We need to show how to maintain hygiene habits, how to sit at the table, and how to have nice manners (like saying 'here you are,' 'thank you,' 'please,' etc.)"*. It is also important for teachers to acknowledge and use the "time-out" technique. They pointed out the following: *"You have to control yourself"* and *"You can say whatever you want kindly, with a smile."*

Discipline is primarily recognised as being aware of a set of rules and obeying those rules. "Order, respect, mutual respect, rules of conduct; they know about all that from the day they start coming to the preschool" and "We insist on mutual respect, especially in the first month; we are constantly reminding children of the rules and order." The teachers emphasised the significant participation of children in this process, i.e. the necessity of respecting their needs and wishes and creating a stimulating social framework on this basis. The researchers' curiosity was aroused by the following statement: "They all know the rules. They know how to behave in the playroom and in the outdoor area, but there is also furniture which might be dangerous." What is "dangerous" furniture? Does this lead to encouraging self-protection or regarding a child as a dependent human being? At this moment, it is premature to consider the background to this statement, but this does not detract from the fact that it was stated.

Preschool teachers claim that delaying the impulse of satisfaction as a prerequisite for the development of self-control can be achieved by verbalisation or conversation. Often, during their stay at the preschool, the researchers witnessed the interpretation and explanation of various situations that were stimulating for self-regulation, such as: "Was what Gojko did good?"; "You do not touch the tempera paints with your hands, because you will stain your hands" and "We cannot say who it is, it will ruin the game." Additionally, teachers emphasised the explicitness needed in imposing certain requirements on children. They emphasised the following: "We need to be specific. If we do not act clearly and directly, we cannot expect children to respect our demands" and "Explicitness is necessary to get both a response and behavioural change." The researchers witnessed the giving of instructions such as: "Listen carefully, take one strip of paper, do not rush, then apply the glue"; "Take one kernel of popcorn and stick it to the paper"; "Now sit at your desks"; "The teacher will call someone and then that person will call someone else" and "Put the crayons back, we take only one at a time." On the other hand, teachers rarely used positive terms in setting rules of behaviour. The researchers used the interview to explain why this was so. As they pointed out, children can easily understand statements such as: "Is that a nice thing to do?" and "Do not hit him, but tell him it's your turn." It is certain that the teachers are inclined to provide conclusions and explanations for certain situations and requirements. However, the formulation of positive terms is usually absent. They claim that their formulations are not negative, but they are not extremely positive either. They describe them as specified messages, with a necessary individual approach, and with an obligatory pleasant tone. "We do not use negative connotations; our

goal is to get a child to understand a request by emphasising it in a pleasant way." Consequently, the teachers carefully explain why something is acceptable or unacceptable. In their own words, this is especially important because children often do not understand why something is problematic, or why they cannot have or do something. "Even if we didn't do this," the teachers said, "the children themselves would demand explanations."

During the conversation the teachers confirmed the importance of setting positive examples for the children, but also of recognising positive examples set by the children themselves. According to them, children who set examples are praised or rewarded for something, and therefore they represent a stimulating model for other children. In further conversation, the researchers tried to identify what teachers did when a child tried to respect a rule.

In most cases, preschool teachers answered that such behaviour was rewarded. The researchers tried to determine what the prize typically was. The teachers most often considered praise as a reward. There were some different comments though, such as: "They like it most when we give them something sweet." The teachers encouraged children (the researchers noted this during the observation). They used praise well, so as not to favour some of the children and negatively affect the self-confidence of others. The researchers heard some unexpected comments there too, such as that, during their training, the teachers were instructed to commend every activity or effort on the part of the child, which, in their opinion, was unjustified for the above-mentioned reasons. What the researchers perceived as being the most significant were the words of encouragement that they often heard: "You're doing great"; "Excellent, just keep doing what you're doing" and "Don't say you can't, we all can." There were also comments with negative connotations, such as: "Look at Gojko! He will never work with tempera again." However, such comments were rare exceptions.

In further conversations, the researchers brought up the issue of sanctioning unacceptable behaviour. The teachers explicitly stated that they did not apply punishments. However, the researchers observed that, while communicating with a child, the teachers used the phrase: "You will be punished." The researchers realised that emphasising the system of logical consequences as a positive and ultimately purposeful solution was still not part of their everyday activities. The respondents pointed out that it was not "very effective" to ask a child to mop up milk that he or she had spilled, because the child would get dirty again. That happened periodically: "Only when they throw pieces of bread at each other do they have to pick up the crumbs."

The researchers asked the teachers whether they tended to reduce their help and monitoring when they noticed that a child could work independently. The answers were rather confusing: *"Yes, perseverance is important"; "I do not allow them to give up, even though they might be bad at something, you saw what it was like when they made balls"; "Depending on the situation and activity"; and "You must keep control and must not leave children on their own."*

Discussion

The preschool teachers understood the necessity of discipline at the theoretical level, and in the same way, they understood the importance of thematic planning and working that corresponded with the children's needs, capabilities, and interests. However, the spirit of collective discipline (equal rules of behaviour and a daily routine for every child), the absence of cooperation in the broadest sense of the word, and the planned activities contradicted the above-mentioned theoretical framework.

It was obvious that teachers felt a need to perform the planned activities regardless of possible variations in the children's interests. The leading role of teachers in the realisation of the given activities largely contributed to this fact. Additionally, they would often reduce the opportunities for children's exploration by doing some, in the researchers' opinion, very stimulating activities themselves instead of allowing the children to do them (for example, applying glue or preparing paints). On top of that, the communication of directions, which primarily implied giving instructions and setting requirements that would be equal for all, contributed to creating an atmosphere that was more appropriate for teaching than for independent, spontaneous exploration by the children.

Based on their observations, the researchers gained the impression that, on several occasions a carefully planned work style did not enable true cooperation and learning. The researchers did not recognise this form of work as stimulating for learning either. As the group work was also individually oriented, children were not able to develop a feeling of closeness and social acceptance. Such "group" work does not offer the possibility for a true exchange of ideas, since the teacher does not stimulate spontaneous dialogue among the children, nor does the teacher devise activities that would be aimed at achieving a common goal, which is the essence of cooperation. Consider the statement of one of the teachers: *"If one or two children understand it, they explain it to a third."* In this case, as in many others, the researchers recognised indicators that offered optimism.

Regardless of the previously described context of the preschool and the daily activities that were observed, the researchers considered certain indicators of discipline to be positive.

Conclusion

The researchers studied the context of preschool as the fundamental part of the process of building self-control. In this sense, they especially emphasised its spatial-material and temporal dimensions.

- The spatial-material dimension is characterised, on one hand, by a rather dysfunctional space, but one which, on the other hand, with its open shelves, warm colours, cupboards and most of the working material being readily accessible to children, encourages optimism.
- The temporal dimension of "a fixed daily routine" was identified, within which, regardless of individual needs and tempo, children practice hygiene habits, have breakfast and lunch, and go to sleep. *"Staying in the preschool is a pattern: children come, have breakfast and sleep at a fixed time,"* the teachers said.
- The environment (i.e. the overall atmosphere in the preschool) was largely focused on teaching. Firstly, there was the prevailing, "frontal" starting up of activities at the beginning of the day, followed by activities planned according to interest centres, and finally, playing with insufficiently attractive or motivating material.

This conclusion agrees with the results of numerous research studies. For example, research by Ebrahim (2011) points out that preschool teachers should reconsider the possibility of creating a liberating practice. Teachers' approval and a positive tone when addressing children greatly stimulate the development of cognitive self-regulation, which highlights the importance of the child's environment in the broader sense (Fuhs et al., 2013). The processes taking place in preschool classrooms are the predictors of the development of cognitive self-regulation.

Taking such implicit pedagogies of teachers as a starting point, the researchers also considered the teachers' discipline framework and, within it, the possibilities of developing self-control. This comprised the following:

- Respecting the code of conduct
- Explicit requirements
- Explanations
- Consistent determination of the limits of children's behaviour.

The researchers believe that one should also add motivation by using praise and encouragement but avoid an insufficient application of logical consequences for the purpose of sanctioning unacceptable behaviour and encouraging desirable behaviour. Although the definitions mentioned here encourage self-regulation, the question arose as to what extent this was possible in the context described above, and how far these definitions reached. In view of the things observed in this study, it seemed that it was more about imposing discipline in the collective sense than about behaviour induced by self-control.

