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**The Competences of Pedagogues Ensuring Successful
Partnership with Parents of the Contemporary
Generation: the Attitude of Students –
the Future Pre-school Teachers**

**Kompetencje nauczycieli zapewniające udane
partnerstwo ze współczesnym pokoleniem rodziców:
opinie studentów – przyszłych nauczycieli
edukacji przedszkolnej**

Introduction

The most ideal model of pre-school institution's work with parents in this modern and constantly changing world would be the development of a consolidated partnership. Therefore, teachers need new skills, new competences and a new attitude to understand that the effective education of the young generation is impossible when parents and teachers work separately. Home education and school education are closely related. According to the researchers (Čiuladienė, Valantinas, 2016; Westergard, Galloway, 2010), the

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dialogue among parents and teachers as well as power sharing are important in formulation of aims of children's education.

Undoubtedly, parental involvement in children's education and pre-school education institution has a positive impact on the whole society: the children, the parents and the teachers. However, as it is noted by the researchers (Dodge, Colker and Heroman, 2007; Burvytė, 2016; Čiuladienė, Valantinas, 2016), the inclusion of parents in the partnership with the educational institution is poor. It is determined by different factors: parents of the contemporary generation are very busy, they hardly find time to participate in the life of an educational institution, and they often transfer many issues regarding children's education to pedagogues. In this case, according to Bouakaz (2010), the pedagogues tend to assume the role of an expert, in one way or another presenting partial information on children's education to parents. However, they tend not to invite them and provide opportunity to become partners.

To sum up the researchers' opinions, the change of both parental and teachers' attitude to partnership and aspiration of shared goals is important. It is also essential for future teachers to implement such attitude in their career as pedagogues.

The competences of the teachers that ensure successful partnership with parents of the contemporary generation constitute the subject of the study.

The aim of the research is to reveal which competences, according to students, future teachers and pre-school education teachers, are the most meaningful in order to ensure a successful partnership with parents of the contemporary generation.

Description of Contemporary Parental Generation

The Lithuanian and foreign researchers agree that the family is the first institution of education, having the greatest influence on the further life of a person and it has already been considered, since the 20th century, as the fundament of the state and society that shapes the individual (Burvytė, 2016). Namely, family is the essential factor of a child's socialisation due to which they acquire social knowledge; skills and abilities are formed and developed, appropriate values and ideals, rules and norms are taught, the inner world of a person and individual features emerge. It is important to help parents to inculcate appropriate values, behavioural norms for a child while growing up,

to become a fully-fledged and upstanding citizen. In order to achieve qualitative interrelations within a family, parents and other educators must undertake the obligation to be interested in the child, their educational conditions, to observe the environment, help identify and realise difficulties, and that can be achieved only with pedagogical and psychological literacy of parents and other educators.

The development of family and the whole society is related to the change of generation. On the grounds of ideas of Hove and Strausso (2009), Targamadzė, Girdzijauskienė, Šimelionienė, Pečiuliauskienė and Nauckūnaitė (2015, p.4), it is stated that “differences of generations are determined not by the age of people, but different value systems of various generations that remain for the rest of people’s lives“. Parents of every generation have characteristic and individual features of perception of themselves as personalities and the world, relation to environment, children education, and, finally, collaboration with an educational institution and the pedagogues. On the basis of the generation classifications and periods presented by different authors (Howe, Strauss, 2009; Hole, Le Zong and Schwartz, 2010; Lancaster, Stillman, 2002; Martin, Tulgan, 2003; McCrindle, Wolfinger, 2014; Targamadzė et al., 2015; Zemke, Raines and Filipczak, 2000), many parents of children who attend pre-school and primary education institutions belong to the “Y”, i.e. the so-called Millennial Generation.

