INNOVATIVE TRAINING OF FUTURE PRESCHOOL EDUCATORS IN CHINA

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WHY IS THIS IMPORTANT?

Transformation of preschool education in China

New requirements for teacher education

Innovation goes beyond digitalisation



RESEARCH AIM

Identify the key components of innovative teacher training

Explain their interconnections and their contribution to future educators’ readiness for innovation



FROM KNOWLEDGE TO PEDAGOGICAL DECISIONS

01 Critically assess innovations

02 Adapt them to children’s needs

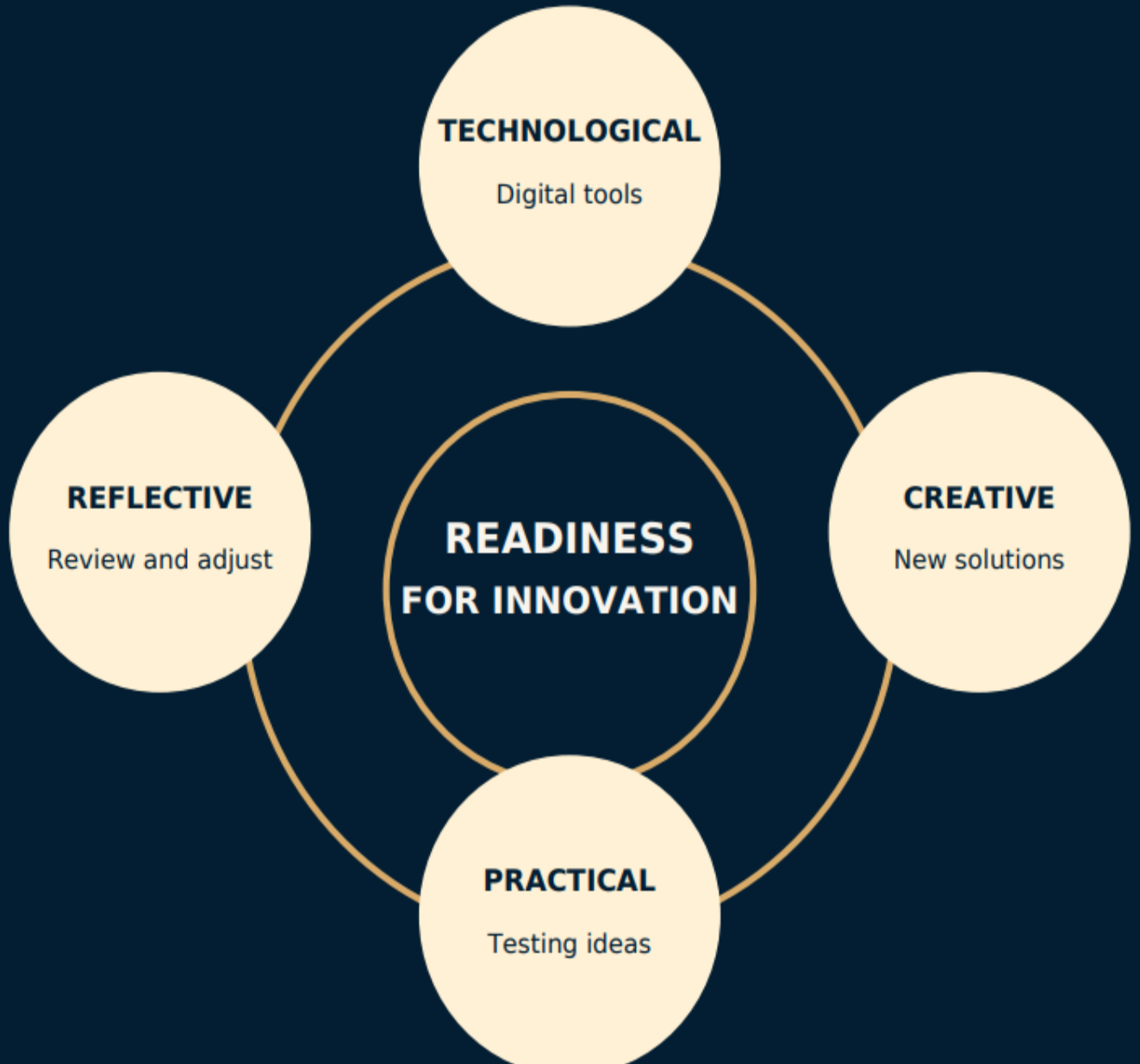
03 Design, test and evaluate solutions



FOUR COMPONENTS OF INNOVATIVE TRAINING



INTEGRATION OF COMPONENTS



Technology without creativity: mere replication

Creativity without practice: ideas without implementation

Practice without reflection: limited learning

Mutual reinforcement of all four components

WAYS TO IMPROVE TEACHER TRAINING

Project-based and problem-based learning

Analysis of pedagogical case studies

Teaching practice and shared reflection

Pedagogical modelling



CONCLUSIONS

Innovative training is
a holistic process

Critical selection and
adaptation of innovations

Next steps: defining conditions
and empirical evaluation



THANK YOU FOR YOUR ATTENTION!