The researchers have particularly stressed the nature of the interaction between preschool teach-

ers and children in the context of the preschool that was observed. Usually, the teacher invites all the children to participate in activities, regardless of their individual interests. Thus, the same requirements are set before them, and they are offered general, valid instructions. The traditional educational teacher's role is certainly emphasised in this way, at the expense of the teacher's roles as observer, listener, or planner. This undermines the significance of the well-known teaching of Vygotsky on the zone of proximal development. It is not difficult to conclude that communication based on the described grounds is mostly linear. The researchers did not attempt to describe the interaction between children in detail. They mentioned it generally, since it is extremely important in the process of self-regulation. Undoubtedly, the previously indicated interaction and communication in the teacher-child relationship has been transferred to the area of children's relationships with each other. The teachers gave instructions to every child to listen to a story. The children mostly worked in groups on their assignments. They were not encouraged to exchange their places with someone within their own group, let alone with a member of another group, which resulted in mutual distrust, non-acceptance and even frequent conflicts. It is not difficult to conclude that, in such conditions, the opportunities for cooperative learning are limited.

Finally, the researchers realised how stimulating the described context was for teaching self-control. Perhaps in this respect, it is best to pay attention to the prefix "self." Is a child in the described conditions being treated as independent and autonomous, or as dependent and helpless? It is clear that one cannot make conclusions about self-control outside of a context. For this reason, teachers mostly pay attention to discipline, but the circumstances in which teachers work, as well as their implicit pedagogies, should be significantly modified in order to develop self-control in children.

Authors' Contributions

MJ and SČN were responsible for data collection and the first draft manuscript; MJ and SČN contributed to the conceptualisation of the study, the analysis, and writing of the manuscript. Both authors reviewed the final manuscript.

Notes

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MA Milica Jelić, rođena je 06.10. 1981. godine u Nikšiću, gdje je završila osnovnu i srednju školu. Osnovne akademske studije na Studijskom programu za pedagogiju završila je 2007. godine, kada stiče Stepen Bachelor (BA). Studijske 2007/08 godine upisuje i završava postdiplomske specijalističke akademske studije, sa srednjom ocjenom "A" (9.75), i time stiče Stepen Specijaliste (Spec. Art). Akademske magistarske studije pedagogije upisala je 2008/2009. godine takođe na Filozofskom fakultetu u Nikšiću, i položila ispite sa prosječnom ocjenom "A" (10.00). Magistarski rad "Različiti oblici profesionalne orijentacije srednjoškolaca" pod mentorstvom prof. dr Saše Milića odbranila je 06.06.2011. godine sa najvišom ocjenom "A" (10.00). Doktorske studije pedagogije na Filozofskom fakultetu u Nikšiću upisala je školske 2013/14. godine.

Nakon završenih osnovnih studija 2008. godine, zasniva radni odnos kao pedagog pripravnik u JUOŠ Ratko Žarić. Iste godine je angažovana i kao honorarni saradnik na Filozofskom fakultetu, na Studijskom programu za pedagogiju, Studijskom programu za obrazovanje učitelja i Studijskom programu za predškolsko vaspitanje. Radni odnos na Filozofskom fakultetu u Nikšiću zasniva 2009. godine.

Saradnik je u nastavi na Studijskom programu za pedagogiju na predmetima: Uvod u pedagogiju, Istorija pedagogije, Teorija vaspitanja i Pedagoški praktikum I; Studijskom programu za obrazovanje učitelja na predmetima: Osnove pedagogije i Savremeni obrazovni sistemi; Studijskom programu za predškolsko vaspitanje na predmetima: Uvod u pedagogiju i Teorija vaspitanja, te na Fakultetu za sport i fizičko vaspitanja, Studijskom programu Fizička kultura na predmetu Didaktika.

Objavila je niz radova u relevantnim publikacijama, učestvovala kao istraživač u nekoliko naučno-istraživačkih nacionalnih i projekata međunarodne saradnje. Oblasti njenog najužeg naučnog interesovanja su opšta pedagogija, predškolska pedagogija, školska pedagogija i istorija pedagogije.

Živi u Nikšiću sa suprugom i dvije kćeri.

KONTAKT

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NAUČNA DJELATNOST

Objavljeni radovi

- Jelić, M. i Čalović-Nenezić, S. (2019). Influences of preschool on the development of self-control in preschool children in Montenegro. South African Journal of Education, 39: Supplementary 2: S1-S9. doi: 10.15700/saje.v39ns2a1627.
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- Jelić, M. (2016). Prikaz knjige: RHETORICE DOCENS - Standardi za primenu monološke metode u nastavi, Autor: Dr Vera Ž. Radović, Izdavač: Zavod za udžbenike, Beograd, 2015, Vaspitanje i Obrazovanje, 3: 265-271.
- Jelić, M., Zorić, V. (2015). Razvoj profesionalne orijentacije na prostoru bivše Jugoslavije. *Nastava i vaspitanje*, br.3 u procesu objavljivanja.
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- Krulanović, M. (2011): Različiti oblici profesionalne orijentacije srednjoškolaca. *Vaspitanje i obrazovanje*, 4.
- Milić, S. i Jelić, M. (2013). Okvir nastavničkih kompetencija kao sredstvo poboljšanja kontinuiranog napredovanja nastavnika/ca – Crna Gora. U: *Nastavnička profesija za 21 vek*. Beograd: COP.

Učešće na konferencijama i naučnim skupovima

- ☐ Učešće na Međunarodnom naučnom skupu Problemi i dileme savremene nastave u teoriji i praksi, Učiteljski fakultet, Univerzitet u Beogradu, Arandelovac, 2017.
- ☐ Učešće na Naučnom skupu “Banjalučki novembarski susreti 2016”, Filozofski fakultet Univerziteta u Banjaluci, Banja Luka, 2016.
- ☐ Učešće na Međunarodnom naučnom skupu *Implementacija inovacija u obrazovanju i vaspitanju – izazovi i dileme*, Učiteljski fakultet, Univerzitet u Beogradu, Beograd, 2014.
- ☐ Učešće na naučnom skupu- *Nauka i globalizacija*, Pale, 2013;

☑ Učestvovala na trećoj regionalnoj konferenciji edukatora *Kvalitetno obrazovanje*, 20-23.8.2011., Bjelašnica, Bosna i Hercegovina.

☑ Učestvovala na *Prvoj konferenciji pedagoga Crne Gore*, 2011.

Učešće u projektima

☑ Učešće u nacionalnom projektu ***Socio-kulturni identiteti djece na predškolskom uzrastu u Crnoj Gori***, mart 2019-mart 2021.

☑ Učešće u međunarodnom projektu bilateralne naučno-istraživačke saradnje Slovenija-Crna Gora“, KVALITET PROCESA PREDŠKOLSKOG VASPITANJA U REPUBLICI SLOVENIJI I CRNOJ GORI 2018-2020.

☑ Jedan od autora i voditelja programa stručnog usavršavanja nastavnika pod nazivom: Nastavnik lider – voditelj promjena u nastavnoj praksi pri Zavodu za školstvo, Odsjek za kontinuirani profesionalni razvoj.

☑ Koordinator projekta ITL (International Teacher Leadership) Nastavnici budućnosti – Crna Gora od 2009.god.

☑ Učešće u projektu Studentski volunterizam - Od integracije do desegregacije romskih učenika, 2011-2013.

☑ Učešće u međunarodnom projektu bilateralne naučno-istraživačke saradnje „Interkulturalni pristup integraciji Roma: Hrvatska-Crna Gora“, 2013-2014.

☑ Učešće u nacionalnom projektu - “Razlozi niskog školskog postignuća romskih učenika (2012-2014).

☑ Učešće u projektu - “Advancing Teacher Professionalism for Relevant, Inclusive and Quality Education” (2011-2012)

ZAVRŠENI SEMINARI I OBUKE:

14-18.08.2017. pohađala Ljetnju školu Radboud Univerziteta, Nijmegen, Holandija.

02.09.2017. pohađala program stručnog usavršavanja u trajanju od 8 sati – Teorija i praksa Ljudskih prava, u organizaciji Zavoda za školstvo Crne Gore.

30.03.- 02.04. 2015. Završena obuka „Inclusive Education Training of Trainers Regional Workshop“, organizovana od strane UNICEF-a i Univerziteta u Cirihi. (30.03.-02.04. 2015).

Maj 2014. Završila obuku za trenera modula Networking and Teamwork, u okviru TRAIN programa

Oktobar, novembar 2013, TRAIN- odslušala sledeće module :

Research Methodology, Scientific Writing and Result Presentation (Humanities and Social Sciences)

Higher Education Didactics

Preparing Funding Applications and Project Management

Presentation and communication skills

Networking and Teamwork

Designing Higher Education Curricula

„PEACE (Promoting Equality, Access and Change in Education) Seminar koji je organizovan od strane Educator Development Program (CA), Herceg Novi, Montenegro, April 2005.