The representatives of the Millennial Generation were born in the era of globalisation, communication, technologies and wi-fi connection, and grew up in the environment of the variety and impact of different cultures. The representatives of this generation are more sophisticated with better education than the representatives of previous generations (Zemke, Raines and Filipczak, 2000, p. 9), and they grew up surrounded by unconditional care of parents. This allowed the generation to develop not only a stunning self-confidence, but also tolerance towards the environment. They state their opinions against racism, sexism and homophobia more often. This is a socially responsible generation, which pays a lot of attention to global social problems, has a strong opinion on the rights of the individual (Duchscher, Cowin 2004, p. 497). The representatives of generation “Y” care about their career. They especially value collaboration and team work; however, every task must have meaning and clear objectives. The workers representing this generation wish to have flexible work schedule, informal and comfortable workplace with a playful and inspiring

technology environment. All information communication equipment such as a computer, a mobile phone and other electronic devices, therefore, are the necessity for them, allowing the freedom of communication and choice, the possibility to complete numerous tasks at the same time, to learn from others and acquire new experiences.

It should be emphasised that the parents of the above-mentioned generation are the representatives of modern society characterised not only as the society of technologies, but also consumers. In the analysis of basics of customer society functioning, Pruskus (2011, p. 305) emphasises the importance of short-term pleasures in human life, as well as the “here and now” approach to the acquisition of goods and services. Referring this to the collaboration between parents and pedagogues, the wish of contemporary parents to receive as many and as diversified services as possible is visible, as they expect quick and clearly noticeable results of their children’ education. The parents of this generation are always busy, sometimes caught up in the life in social networks or hard working, striving for career; therefore, they often leave the responsibility of education to the institution. However, according to Dodge, Colker, and Heroman (2007, p. 187), pedagogues who, in fact, recognise the meaning of a family in children’ education and believe they can achieve a lot when working together with parents, may form a certain partnership.

Theoretical Aspects of Teacher Competences

The contemporary society discusses the competences that a contemporary teacher should develop. Opinions regarding the conception of competence itself are often contrary: some authors emphasise knowledge and skills (Erpenbeck and Heyse, 2007; Laužackas, Stasiūnaitė and Teresevičienė, 2005), others accentuate abilities in the activity (Martišauskienė, 2008), and some focus on individual features and values (Jucevičienė, Lepaitė, 2000). The works of Lithuanian and foreign researchers (Stoof, Martens, Merriënboer and Bastiaens, 2002; Laužackas, Stasiūnaitė and Teresevičienė, 2005; Erpenbeck, Heyse, 2007; Gibbs, Knapper and Piccinin 2009; Martišauskienė, 2009; Žydžiūnaitė, Lepaitė, 2009; Malinauskienė, 2010; Boterf, 2010; Jakubė, Juozaitis, 2012; Smilgienė, 2012; Anužienė, Stancikas, 2013; Čiužas, 2013; Monkevičienė, Autukevičienė, 2013; Urniežinė, Tučienė, 2014) present different definitions of competence in reference to teacher’s personality – their individual features, personal values, attitudes, views and abilities. However, there is no single, precise definition of

competences, as the studies are fragmentary, there is a lack of interdisciplinary attitude and when the representatives of different fields analyse issues of different level, they use this concept to achieve different aims of their studies (Gimžauskienė, Staliūnienė, 2010). Besides, the competences for requirements are subject to regular change, as competence acquired at some point in the past may not correspond with the changed requirements after some time, hence the rise of the need for constant renewal of knowledge and skills, evaluation of pedagogical competence, constant self-evaluation and improvement.

The competences of a pre-school teacher in Lithuania were more widely analysed by Jurašaitė-Harbison (2004); Malinauskienė (2010). Jurašaitė-Harbison (2004) proved by her research that the competences of pre-school and primary education teachers have their own peculiarities. The meaning of peculiarities of children's development at different stages, the role and nature of games in childhood, collaboration with the family are emphasised in the activity of pre-school teachers. Primary school teachers focus on the knowledge of different subjects, while pre-school teachers are more interested in the activities forming social skills, the need to create an effective strategy of family support. The model of pre-school education teachers, therefore, consists of pedagogical literacy, the competence of activity prediction and planning, organisation of educational process, pedagogical communication and active involvement in the change of pre-school education system. Malinauskienė (2010) reveals in her studies that the opinion of pre-school education pedagogues on professional competences is directly determined by their education, intensity of professional qualification courses, places of work and residence.

