

Original paper

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Family context as a part of the pre-school institutional ambient of Montenegro²

Extended summary

In the contemporary context of family and children's pre-school institution are given the opportunity to be co-creators of the educational environment in the kindergarten. Establishing of natural upbringing continuity in the unique field of action between two environments to which a child is directed to, is not questionable and an assumption of multi-aspect support to a child. Complementarily of upbringing influence of the family and pre-school institution is undoubtedly a very important predictor of encouraging a comprehensive child development and improvement of educational interaction and pedagogical communication of socially organized communities, directed to a child and childhood.

After nearly two decades since the adoption of the new model of preschool education in Montenegro, based on the humanistic and theoretical/scientific concept and idea of open education, it is possible to determine how much and in what way is the involvement of parents in the educational life of the kindergarten-experienced reification in the true sense.

The aim of our research was to review opinions and estimation that parents feel about the quality of established cooperation with teachers in Montenegrin preschool institution. For this purpose, we have created a semi-structured interview, and outcomes/responses that are dominant will be presented during the next phase, by condensing responses that were received and that are similar in the unique category. We have talked to parents separated in three focus groups (a total of thirty parents). Interviewed participants/parents in focus groups, during our research, from three Montenegrin regions, present dimensions of the current pre-school context, finding advantages and substantial progress in the field of cooperation between all stake-

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holders in the unique “preschool space”, as well as deficiencies or opportunities for development and creating new, more efficient, possible ways for mutual support, for the benefit of a child. Our respondents emphasize: quality and efficient work of teachers, partly comprehensive systemic educational process and/or inadequate educational access and lack of didactically precise sequence of activities in kindergarten. Cooperation modules that are prevailing are individual contacts and general PTA meetings. Parents/respondents are partially informed and involved in program activities, and as a reason for lack of effective cooperation between educational groups is stated numerous educational groups, particularly in the central region. When it comes to the professional competences of teachers to work with children, according to the modern, multi-level model of educational intertwined relations of all participants in practice, interviewed parents from all three regions in Montenegro recognize and highlight the quality of professional intervention and responsive attitude of practitioners towards children in different spheres. Continuous exchange of insights and information about children and their needs allows parents to obtain more efficient reflection of his own position, obligations and opportunities for more functional approach to children’s well-being in all spheres of development (Kabadayı, 2013). Although respondents/parents we have interviewed recognize and clearly emphasize the positive aspects of the overall environment of preschool institutions, in its analytical dimensioning of kindergarten environment mark also challenges and systemic failures, which in perspective should de-condition of carefully created valent pedagogical, psychological and even legal measures, in order to provide quality support to a child.

Interviewed respondents propose improving the quality of work in the kindergarten with diversification of programs (various creative workshops, sections, foreign languages, different models of work ...) and more active, intensive involvement of parents in all stages of the educational process. Continuous exchange of insights and information about children and their needs would allow parents more efficient reflection of his own position, obligations and opportunities for functional contribution to children’s well-being in all spheres of development (Kabadayı, 2013). Finally, parents expect better planned system of social support and affirmation of the preschool segment in the Montenegrin context, and carefully tracing of the overall developmental paradigm of solidarity and support, and in the future, in order to do the de-contextualisation of education and provide comprehensive support to a child.

Key words: parents, partnership, cooperation, participation, child development, preschool institution.

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