„Democracy and education“ – organizovano od strane Filozofskog fakulteta u Nikšiću i Civitas Montenegro Centra u saradnji sa Foundation Open Society Institute, Nikšić, Maj 2008. godine.

Položen stručni ispit (2009. god.)

Kraći studijski boravci:

- studijski boravak na Universitat Politecnica de Valencia – Spain, 3-6 decembar 2013
- studijski boravak na Sveučilištu u Zagrebu - Hrvatska , 11-15 juna 2014.
- studijski boravak na Universität Bielefeld, Fakultät für Soziologie, Germany, 27-28 avgust 2014.



Број: 08-1425
Датум, 28. 05. 2015 г.

Ref: _____
Date, _____

Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju (Službeni list Crne Gore br. 44/14) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore, na sjednici održanoj 28. maja 2015. godine, donio je

ODLUKU O IZBORU U ZVANJE

Dr SAŠA MILIĆ bira se u akademsko zvanje **redovni profesor Univerziteta Crne Gore** za predmete: Komparativna pedagogija I – Savremeni pedagoški pravci; Komparativna pedagogija II – Savremeni obrazovni sistemi; (Studijski program za pedagogiju), Savremeni predškolski sistemi; Interkulturalna pedagogija (Studijski program za predškolsko vaspitanje) i Osnovi pedagogije; Savremeni obrazovni sistemi (Studijski program za obrazovanje učitelja) na Filozofskom fakultetu.

REKTOR


Prof. Radmila Vojvodić



PROF. DR SAŠA MILIĆ, Redovni profesor UCG

BIOBIBLIOGRAFIJA

LIČNI PODACI: Rođen 14. avgusta 1966; Podgorica – Crna Gora

PODACI O OBRAZOVANJU:

OSNOVNE STUDIJE

Filozofski fakultet – Odjeljenje za pedagogiju – Univerzitet u Beogradu

Datum odbrane diplomskog rada: 18. oktobar 1989.g.

Tema diplomskog rada: »Ličnost, vrijeme i prosvjetiteljske ideje Svetog Petra Cetinjskog«

MAGISTARSKJE STUDIJE

Filozofski fakultet – Grupa za opštu pedagogiju – Univerzitet u Beogradu

Datum odbrane magistarske teze: 4. jul 2002.g.

Tema magistarske teze: »Individualizacija u vaspitno-obrazovnom procesu: na primjeru Programa »Korak po korak« u osnovnim školama Crne Gore«

DOKTORSKE STUDIJE

Filozofski fakultet – Univerzitet u Novom Sadu

Datum odbrane doktorske disertacije: 14. april 2004.g.

Tema doktorske disertacije: »Komunikacija nastavnik – učenik, i efikasnost kooperativnog učenja«

PODACI O RADNIM MJESTIMA I IZBORIMA U ZVANJA:

BAZIČNI ANGAŽMANI

- Centralna narodna biblioteka Crne Gore – Bibliotekar 1990 – 1991;
- Narodna biblioteka "Radosav Ljumović" – Bibliotekar – 1991 – 1994;
- Međunarodna federacija crvenog krsta i crvenog polumjeseca – Trauma centar za žrtve rata – Stručni saradnik – 1994 – 1995;
- Institut za otvoreno društvo CG – Koordinator obrazovnih programa – 1996–2001;
- Filozofski fakultet u Nikšiću – Učiteljski studij – Nastavni saradnik na predmetima: Opšta pedagogija i Didaktika – 1999 – 2000;
- Pedagoški centar Crne Gore – Izvršni direktor Centra – 2001 – 2012;
- Univerzitet Crne Gore – Zvanje Vanredni profesor:
 1. *Filozofski fakultet Nikšić* - nastavik na slijedećim disciplinama:

- Komparativna pedagogija I - Savremeni pedagoški pravci; Komparativna pedagogija II - Savremeni obrazovni sistemi; Savremeni predškolski sistemi; Uvod u pedagogiju; Teorija vaspitanja; Osnovi pedagogije; Interkulturalna pedagogija; Evaluacija predškolske ustanove; Predškolska pedagogija;
2. **Studijski program za obrazovanje učitelja u Beranama:** Uvod u pedagogiju; Teorija vaspitanja (2006);
 3. **Fakultet likovnih umjetnosti i Muzička akademija Cetinje:** nastavnik na disciplinama Pedagogija i Didaktika (2007-2009);
 4. **Studijski program za obrazovanje učitelja na albanskom jeziku:** nastavnik na disciplinama: Uvod u pedagogiju, Teorija vaspitanja i Didaktika (2004-2013);
 5. **Magistarske studije pedagogije i Magistarske studije obrazovne politike:** nastavnik na disciplinama: Savremeni pedagoški pravci; Komparativna obrazovna politika (2008-2013...);
 6. **Doktorske studije pedagogije:** nastavnik na disciplinama: Savremeno shvatanje pedagogije; Nauka o ranom obrazovanju (2013...);

DODATNI ANGAŽMANI

Rukovodeće funkcije i aktivnosti u rukovodećim tijelima:

- Potpredsjednik Odbora za obrazovanje Crnogorske akademije nauka i umjetnosti;
- Član nacionalnog Savjeta za opšte obrazovanje Crne Gore (2003-2010);
- Predsjednik Savjeta Nacionalne biblioteke Crne Gore "Đurđe Crnojević" na Cetinju (2009-2013...);
- Član Radne grupe Vlade Crne Gore za pregovore sa Evropskom unijom - poglavlje 26 - obrazovanje i kultura (2012-2013);
- Predsjednik Forumu pedagoga Crne Gore (2003-2009);
- Član Borda Direktora "Internacionalne Step by Step Asocijacije" (2002-2004);
- Izvršni direktor Pedagoškog centra Crne Gore (2001-2012);
- Član Predsjedništva Saveza pedagoških društava Srbije i Crne Gore;
- Predsjednik vijeća Studijskog programa za predškolsko vaspitanje na Filozofskom fakultetu u Nikšiću (2003-2008);
- Predsjednik vijeća Studijskog programa za pedagogiju na Filozofskom fakultetu u Nikšiću (2008 - 2013...);
- Rukovodilac magistarskih studija pedagogije na Filozofskom fakultetu u Nikšiću (2008 - 2013...);
- Rukovodilac magistarskih studija obrazovne politike na Filozofskom fakultetu u Nikšiću (2011 - 2013...);

- Predsjednik nacionalne Komisije za dodjelu viših bibliotečkih zvanja, imenovan od strane Ministarstva za kulturu, sport i medije (2008-2010);
- Direktor međunarodnog projekta "Step by Step – Korak po korak" za Crnu Goru (2001-2008);
- Rukovodilac međunarodnog projekta "Roma education initiative" za Crnu goru – projekat Open Society Institute Budapest (2004-2006);

Aktivnosti u domaćim i međunarodnim stručnim tijelima:

- Autorizovani eksterni evaluator od strane EACEA za TEMPUS projekte (2017 -);
- Član **Crnogorskog HERE** (Higher Education Reform Experts) tima u dva mandata (2012-2017...);
- Ekspert za akreditaciju visokoškolskih ustanova u CG (imenovan od strane Savjeta za visoko školstvo CG – 2012...) i za akreditaciju visokoškolskih ustanova u Bosni i Hercegovini (imenovan od strane Agencije za kvalitet visokog školstva u BiH – 2014 ...);
- Ovlašćeni predstavnik za **Crnu Goru Svjetskog** obrazovnog foruma čije je sjedište u USA i uključuje za sada 126 zemalja svijeta;
- Zastupnik za Crnu Goru Internacionalnog Biroa za prava djeteta sa sjedištem u Montrealu – Kanada;
- Član ekspertske komisije Ministarstva prosvjete i nauke Crne Gore za reformu osnovnoškolskog sistema u CG;
- Član radne grupe pri Filozofskom fakultetu u Nikšiću za transformaciju Odsjeka za predškolsko vaspitanje u visokoškolski nivo;
- Član radne grupe pri Univerzitetu Crne Gore za izradu elaborata i osnivanje Odsjeka za pedagogiju na Filozofskom fakultetu u Nikšiću;
- Član komisije za Program "Community School Project's";
- Član ekspertske komisije za Program South East Europe Youth Initiative – fond u okviru Pakta za stabilnost Jugoistočne Evrope;
- Član planerske grupe za Edukaciju direktora obrazovnih institucija u Crnoj Gori "Kreiranje demokratskog ambijenta u školama" (2004-2006);
- Član Crnogorskog nacionalnog odbora za procjenu stanja "Prava djeteta" u Crnoj Gori (2006-2008);
- Član **Komisija za odbranu stručnih radova vaspitača**, kao predstavnik Zavoda za školstvo;
- Eksterni evaluator Roma education Fund-a iz Budimpešte za ocjenu »Nacionalne strategije obrazovanja Roma u Crnoj Gori«;
- Član International Advisory Committee za projekat »Exploration of the Status of Services to Imigrant Families« u realizaciji National Association for education of Young Children – Washington DC – USA;
- Konsultant World Bank - Washington DC – USA za procjenu potreba obrazovanja Roma;