The most important documents on education promotion highlight the importance of the profession of a teacher. The Description of Pedagogue Competences (2015) provides that "the school is interesting and multi-perspective as much as different people working there are: women and men of different age with different competences and life experience [...]. The school staff is connected by [...] sincere interest in their subject, civic responsibility. The school staff are the professionals of their fields who take care of constant personal improvement [...]". Lithuania's Progress Strategy "Lithuania 2030" provides that the guarantee of happy society lies with its members who "are not afraid of changes, are open to new ideas and global competition". "Major public institutions and public areas of life should also undergo purposeful changes

to focus on the development of creativity and leadership skills at an early age” (Lithuania 2030, 2012, p. 9). Thus, the school and its teachers must change: to become the part of active, united and learning society with the emphasis on good quality education, responsibility not only before children, but also the parents, as well as self- and qualification improvement.

Professional competences of teachers are regulated by various documents. On the grounds of the provisions of the Law on Education of the Republic of Lithuania (2011), the Description of Lithuanian Qualifications Framework (2010), the key documents explaining the teachers’ competence and qualification in Europe, the prepared Description of Pedagogue Competences (2015) divides the competences into general, didactic and subject competences based on interpersonal, ethnic and civil values by emphasising the responsibility for their activity, constant personal and professional improvement. This profession obliges the teacher to develop their competences regularly. The Regulation of Teacher Training (2018) distinguishes not only general and special competences that are developed and improved at the time of active professional activity, but also the subject or pedagogical specialisation competences. Professional improvement and growth of the teacher is highlighted during the whole period of active professional practice.

Methodology and Methods of the Study

The applied research methods are as follows: the analysis of content of scientific information resources (to reveal the theoretical context), written questions (to collect empirical data) and content analysis (analysis of empirical data).

The following qualitative research method was chosen to implement the empirical study – an open questionnaire (Bitinas, Rupšienė and Žydžiūnaitė, 2008; Creswell, 2014; Žydžiūnaitė, Sabaliauskas, 2017). The content analysis was chosen as it allowed objective and systemic analysis of the transcription text, as well as reliable and precise conclusions (Gavora, 2015). The aim of the applied open questionnaire method was to ascertain the attitude of respondents towards which competences are necessary for the pedagogue in order to achieve successful collaboration with contemporary parents.

The study is based on the pragmatic theory (Dewey, 1997), when due to the competences of pedagogues the role of students’ self-study is emphasised. Also, it is based on constructivism frameworks that focus on the importance

of information and knowledge construction and active learning (Berger, Luckmann, 1999). The humanistic attitude is also exercised when education is based on the aspects of partnership and human relations (Maslow, 2006).

The scope of qualitative research includes 18 participants who agreed to take part in the research. All of them are students – future pre-school education teachers. The average age of the participant is 23 years, they are all women who have the qualification of a pedagogue; however, they have not obtained their Bachelor's degree yet. Within the scope of the study, a convenience non-probabilistic sampling was used.

The respondents were asked in the questionnaire to name five, in their opinion, most important teacher competences necessary for collaboration with parents of the “Y”, the so-called Millennial Generation, and give reasons for their choice. The topic was formulated according to the studies of Lithuanian and foreign researchers on teacher competences who were discussed in the theoretical part.

In the course of the study, the ethical principles of the research were followed: every participant of the study was informed on the aim of the research, its confidentiality and anonymity (Creswell, 2014; Žydžiūnaitė, Sabaliauskas, 2017). At the time of the study, data analysis and publication of research results, the requirements of scientific ethics were strictly observed.

Research results are not representative; however, they allow to notice some specific, actual tendencies.