- Nacionalni zastupnik u Crnoj Gori za Council for Exceptional Children–Washington DC–USA;
- Član radnog tima za obrazovanje pri projektu CANU »Crna Gora u XXI stoljeću«;
- Član Upravnog odbora projekta »EVOLUNIMONT - Evaluation of Research Activities and Strategic Planning of Research at the University of Montenegro« u realizaciji Univerziteta CG;
- Član radnog tima za projekat »Bologna Promoters« u realizaciji Univerziteta Crne Gore;
- Član radne grupe Ministarstva prosvjete Crne Gore za izradu elaborata o licenciranju nastavnog kadra (2010-2011);
- Član radne grupe Ministarstva prosvjete Crne Gore za izradu standarda kvaliteta rada nastavnika (2011-2012);
- Član međunarodne radne grupe pri Centru za **obrazovne politike Beograd** za izradu standarda kvaliteta rada nastavnika (2012-2013);

NAUČNA DJELATNOST

Monografske publikacije:

- Milić, S.: "Individualizovani pristup u vaspitno-obrazovnom procesu" .- Podgorica: Pedagoški centar Crne Gore, 2002.; 253 str.
- Milić, S.: "Kooperativno učenje: teorija i praksa" .- **Podgorica: Zavod za udžbenike i nastavna sredstva Crne Gore**, 2004.; 383 str. (ISBN 86-303-0663-7);
- Milić, S.: "Savremeni obrazovni sistemi" .- Podgorica: Univerzitet Crne Gore, 2008; 290 str. (ISBN 978-86-7664-061-4);
- Milić, S.: »Needs Assessment Study for Roma Education in Montenegro« .- Washington, DC: World Bank – Roma Education Fund, 2005, pp. 53; www.romadecade.org/portal/downloads/Education%20Resources/REF_Needs_Assessment.pdf
- Starovlah, M., Milić, S. i Radović, S.: »U korak s vremenom – monografija povodom 50 godina rada JPU 'Ljubica Popović' (1959-2009)« .- Podgorica: JPU 'Ljubica Popović', 2008, 160 str; (ISBN 978-9940-9174-0-1);
- Milić, S.: (2011): Indikatori razvoja multikulturalnosti i građanske svijesti u ranom djetinjstvu (predškolsko i prvi ciklus osnovne škole) u **obrazovnom sistemu** Crne Gore .- Nikšić: Filozofski fakultet Univerziteta Crne Gore .- **220 str.**; ISBN 978-86-7798-063-4
- Milić, S. (2010): Značaj i specifična uloga ranog obrazovanja, u monografiji »Crna Gora u XXI stoljeću – u eri kompetitivnosti« - Obrazovanje .- Podgorica;

- Crnogorska akademija nauka i umjetnosti – CANU (posebna izdanja – monografije i studije; knjiga 73, sveska 10) .- str. 45-61; ISBN 978-86-7215-240-1
- Milić, S. (2010): Inicijalno obrazovanje nastavnog kadra u Crnoj Gori, u monografiji »Crna Gora u XXI stoljeću – u eri kompetitivnosti« - Obrazovanje .- Podgorica: Crnogorska akademija nauka i umjetnosti – CANU (posebna izdanja – monografije i studije; knjiga 73, sveska 10) .- str. 221-238; ISBN 978-86-7215-240-1

Članci u serijskim publikacijama – časopisima:

Radovi u časopisima koji se nalaze u međunarodnim bazama SCI, SSCI i A&HCI:

1. **Milić, S.** (2013). The twenty-first century university and the concept of lifelong learning. *Australian Journal of Adult Learning*, 53 (1/2013): 159-179, ISSN 1443-1394;
2. **Milić, S.,** Gazivoda, N. (2014). Place and role of children's interests in contemporary educational process. *Croatian Journal of Education*, Vol. 17; No. 2/2015, pp. 481-506, ISSN 1848-5189;
3. **Milić, S.** (2016). Ličnost i prosvjetiteljski rad Svetog Petra Cetinjskog, in ACTA HISTRIAE. – Koper: Zgodovinsko društvo za južno Primorsko / Società storica del Litorale (Vol. 24, No. 3, 2016), p.p. 491 – 511, ISSN 1318 – 0815;
4. Marojević, J., **Milić, S.** (2017). Habermas and Freire in Dialogue – Pedagogical Reading of Habermas / Habermas i Freire u dijalogu – pedagoško čitanje Habermasa. *Croatian Journal of Education*. Vol. 20; No. 2/2017, ISSN 1848-5189;

Radovi u časopisima koji se ne nalaze u indeksiranim međunarodnim bazama:

- Milić, S. (2002). Effectiveness of Child-Centered Approaches to Primary Education in Montenegro; u "Educating Children for Democracy" .- Washington: Georgetown University, no.4, 2002, (ISSN 1531-2011)
- Milić, S. (2002). Innovations in Educational Process in Transitional Countries; u "Childhood Education" .- Wheaton-Maryland-USA: The Association for Childhood Education International, no.2002. (ISSN 0009-4056)
- Milić, S. (2008). Mentoring Leadership: A Roma success story, u magazinu "Exchange" .- Redmond, WA: Exchange Press, may/june 2008, issue 181, pp. 80-83 (ISSN 0164-8527); www.ChildCareExchange.com
- Milić, S. (2009). Mogućnosti autentičnog podučavanja u predškolskoj ustanovi iz perspektive savremenih obrazovnih modela 1; u časopisu "Pedagogija" .- Beograd: Forum pedagoga Srbije i Crne Gore, br. 2, 2009 (ISSN 0031-3807), str. 203-224;
- Milić, S. (2008). Razvoj kreativnog kurikuluma; u časopisu "Metodički oglasi" .- Zagreb: Hrvatsko filozofsko društvo, vol. 14, no. 2, 2008; (ISSN 0353-765X), str. 67-82;
- Milić, S. (2007) Dynamic of Interactive Teaching Process; u časopisu "007: International Magazine of Education Theory and Practice" .- Podgorica: Education

- for All Forum Montenegro & Finnish Program Development of Education Sector in Montenegro (ISSN 1800-5535), pp.7-11;
- Milić, S. (2010): Reform of Education Systems in Balkan Countries – Montenegro, u časopisu Education Sciences .- Rethymno: University of Crete – Greece – Faculty of Education; str. 91-106; ISSN 1109-8740
- Milić, S. (2010): Montenegro in PISA, u časopisu CEPS Journal .- Ljubljana: University of Ljubljana – Center for Educational Policy Studies (vol.1, No 3, year 2011); str. 75-95; ISSN 1855-9719
- Milić, S. et al: "Perception of Early Childhood Education in Montenegro", u **Australian Educational Researcher** (u procedure objavljivanja) .- Australian Association for Research in Education (ISSN 0311-6999)
- Milić, S., Marojević, J. (2014) Implementacija koncepta dječijih prava u crnogorskom obrazovnom sustavu, u *Pedagogijska istraživanja*. ISSN 1334-7888;

Radovi objavljeni u domaćim časopisima:

- Milić, S.: "Kreiranje učionice u kojoj dijete ima centralnu ulogu"; u "Vaspitanje i obrazovanje" .- Podgorica: Zavod za udžbenike i nastavna sredstva, br.3, 1999.; str. 211-217.
- Milić, S.: "Psihološki aspekti ličnosti i vaspitanje"; u "Vaspitanje i obrazovanje" .- Podgorica: Zavod za udžbenike i nastavna sredstva, br.3, 2001.; str. 113-131.
- Milić, S.: "Oblici individualizovane nastave u pokretu "Nove škole" i njihovi dometi"; u "Vaspitanje i obrazovanje" .- Podgorica: Zavod za udžbenike i nastavna sredstva, br.1,2002.;str.161-191.
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- Milić, S.: "Stilovi učenja i nastavni proces"; u "Obrazovni magazin" .- Podgorica: Pedagoški centar Crne Gore, br.2, 2002.; str. 4-6.
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- Milić, S.: "Polazišta i izvori principa na kojima će se bazirati promjene"; "Princip jednakih mogućnosti"; "Izbor u skladu sa individualnim mogućnostima"; u "Knjiga promjena" .- Podgorica: Ministarstvo prosvjete i nauke RCG, 2001.; str. 23-29.

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- Milić, S.: "Savremeni obrazovni sistemi: mjesto i uloga učeničke kooperacije u savremenim obrazovnim sistemima"; u časopisu "Vaspitanje i obrazovanje" .- Podgorica: Zavod za udžbenike i nastavna sredstva, br.1, 2005; str.84-112 (ISSN 0350-1094);
- Milić, S.: "Waldorfska pedagogija u predškolsstvu i osnovnoj školi"; u časopisu "Vaspitanje i obrazovanje" .- Podgorica: Zavod za udžbenike i nastavna sredstva, br.4, 2007.;str. 7-21 (ISSN 0350-1094)
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- Milić, S.: "Društvene promjene i doživotno obrazovanje – Uvodno izlaganje na promociji knjige prof. Dr Pavla Gazivode"; u "Pedagogija" .- Beograd: Forum pedagoga Srbije i Crne Gore, br.4/2004, str. 113-115 (ISSN 0031-3807).
- Milić, S.: "Tranzicija liderstva u obrazovanju Roma" u "Prosvjetni rad", jubilarni broj .- Podgorica: Prosvjetni rad, 2009.; str. 10 (ISSN 0033-1686);

Naučno-istraživački projekti:

- **Rukovodilac** naučno-istraživačkog projekta „Indikatori multikulturalnosti i građanske svijesti u ranom obrazovanju u Crnoj Gori“ 2008 – 2010 – odobren od strane Ministarstva prosvjete i nauke CG;
- **Rukovodilac** naučno-istraživačkog projekta „Razlozi neuspjeha romske djece u obrazovnom sistemu Crne Gore“ 2012 – 2014 – odobren od strane Ministarstva nauke CG;
- **Ekspert** na naučno-istraživačkom projektu „Evaluacija reforme predškolskog obrazovanja u Crnoj Gori“ 2012 – 2014 – odobren od strane Ministarstva nauke CG;
- **Koordinator** naučno-istraživačkog projekta „Evaluacija reforme obrazovnog sistema Crne Gore“ 2011 – 2012 – odobren od strane Open Society Institute New York, a realizovan u saradnju sa Ministarstvom prosvjete CG i Zavodom za školstvo;

Radovi na kongresima, simpozijumima i seminarima Međunarodni kongresi, simpozijumi i seminari:

- Milić, S.: »Basic Elements of Interculturalisation of Education System«, The Third International Balkan Scientific Congress »Interculturality in the Educational Process«, .- University »Ss. Cyril and Methodius« Skopje – Pedagogical Faculty »Gotse Delchev« - Shtip, 22-24. September 2005, pp. 174-180 (ISBN 9989-2260-2-2);

- Milić, S.: »The Role of Teachers' University in Transition of Society and Reform of Educational System: The Montenegrin Experience« .- 11th UNESCO-APEID International Conference »Reinventing Higher Education – Toward Participatory and Sustainable Development«, December 12-14, 2007, Bangkok, Thailand.
www.unescobkk.org/fileadmin/user_upload/apcid/Conference/11thConference/papers/1B3_Sasa_Milic.pdf
- Milić, S.: "Efikasnost kooperativnog učenja"; plenarno predavanje na Naučnom skupu posvećenom 10. godišnjici Razvojno-istraživačkog centra pedagoških inicijativa i 40. godišnjici Pedagoškog inštituta Slovenije (Rogaška Slatina – Slovenija, 3. – 5. novembar 2005.g.) .- Ljubljana: Pedagoški inštitut, 2006.;str. 73-79 (ISBN 961-6086-33-2)
- Milić, S.: »Polazišne osnove reforme visokoškolskog obrazovanja vaspitača u Republici Crnoj Gori«, u Zborniku radova sa Međunarodne stručno-naučne konferencije »Obrazovanje vaspitača prema evropskim standardima«, Viša škola za obrazovanje vaspitača, Subotica, 2006.g. (ISBN 86-85409-11-x);
- Milić, S.: »Preserving Indigenous Cultures: Making Room, Appreciating and Protecting Differences« .- 5th World Forum on Early Care and Education, 17-20 may 2007, Montreal – Kanada;
http://www.worldforumfoundation.org/wf/wf2005/program_wednesday.php
- Milić, S.: »Inclusion and quality education for Roma children in Montenegro« .- 16th Annual Conference of European Early Childhood Education Research Agency – »Democracy and Early Childhood Education, Reykjavik – Iceland, septembar 2006; www.congress.is/EECERA%20Programme.pdf
- Milić, S. (2012): Meeting Teacher's Standards in Montenegro, Regional conference Introduction and implementation of standards-based education in SEE – models and challenges 11-12 December 2012, Belgrade, Serbia / ERI SEE i COP
<http://www.cep.edu.rs/en/about-cep/eri-see>
- Učešće i prezentacija na međunarodnom seminaru »Quality Education for Children from Socially Disadvantaged Settings – A Multiproblem Phenomenon« u organizaciji Research Institute for Child Psychology and Psychopatology – Bratislava – Slovačka, jun 2005;
- Učešće i prezentacija na regionalnoj konferenciji za studente nastavnike PEACE (Promoting Equality, Access and Change in Education) Conference – tema: »Democratization of education Process« u organizaciji Canadian International Development Agency – CIDA, Herceg-Novi, april 2005;
- Učešće i prezentacija na World Forum on Early Care and Education na temu »Early Childhood Around the World«, Kuala Lumpur, Malezija, maj 2007;
- učešće i Master of Opening Ceremony na World Forum on Early Care and Education na temu »Child Rights«, Belfast, Norther Ireland, jun 2009;

- Učešće i prezentacija na Okruglom stolu na temu »Promjene u vaspitno-obrazovnom sistemu Crne Gore« u organizaciji Ministarstva prosvjete i nauke RCG, oktobar 2004;
- **Milić, S.** (2009) Inclusive Education Trends and Child Rights, Keynote Speaker – Proceedings of Regional Conference for ECD “Inclusive Education and Diversity in Early Years” organized by Arab Resources Collective and Lebanese American University (November 5-8, 2009, Beirut, Lebanon);
- Ginsberg, M., **Milić, S.** (2009) Early Childhood and Development as the Seeds for Integration and Social Inclusion of Immigrant Families in New Host Societies, presentation at International Step by Step Association 10th Annual Conference “Seeds of Change – Effective Investment in Early Childhood for Enduring Social Progress” (October 14-17, 2009, Bucharest, Romania);
- **Milić, S.** (2014) Perception of early childhood education in Montenegro, presentation at 24th **EECERA Conference** (European Early Childhood Education Research Association) “Us, them & me: Universal, Targeted or Individuated Early Childhood Programmes” (September 7-10, 2014, Crete, Greece);

Domaći kongresi, simpozijumi i seminari:

- Milić, S.: “Uticaj Ustava za Knjaževinu Crnu Goru iz 1905. godine na razvoj prosvjetiteljskih ideja u Crnoj Gori”, u Zbornik radova sa naučnog skupa „Ustav za Knjaževinu Crnu Goru iz 1905.godine u svom vremenu” .- Podgorica: Crnogorska akademija nauka i umjetnosti, br.78, ODN knj. 30, 2006; str. 83-92 (ISBN 86-7215-183-6);
- Milić, S.: “Strategije interaktivnog učenja odraslih”, u Zbornik radova sa naučnog skupa „Aktuelni problemi obrazovanja odraslih” .- Podgorica: Crnogorska akademija nauka i umjetnosti, br. 82, ODN knj. 32, 2006; str. 75-92 (ISBN 978-86-7215-194-7);
- Milić, S.: “Negativni uticaji vizuelnih medija na vaspitanje i obrazovanje”, u Zbornik radova sa naučnog skupa „Mediji i obrazovanje” .- Podgorica: Crnogorska akademija nauka i umjetnosti, br. 88, ODN knj. 34, 2008; str. 91-104 (ISBN 978-86-7215-210-4);
- Milić, S.: “Bazični elementi interkulturalizma u obrazovnom sistemu”; uvodno predavanje na Naučnom skupu »Elementi multikulturalnosti u nastavnim planovima, programima i udžbenicima u Crnoj Gori« u Zborniku radova sa naučnog skupa u organizaciji Filozofskog fakulteta Nikšić, Zavoda za školstvo Podgorica i Zavoda za udžbenike i nastavna sredstva Podgorica (Podgorica, 11. juni 2009.g.) .- Nikšić: Filozofski fakultet, 2009, str. 5-17 (ISBN 978-86-7798-029-0);
- Milić, S. (2012): Razvoj koncepta inkluzije kao civilizacijski iskorak, u zborniku radova sa naučnog skupa “Inkluzivne vrijednosti obrazovnog sistema Crne Gore” .-