The obtained data are presented in tables, categorised and subcategorised. Each subcategory is grounded by statements and their frequency. Frequencies allow perceiving the importance of the formulated category to informants. The collected material was analysed in a consistent and inductive manner by distinguishing semantic units formulating them to subcategories, later to categories illustrated with quotes from writings. The category comprises statements covering a group of subcategories (short statements) sharing common context and text meaning (Bitinas, Rupšienė and Žydžiūnaitė, 2008).

Results

The aim of the empirical research was to analyse what competences, in the opinion of students – future pre-school education teachers – were the most important in the collaboration of education institutions with parents of the contemporary “Y”, or the so-called Millennial Generation.

The analysis of the received data highlighted five competences of pre-school education teachers: pedagogical literacy, activity prediction and planning, organisation of the education process, pedagogical communication and collaboration, as well as involvement in the change processes of pre-school education system.

The study underlined that future teachers emphasised the competence of *pedagogical literacy* (Table 1). That is confirmed by the results of research performed by Malinauskienė (2010), showing that the competence of pedagogical literacy is highlighted by pedagogues with both university and non-university pedagogical education.

Table 1. *The competence of pedagogical literacy ensuring successful partnership of pre-school teachers with parents of the contemporary generation*

Category	Subcategory	Illustrating statements	N
Pedagogical literacy	Knowledge about family	<p><i>“The pedagogue should know more about his or her students and their parents, become aware what they are interested in, what hobbies they have [...]“;</i></p> <p><i>„[...] when the pedagogue knows how the family lives, what they do, he or she could have a wider approach to the issue and help parents more effectively“..</i></p>	2
	Personal features	<p><i>“Sincere attention is necessary“;</i></p> <p><i>“Flexible, patient, trying to understand the situation and resolve conflicts“;</i></p> <p><i>“To understand the attitude, the wishes of every parent“;</i></p> <p><i>“Being sensitive to attitudes and behaviour of other people“;</i></p> <p><i>“Is influential, able to prove and convince“;</i></p>	20
	Professional expertise	<p><i>“A good teacher is smart and caring“;</i></p> <p><i>“Self-confidence of the pedagogue may form a positive attitude of parents towards teachers“;</i></p> <p><i>“[...] the teacher must have the feature of managing her emotions [...]“;</i></p> <p><i>“During consultations the pedagogue must be open to all questions and to all new ideas“;</i></p> <p><i>“During consultations the pedagogue must be open to all questions [...]“;</i></p>	

	<p><i>“Ability to show empathy, understand emotional state, the feelings of others directly”;</i> <i>“The parents will come more into contact and consult the pedagogues if they are kind”;</i> <i>“The pedagogues must “arm themselves” with unlimited patience not only with children, but also with parents”;</i> <i>“The pedagogue must be polite with parents”;</i> <i>“The pedagogue him/ herself must have personality”.</i></p>	
	<p><i>“The pedagogue consultant should advise parents [...]”;</i> <i>“Does not avoid difficult topics”;</i> <i>“Having pedagogical knowledge, broad-minded – in order to consult parents, one must have knowledge, be well-read to give appropriate advice, consult, solve problems and make decisions”;</i> <i>“The pedagogue must be sure of his/her consultations as s/he is the expert of his/ her field”.</i></p>	4
Value promotion	<p><i>“The pedagogue often replaces parents, has great influence on formation of the child as personality, therefore, they should convey values of life to children”;</i> <i>“[...] the child is educated by a responsible person”;</i> <i>“The pedagogue must respect not only themselves but also the surrounding people”.</i></p>	3

Source: Author's own work.

The category of pedagogical literacy consists of four subcategories: knowledge about family, personal features, professional expertise and value promotion. Future teachers mostly emphasise personal features (20): sincerity, sensitivity, care, etc. This is proved by following statements: *“Sincere attention is necessary”*; *“Being sensitive to attitudes and behaviour of other people”*; *“A good teacher is smart and caring”*. Also, politeness, honesty, openness and empathy are mentioned: *“During consultations the pedagogue must be open to all questions and to all new ideas”*; *“Ability to show empathy, understand emotional state, the feelings of others directly”*.