- Podgorica: Crnogorska akademija nauka i umjetnosti (CANU – Edicija naučni skupovi, knjiga 117, ODN knjiga 43); str. 31-58; ISBN 978-86-7215-305-7
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 - Milić, S. (2011): Interkulturalna dimenzija obrazovanja nastavnog kadra, predavanje na Naučnom skupu »Koncepti ljudskih i dječijih prava i njihova realizacija u obrazovnom sistemu« u Zborniku radova sa naučnog skupa u organizaciji Filozofskog fakulteta Nikšić i Zavoda za školstvo (Podgorica, 21. januar 2011.g.) .- Nikšić: Filozofski fakultet Univerziteta Crne Gore; str. 57-72 (ISBN 978-86-7798-052-8)
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 - Milić, S. (2011): Profesionalno usavršavanje romskih asistenata, predavanje na Naučnom skupu »Kulturna prava nacionalnih manjina i socijalno depriviranih kategorija stanovništva u obrazovnom sistemu« u Zborniku radova sa naučnog skupa u organizaciji Filozofskog fakulteta Nikšić i Zavoda za školstvo Podgorica (Podgorica, 21. mart 2011.g.) .- Nikšić: Filozofski fakultet Univerziteta Crne Gore; str. 227-237 (ISBN 978-86-7798-056-6)

Studijski priručnici (skripte, hrestomatije)

- Milić, S.: "Predškolska pedagogija" .- Nikšić: Filozofski fakultet, 2003, str. 181.
- Milić, S.: "Interkulturalna pedagogija" .- Nikšić: Filozofski fakultet, 2007, str. 190.
- Milić, S.: "Savremeni pedagoški pravci" .- Nikšić: Filozofski fakultet, 2006, str. 250.
- Milić, S.: "Evaluacija predškolske ustanove" .- Nikšić: Filozofski fakultet, 2007, str. 165.

Gostujući profesor na inostranim univerzitetima

- Univerzitet Jyväskylä – Finska, novembar – decembar 2011
- Univerzitet Alma Ata – Kazakistan, april 2013

OSTALA STRUČNA DJELATNOST

Urednik ili koeditor časopisa ili knjige u zemlji (Urednik edicije »Biblioteka Korak po korak« i urednik svih izdanja Saša Milić)

- »Kreiranje vaspitno-obrazovnog procesa u kojem dijete ima centralnu ulogu: metodološki priručnik za rad sa djecom uzrasta od 0-3 godine« .- Podgorica: Pedagoški centar Crne Gore, 2001, str. 207;
- »Kreiranje vaspitno-obrazovnog procesa u kojem dijete ima centralnu ulogu: metodološki priručnik za rad sa djecom uzrasta od 3-5 godina« .- Podgorica: Pedagoški centar Crne Gore, 2001, str. 289;
- »Obrazovanje i kultura demokratije« .- Podgorica: Pedagoški centar Crne Gore, 2001, str. 121;
- »Materijali i aktivnosti za rad u učionicama u kojima dijete ima centralnu ulogu« .- Podgorica: Pedagoški centar Crne Gore, 2002, str. 214;
- »Kreiranje vaspitno-obrazovnog procesa u kojem dijete ima centralnu ulogu: metodološki priručnik za rad sa djecom uzrasta od 6-7 godina« .- Podgorica: Pedagoški centar Crne Gore, 2001, str. 313;
- »Kreiranje vaspitno-obrazovnog procesa u kojem dijete ima centralnu ulogu: metodološki priručnik za rad sa djecom uzrasta od 8-10 godina« .- Podgorica: Pedagoški centar Crne Gore, 2001, str. 311;
- »Uticati na promjene – vodič za roditelje za zastupanje i djelovanje u društvu« .- Podgorica: Pedagoški centar Crne Gore, 2002, str. 89;
- Časopis »Obrazovni magazin« .- Podgorica: Pedagoški centar Crne Gore, 2002 – do sada objavljeno ukupno deset brojeva (S. Milić član uredništva)

Profesionalno usavršavanje nastavnog kadra:

- Organizacija i realizacija preko 150 edukativnih seminara, radionica i predavanja za vaspitače, učitelje, direktore obrazovnih institucija, pedagoge, psihologe i roditelje u okviru slijedećih inovativnih programa:
 - »Step by Step za vrtiće i osnovne škole«;
 - »Razvoj kritičkog mišljenja«;
 - »Inkluzivno obrazovanje«;
 - »Holistički pristup obrazovanju u ranom djetinjstvu«;
 - »Partnerstvo škole i porodice«;
 - »Interaktivna nastava«;
 - »Kooperativno učenje«;
 - »Specifičnosti mentorskog rada u obrazovnim institucijama«;
 - »Romska obrazovna inicijativa«;
 - »Obrazovanje za socijalnu pravdu«;
 - »School Improvement - Unaprijeđenje škole«;

U okviru navedenih edukativnih seminara obučeno je preko 1000 nastavnika, stručnih saradnika i roditelja iz svih regiona Crne Gore;

Recenzije:

- Milić, S.: recenzija udžbenika prof. dr Ratka Đukanovića "Andragogija" .- Podgorica: Zavod za udžbenike i nastavna sredstva, 2008 (ISBN 86-85259-00-2);
- Milić, S.: recenzija udžbenika prof. dr Milke Oljače "Pedagogija sportskog treninga" .- Beograd: Sportska akademija, 2005 (ISBN 86-84191-09-9);
- Milić, S.: recenzija stručne publikacije grupe autora /mr Dušanka Popović et al/ "Mentorstvo – priručnik za nastavnike" .- Podgorica: Zavod za školstvo, 2009 (ISBN 978-86-85553-68-4);
- Milić, S.: recenzija stručne knjige Rade Vlahović "Odjeljska zajednica – priručnik za odjeljske starješine u osnovnoj školi" .- Podgorica: AP Print, 2005 (ISBN 86-85731-03-8);
- Milić, S.: recenzija naučne monografije »Promjene u akademskoj profesiji: Odgovor na izazove u društvu«, urednica Jasminka Ledić; autori: Bojana Čulum, Jasminka Ledić, Branko Rafajac, Nene Rončević i Marko Turk .- Rijeka: Filozofski fakultet Sveučilišta u Rijeci, 2012; ISBN 978-953-6104.89-5
- Milić, S.: recenzija znanstveno-istraživačke studije [Inter]kulturalna dimenzija u odgoju i obrazovanju; autori: Mrnjaus, Rončević i Ivošević .- .- Rijeka: Filozofski fakultet Sveučilišta u Rijeci, 2013;
- Recenzent većeg broja udžbenika i priručnika u izdanju Zavoda za udžbenike i nastavna sredstva;

U Podgorici, septembar 2013.

Prof. dr Saša Milić

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ODLUKU O IZBORU U ZVANJE

Dr **VUČINA ZORIĆ** bira se u akademsko zvanje **vanredni profesor Univerziteta Crne Gore** za predmete: Opšta istorija pedagoških ideja, Uvod u pedagogiju i Teorija vaspitanja, na studijskom programu Pedagogiju i Uvod u pedagogiju i Teorija vaspitanja, na studijskom programu Predškolsko vaspitanje na Filozofskom fakultetu, na period od pet godina.

REKTOR
Prof. Radmila Vojvodić

PROF. DR VUČINA ZORIĆ
(vanredni profesor na Filozofskom fakultetu u Nikšiću, Univerzitet Crne Gore)

BIOGRAFIJA

Rođen sam 14.07.1971. godine u Nikšiću, Crna Gora. Osnovnu i srednju školu (Gimnaziju – društveni smjer) završio sam u Beogradu.

Na Filozofskom fakultetu Univerziteta u Beogradu, Odsjek za filozofiju, diplomirao sam 25.05.2000. godine odbranivši diplomski rad na temu »*Džuijeva kritika tradicionalnog pojma istine*«.