Future teachers understand that this profession requires utmost patience: *“The pedagogues must “arm themselves” with unlimited patience not only with children, but also with parents”*. The teacher must not be partial, they must be able to value the child the way they are without the influence of others’ opinion.

The study revealed that knowledge about the family was especially meaningful in the activity of educators because *“[...] when the pedagogue knows how the family lives, what they do, he or she could have a wider approach to the issue and help parents more effectively”*. Teachers should get to know the children and their parents to know what they are interested in.

The participants are well aware that pre-school teachers must have professional knowledge in order to ensure purposeful communication and collaboration with parents, to provide them with necessary information and support. This is illustrated by the following statements: *“Having pedagogical knowledge, broad-minded – in order to consult parents, one must have knowledge, be well-read to give appropriate advice, consult, solve problems and make decisions”*; *“Does not avoid difficult topics”*, etc. Jurašaitė-Harbison (2004), though, states that the professional expertise is not important to pre-school education teachers as they focus on activities developing social skills (p. 58). Parents of the contemporary generation, however, expect high professionalism, professional preparedness from teachers, the ability to not only educate children, but also give suggestions to parents, consult them on the issues of children’ education (Čiuladienė, Valantinas, 2016).

Another subcategory was *value promotion*. The informants stated that *“The pedagogue often replaces parents, has great influence on formation of the child as personality, therefore, they should convey values of life to children”*. According to study participants, pre-school teachers must have the virtues of responsibility and respect towards other people.

The research revealed that future teachers do not focus on the competence of activity prediction and planning. The informants (3) stated that: *“First of all, it is very important to pay enough attention to their children and be attentive when listening to them [...]”*; *“[...] to be a good example themselves; then, there is feedback”*; *“tries to be more efficient using feedback information”*. The received results present the identified competences of future teachers for improvement in the Model of Recommendations and Requirements for Early-Stage Pedagogue Qualification Improvement (2014, p. 11). One of the identified competences

for improvement is ability to plan and organise education content based on competences.

Following the analysis of research data it has been found that the informants do not consider the competences of education process organisation important. As it is stated by Jurašaitė-Harbison (2004, p.59), this competence encompasses the ability of a pedagogue to organise the education process on the basis of some certain resources. In this case, the teachers should relate to human resources – the parents. One of possibilities to encourage partnership with parents is parental involvement to education process. That was mentioned only by three informants (*“Pedagogue, having a lot of ideas, creative – the parents become active members of community [...]”; “[...] various forms of education, communication and collaboration need to be presented, to be able to brace them up and inform appropriately”*). Which factors could be attributed to the emergence of such results? There may be various interpretations and that could be the subject of other studies. It may be presumed that during their internship at school, the students did not grasp the idea that this must be emphasised in educational institutions.

The Model of Recommendations and Requirements for Early-Stage Pedagogue Qualification Improvement (Dačiulytė, 2014) emphasises insufficient skills to communicate with children’ parents (carers, foster carers) developed at the time of studies by recognising their role, rights and responsibility when creating the conditions for education and learning, etc. The researchers (Bouakaz, 2010; Čiuladienė, Valantinas, 2016) state that parents are informed, however they are not invited to take part in the activities organised at an educational institution. As a consequence, they do not become true partners of the school. However, this study revealed that the informants understood that one of the most important competences of teachers to ensure effective partnership between teachers and parents was pedagogical communication and collaboration. Following the study, five subcategories were identified (Table 2).

Table 2. *The competence of pedagogical communication and collaboration ensuring successful partnership of pre-school teachers with parents of the contemporary generation*

Category	Subcategory	Illustrating statements	N
Pedagogical communication and collaboration	Ability to have contact with different parents	<p><i>“The pedagogue should be flexible in communication with the students’ parents [...]”;</i></p> <p><i>“[...] to understand and be able to listen to different opinions as parents of this generation are well-read [...]”;</i></p> <p><i>“[...] the pedagogue must understand s/he will have to face different attitudes”.</i></p> <p><i>“The parents who belong to the young generation are either engaging in the child’s education or, on the contrary, have almost no interest in it; the pedagogue must be able to communicate with both types of parents [...]”;</i></p>	8
		<p><i>“Able to communicate with different parents, give advice [...]”;</i></p> <p><i>“[...] parents of this generation have a totally different attitude towards the world, the education of children and parenting, the pedagogues must be able to find the compromise to satisfy parents [...]”;</i></p> <p><i>“parents accept information about their child differently”;</i></p> <p><i>“Parents want comprehensive answers to their questions”.</i></p>	
	Finding appropriate access for communication and collaboration	<p><i>“The pedagogue must be able to express his / her thoughts fluently, purify problems and present solutions”;</i></p> <p><i>“Ability to report the situation purposefully and clearly”;</i></p> <p><i>“Has developed interrelation communication skills”;</i></p> <p><i>“The representatives of this generation want to be consulted with”;</i></p> <p><i>“Ability to manage the audience, pass the knowledge – constantly seeks for distinction, leadership, take the precedence in all areas”;</i></p>	9

		<p><i>“Without good communication skills, parent consultations, education and meetings may be repellent to them”;</i></p> <p><i>“would better change a real and live communication to virtual one, [...]”;</i></p> <p><i>“[...] spend a lot of time at the computer or deeply absorbed in smart phones”;</i></p>	
	The aim and meaning of communication and collaboration	<p><i>“[...] always ready to provide necessary support, answer all questions not only to children, but parents as well”;</i></p> <p><i>“Advisor for education and parenting issues”;</i></p> <p><i>“[...] always ready to listen and talk”.</i></p> <p><i>“Consulting is only useful when there is constant communication and collaboration [...]”;</i></p>	6
		<p><i>“[...] constant communication and collaboration [...] is beneficial in ensuring learning quality”;</i></p> <p><i>“[...] ability to talk convincingly and politely is an important factor to ensure qualitative and high-scoring communication with parents”.</i></p>	

Source: Author's own work.

The received data show that future teachers understand they will have to work and communicate with different parents of their students in all meaning during their practical work (*“Able to communicate with different parents, give advice [...]”*). The informants also stressed that contemporary parents distinguish themselves as they have lots of information and a specific attitude towards everything (*“[...] to understand and be able to listen to different opinions as parents of this generation are well-read [...]”*; *“[...] parents of this generation have a totally different attitude towards the world, education of children and parenting, the pedagogues must be able to find the compromise to satisfy parents [...]”*). The participants of the study state that contemporary parents are of two types: *“The parents who belong to the young generation are either engaging in the child's education or, on the contrary, have almost no interest in it, the pedagogue must be able to communicate with both type parents [...]”*.

The study revealed the perception of students – future teachers – that they must find appropriate access for communication and collaboration with

contemporary parents at their work: *“The pedagogue must be able to express his / her thoughts fluently, purify problems and present solutions”*; *“Ability to report the situation purposefully and clearly”*. For this, the teacher must be able to manage the audience, have good communication skills and consult constantly. As parents of the contemporary generation are the representatives of the technology generation, they are very busy with different activities; therefore, teachers must also move towards virtual communication to find the access for communication with parents.

The informants named what the aims of pedagogical communication and collaboration with parents are. This is illustrated by their statements: *“[...]always ready to provide necessary support, answer all questions not only to children, but parents as well”*; *“Advisor for education and parenting issues”*. The study revealed that both pedagogical communication and collaboration was beneficial in regard to the quality of children’ education and efficient communication with parents (*“[...]constant communication and collaboration [...] is beneficial in ensuring learning quality”*).

Future teachers also named a particularly important competence of the attitude of contemporary parents towards the pedagogue – the participation in change processes of pre-school education. Three subcategories were identified (Table 3).