Na istom fakultetu upisao sam 2001. godine postdiplomske (magistarske) studije na Odsjeku za pedagogiju, smjer - Opšta pedagogija, koje sam završio 02.12.2005. godine odbranivši magistarski rad pod nazivom »*Dijalog u nastavi filozofije*«, čime sam stekao zvanje magistra pedagogije.

Doktorsku disertaciju pod nazivom »*Pragmatistička koncepcija vaspitanja Džona Džuija*«, odbranio sam 07.04.2010. godine, takođe na Filozofskom fakultetu u Beogradu, Odsjek za pedagogiju, čime sam stekao prava na naučni stepen doktora pedagogije.

Osim engleskog, služim se i ruskim jezikom.

PODACI O RADNIM MJESTIMA I IZBORIMA U ZVANJE

Akadske 2001/02. godine zasnovao sam radni odnos na Filozofskom fakultetu u Nikšiću kao saradnik u nastavi (oblast pedagogija na psihološko-pedagoškim studijskim programima) za predmet Metodologija pedagoških istraživanja na Studijskom programu za obrazovanje učitelja.

Ugovor mi je produžavan i narednih godina na: Studijskom programu za obrazovanje učitelja za nastavne predmete Metodologija pedagoških istraživanja I – teorijske osnove, Metodologija pedagoških istraživanja II – naučno istraživačke metode, Uvod u pedagogiju i Teorija vaspitanja; Studijskom programu za predškolsko vaspitanje za predmete Uvod u metodologiju pedagoških istraživanja, Uvod u pedagogiju i Teorija vaspitanja; i Studijskom programu za pedagogiju za predmete Uvod u pedagogiju, Teorija vaspitanja, Opšta istorija pedagoških ideja, Opšta i nacionalna istorija školstva, Metodologija pedagoških istraživanja I – teorijske osnove i Metodologija pedagoških istraživanja II – naučno istraživačke metode.

Sa magistraturom, a kasnije i doktoratom, do izbora u zvanje docenta pod mentorstvom sam realizovao nastavu predavanja i vježbi na Filozofskom fakultetu u Nikšiću na osnovnim studijama od 01.09.2006. godine na Studijskom programu za predškolsko vaspitanje za predmete Uvod u pedagogiju i Teorija vaspitanja, od 01.09.2009. godine na Studijskom programu pedagogija za predmete Uvod u pedagogiju, Teorija vaspitanja, Opšta istorija pedagoških ideja i Opšta i nacionalna istorija školstva, od 01.09.2010. godine na specijalističkim studijama studijskih programa za engleski jezik i književnost, italijanski jezik i književnost, njemački jezik i književnost, ruski jezik i književnost, francuski jezik i književnost, srpski jezik i književnost, crnogorski jezik i

književnost, istorija, geografija, sociologija i filozofija za predmet Opšta pedagogija - teorija vaspitanja. Od 01.09.2007.godine u Beranama na Studijskom programu za obrazovanje učitelja realizovao sam nastavu na osnovnim studijama na predmetima Uvod u pedagogiju i Teorija vaspitanja, a od 01.09.2012. godine na Studijskom programu za engleski jezik i književnost na specijalističkim studijama predmet Opšta pedagogija - teorija vaspitanja. Od 01.09.2008. godine na Fakultetu za sport i fizičko vaspitanje (studijski program - Fizička kultura) realizovao sam nastavu na specijalističkim studijama za predmete Opšta pedagogija - teorija vaspitanja i Didaktika - teorija obrazovanja i nastave.

U zvanje docenta za nastavne predmete Uvod u pedagogiju, Teorija vaspitanja i Opšta istorija pedagoških ideja na osnovnom akademskom Studijskom programu za pedagogiju i Uvod u pedagogiju i Teorija vaspitanja na primijenjenom Studijskom programu za predškolsko vaspitanje na Filozofskom fakultetu u Nikšiću izabran sam 17.02.2011. godine. Osim navedenih, realizovao sam nastavu i iz sledećih predmeta: Opšta i nacionalna istorija školstva na osnovnim studijama i Osnove obrazovne politike na postdiplomskim master studijama na Studijskom programu za pedagogiju; Opšta pedagogija - teorija vaspitanja na specijalističkim studijama na studijskim programima istorija, geografija, sociologija i filozofija na Filozofskom fakultetu i na studijskim programima za engleski jezik i književnost, italijanski jezik i književnost, njemački jezik i književnost, ruski jezik i književnost, francuski jezik i književnost, srpski jezik i književnost i crnogorski jezik i književnost na Filološkom fakultetu; i Osnovi pedagogije na osnovnim studijama akademskog Studijskog programa za obrazovanje učitelja u Beranama (do 2016. godine).

U zvanje vanrednog profesora izabran sam 23.06.2016. godine za nastavne predmete Uvod u pedagogiju, Teorija vaspitanja i Opšta istorija pedagoških ideja na osnovnom akademskom Studijskom programu za pedagogiju i Uvod u pedagogiju i Teorija vaspitanja na primijenjenom Studijskom programu za predškolsko vaspitanje na Filozofskom fakultetu u Nikšiću. Osim navedenih, realizujem nastavu i iz sledećih predmeta: Opšta i nacionalna istorija školstva na osnovnim studijama na Studijskom programu za pedagogiju; Opšta pedagogija - teorija vaspitanja na specijalističkim studijama na studijskim programima istorija, geografija, sociologija i filozofija na Filozofskom fakultetu i na studijskim programima za engleski jezik i književnost, italijanski jezik i književnost, njemački jezik i književnost, ruski jezik i književnost, francuski jezik i književnost, srpski jezik i književnost i crnogorski jezik i književnost na Filološkom fakultetu.

Bio sam gostujući predavač na postdiplomskom magistarskom i doktorskom studiju za nastavni predmet *Komparativne studije obrazovnih sistema (Comparative Study of Educational Systems)*, na Univerzitetu »Seton Hall« (Department of Education Leadership, Management and Policy) u Nju Džersiju, SAD, u ljetnjem semestru 2007. godine, kao i na osnovnim i postdiplomskim magistarskim studijama na Univerzitetu u Mariboru (Slovenija) tokom 2012, 2015. i 2019. godine, na Univerzitetu u Zadru (Hrvatska) 2016. godine, na Univerzitetu u Beogradu 2018. godine i na Univerzitetu u Novom Sadu 2019. godine (Srbija).

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**REPUBLIKA HRVATSKA
SVEUČILIŠTE U ZAGREBU**

Na temelju članka 24. Statuta Sveučilišta u Zagrebu, na prijedlog Povjerenstva
za utvrđivanje kriterija i potvrdu izbora u zvanja,

Vijeće društveno-humanističkoga područja potvrđuje da je

**dr. sc.
EDITA SLUNJSKI**

**izabrana
u znanstveno-nastavno zvanje**

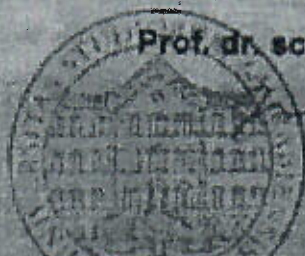
izvanredne profesorice

**u području društvenih znanosti,
polje: pedagogija/predškolska pedagogija
na Filozofskom fakultetu
Sveučilišta u Zagrebu
na vrijeme od pet godina**

**Broj: 640-03/12-03/169
Zagreb, 19. prosinca 2012.**

PREDSJEDNIK VIJEĆA DRUŠTVENO-HUMANISTIČKOGA PODRUČJA

Prof. dr. sc. Lajoš Žager



SVEUČILIŠTE U ZAGREBU

FILOZOFSKI FAKULTET

Ivana Lučića 3, Zagreb

KLASA: 640-03/12-01/23

URBROJ: 3804-850-12-3

Zagreb, 6. studeni 2012. godine.

Na temelju članka 35. i 93. Zakona o znanstvenoj djelatnosti i visokom obrazovanju („Narodne novine“ broj 123/03, 105/04, 174/04, 2/07, 46/07, 45/09, 63/11) Fakultetsko vijeće, na sjednici od 27. rujna 2012. godine donosi

ODLUKU

Izabire se dr. sc. **Edita Slunjski** u znanstveno-nastavno zvanje i na radno mjesto **izvanrednog profesora** za područje društvenih znanosti, polje pedagogija, grana predškolska pedagogija, na Odsjeku za pedagogiju na vrijeme od 5 godina.

Obrazloženje

Na sjednici od 24. siječnja 2012. godine, Fakultetsko vijeće je donijelo odluku kojom odobrava raspis natječaja i imenuje stručno povjerenstvo za izbor u znanstveno-nastavno zvanje i na radno mjesto **izvanrednog profesora** za područje društvenih znanosti, polje pedagogija, grana predškolska pedagogija, na Odsjeku za pedagogiju, u sastavu:

1. dr. sc. Duhravka Maleš, red. prof., Filozofski fakultet, Zagreb;
2. dr. sc. Ana Sekulić-Majurec, red. prof., Filozofski fakultet, Zagreb;
3. dr. sc. Jasna Krstović, red. prof., Filozofski fakultet, Rijeka

sa zadatkom da sastavi izvještaj za pristupnicu dr. sc. **Editu Slunjski**, koja se javila na natječaj objavljen u „Narodnim novinama“ broj 18/2012 od 15. veljače 2012. godine, i za izbor u znanstveno-nastavno zvanje i na radno mjesto **izvanrednog profesora** za područje društvenih znanosti, polje pedagogija, grana predškolska pedagogija, na Odsjeku za pedagogiju.

U svem izvještaju Stručno je povjerenstvo dalo mišljenje da dr. sc. **Edita Slunjski** ispunjava uvjete iz članka 93. Zakona o znanstvenoj djelatnosti i visokom obrazovanju („Narodne novine“ broj 123/03, 105/04, 174/04, 2/07, 46/07, 45/09, 63/11) i dalo prijedlog da se dr. sc. **Editu Slunjski** izabere u znanstveno-nastavno zvanje i na radno mjesto **izvanrednog profesora**.

Matični odbor za područje društvenih znanosti — polje pedagogije, logopedije, edukacijsko-rehabilitacijske znanosti i kineziologije, na 12. sjednici održanoj 23. svibnja 2012. godine, na temelju članka 35. i 95. Zakona o znanstvenoj djelatnosti i visokom obrazovanju („Narodne novine“ broj 123/03, 105/04, 174/04, 2/07, 46/07, 45/09, 63/11), donio je Odluku, (KLASA: 640-03/12-01/0634, URBROJ: 355-02-09-12-0002), o izboru dr. sc. **Editu Slunjski** u znanstveno zvanje višeg znanstvenog suradnika u znanstvenom području društvenih znanosti — polje pedagogija.

Imajući navedeno u vidu odlučeno je kao u dispozitivu.

SVEUČILIŠTE U ZAGREBU
FILOZOFSKI FAKULTET
Zagreb
Dekan

Dr. sc. Damir Boras, red. prof.

Dostaviti:

1. dr. sc. **Editu Slunjski**, izv. prof., nakon potvrde Vijeća područja,
2. Područnom vijeću — natječajni materijali, izvještaj, odluka Matičnog odbora,
3. Ministarstvu znanosti, obrazovanja i sporta,
4. Odsjeku za pedagogiju,
5. Kadrovskoj službi,
6. Zastup.

1. ŽIVOTOPIS

Edita Slunjski, rođena je u Virovitici 30. svibnja 1966. godine. Osnovnu i srednju završila je u Zagrebu. Od završetka Pedagoške akademije u Čakovcu (1988) i Filozofskog fakulteta u Zagrebu na kojemu je diplomirala (1995), magistrirala (2001) i doktorirala (2006), Editu Slunjski je nekoliko godina radila kao odgojiteljica i pedagoginja u dječjim vrtićima Grada Zagreba i Varaždina. Potom je radila kao profesorica na Visokoj učiteljskoj školi u Čakovcu, gdje je vodila kolegije *Predškolska pedagogija*, *Metodika govorne komunikacije*, *Metodika odgojno-obrazovnog rada s predškolskom djecom*, *Integrirani predškolski kurikulum* i *Integrirani jaslički kurikulum* te kao profesorica na Odsjeku za pedagogiju Filozofskog fakulteta u Zagrebu. Na njemu sve do danas, u znanstveno-nastavnom zvanju izvanredne profesorice, izvodi kolegije *Kurikulum ranog odgoja*, *Ustanove ranog odgoja* i *Pedagoška dijagnostika*.

Na doktorskom studiju pedagogije Filozofskog fakulteta u Zagrebu nositeljica je kolegija *Kurikulum ranog odgoja*, a sudjeluje i u realizaciji doktorskih studija na nekim drugim fakultetima, npr. u Rijeci i Osijeku. Predstojnica je katedre za predškolsku pedagogiju i pročelnica Odsjeka za pedagogiju Filozofskog fakulteta u Zagrebu. Dvije je godine (2004-2006) bila prodekanica za razvoj na Učiteljskom fakultetu u Čakovcu. Predsjednica Hrvatskog pedagoškog društva.

Autorica je 85 radova (od toga 60 znanstvenih i 25 stručna) te 22 knjige (od toga 7 znanstvenih monografija ili 15 stručnih ili znanstveno-popularnih priručnika), i to 3 u suautorstvu a 19 samostalno. Od ukupnog broja objavljenih autorskih knjiga, šest znanstvenih monografija koristi se kao udžbenička građa na većini Učiteljskih fakulteta kao i Filozofskih fakulteta u Republici Hrvatskoj te u susjednim zemljama, i to na preddiplomskoj, diplomskoj i doktorskoj razini studija. Prema podacima o broju posudbi, koje je 2014. godine objavila Nacionalna sveučilišna knjižnica u Zagrebu, najčitanija je autorica iz područja pedagogije (na popisu od 15. najčitanijih domaćih živućih autora u svim kategorijama ukupno, zauzima 7. mjesto).

Godine 2016. dobila je *Držovnu nagradu za znanost*, za popularizaciju i promidžbu znanosti u području društvenih znanosti, i to za izniman doprinos popularizaciji znanstvenih spoznaja o potencijalima ranog i predškolskog odgoja i obrazovanja. 2016. godine dobila je *Nagradu Grada*

Zagreba za značajan doprinos i postignute rezultate u teorijskom i praktičnom radu u ranom i predškolskom odgoju i obrazovanju, posebno istraživanju i izradi kurikuluma ranog odgoja.

Bila je predsjednica Povjerenstva za izradu i razvoj metodologije i instrumenata za praćenje kvalitete rada ustanova za rani i predškolski odgoj (u organizaciji *Nacionalnog centra za vanjsko vrednovanje obrazovanja* Republike Hrvatske, 2010-2011. godine).

U razdoblju od 2014.-2015. godine bila je voditeljica ekspertne radne skupine za izradu *Nacionalnog kurikuluma ranog i predškolskog odgoja* pri Ministarstvu znanosti, obrazovanja i športa, koja je izradila prvi Nacionalni kurikulum za rani i predškolski odgoj Republike Hrvatske (stupio na snagu 2015. godine).

Godine 2013.-2014. bila je članica dviju radnih skupina za izradu *Strategije obrazovanja, znanosti i tehnologije*, u sklopu Nacionalnog koordinacijskog tijela za izradu strategije obrazovanja, znanosti i tehnologije.

Suraduje s Univerzitetom Agder u Norveškoj (Universitetet i Agder, Kristiansand, Norvege) te s Univerzitetom u Ghentu (University of Ghent, Belgium) i to na razmjeni iskustava o programima obrazovanja odgojitelja i njihovoj kompatibilnosti, suvremenoj praksi ranoga i predškolskog odgoja, ulazi Nacionalnog centra za vanjsko vrednovanje obrazovanja u izradi kriterija vrjednovanja kvalitete ustanova kao i prethodnim i budućim zajedničkim projektima („Bridges in education“).

Godine 2016. bila je članica Povjerenstva za evaluaciju studijskog programa doktorskog studija *Zgodnje učenje in poučevanje* na Pedagoškom fakultetu Univerze na Primorskem, prema odluci *Nacionalne agencije Republike Slovenije za kakovost v visokem šolstvu*.

Sudjeluje u izvođenju doktorskog studija na Filozofskom fakultetu u Nikšiću, Univerzitet Crne Gore.

Sudjelovala je u projektu *NETQ6, Comenius Network European Project* (2014), te u profesionalnoj predškolskoj mreži *The Gathering Ireland, A Global Gathering for Early Childhood, Today's Children, Tomorrow's World, Turning points?* (od 2013).

Sudjelovala je i izlagala na niz međunarodnih znanstvenih skupova na kojima je prezentirala rezultate svojih znanstvenih istraživanja, i to u Ankari (Turska), Dublinu (Irska), St. Petersburgu (Rusija), Harvardu (SAD), Dubaiu (UAE), Ljubljani i Mariboru (Slovenija), Portu (Portugal), Rigi (Latviji), Sarajevu i Zenici (BIH) i drugdje. Na domaćim znanstvenim konferencijama i stručno-znanstvenim skupovima sudjelovala je osamdesetak puta.

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