Table 3. *The competence of participation in change processes of pre-school education ensuring successful partnership of pre-school teachers with parents of the contemporary generation*

Category	Subcategory	Illustrating statements	N
Participation in change processes of pre-school education	Application of modern technologies	<i>“[...] should be able to communicate on social networks as [...] parents spend more and more time on social networks [...] that is a great medium to present information to parents”</i> ; <i>“[...] many of parents widely use smart technologies (smart parents)”</i> ;	4
		<i>“[...] parents prefer communication and collaboration online, using distance tools”</i> ; <i>“Parents of this generation have already grown up in the smart society”</i> .	
	Creativity	<i>“[...] parents of this generation do not wish to see “bare” ifacts. Information should be presented in a creative and smart way to reach everyone to whom it is intended”</i> .	2

Constant teacher improvement	<p><i>“The pedagogue should not remain in the same place, but strive to constantly develop, as nowadays children may be able to surpass them with their knowledge”;</i></p> <p><i>“A good teacher will constantly consult and look for innovations”;</i></p> <p><i>“[...] constantly looks for information, is interested in innovations and knows where to find them”;</i></p>	8
	<p><i>“[...] In the work with generation “Z”, the teacher wishes to improve him/ herself and suggests that parents do the same”;</i></p> <p><i>“Well-read, striving for life-long learning”;</i></p>	
	<p><i>“As still standing teacher will not be able and experience difficulties in work with children of younger generations”.</i></p> <p><i>“Susceptibility to changes helps to adapt to different situations, as well as turn obstacles into success [...]”;</i></p> <p><i>“[...] the pedagogue with such personal feature will be able to solve different problems and will be open to various ideas. This is particularly relevant to the representatives of these generations”.</i></p>	

Source: Author's own work.

According to the informants, the essential skills of teachers that determine the change of pre-school education are application of technologies, the creativity of the teacher and constant improvement of the teacher him / herself.

Only one respondent highlighted creativity. However, her statement (*“[...] parents of this generation do not wish to see “bare” facts. Information should be presented in a creative and smart way to reach everyone to whom it is intended”*) implies that here it concerns providing information using smart technologies. The informants who emphasised that one of teachers' competences empowering the participation in the processes of pre-school education change is application of modern technologies, underlined that the teacher *“[...] should be able to communicate on social networks as [...] parents spend more and more time on social networks [...] that is a great medium to present information to parents”*.

The majority of future pedagogues state that the change in pre-school education processes is mostly encouraged by teacher's improvement,

acquisition of new competences and development of the existing ones. That is proved by following statements: “A good teacher will constantly consult and look for innovations”; “[...] constantly looks for information, is interested in innovations and knows where to find them”; “[...] In the work with the “Z” generation the teacher wishes to improve him/ herself and suggests the parents do the same”; “Well-read, striving for life-long learning”. These study results are closely related to the insights of Smilgienė (2012) that the purpose of pre-school education institutions is to help the child meet all educational needs and the role of the teacher is to help them succeed in doing so. Therefore, the requirements are based on contemporary education / learning paradigm and features of didactics.

Conclusions

Following the analysis of scientific literature and the responses of future teachers, the following five competences of pre-school education teachers were distinguished: *pedagogical literacy, activity prediction and planning, organisation of education process, pedagogical communication and collaboration, and active involvement in the change of pre-school education system.*

It was found that the informants mostly emphasise the competence of pedagogical literacy that includes knowledge about the child, teachers' personal features helping to promote partnership relations with the parents and students of the contemporary generation, professional expertise and values. The following features are accentuated: patience, self-confidence, benevolence in communication with parents of the contemporary generation with different attitudes and expectations.

The study revealed that future teachers pay particular attention to the competence of communication and collaboration. They emphasise the aim and significance of these values by finding the best access to communication, collaboration, and ability to communicate with different types of contemporary generation's parents.

Research participants paid less attention to the competence of teacher participation in the change processes of pre-school education. In the opinion of the informants who emphasised this competence, constant improvement of the teacher, the use of more modern technologies in the education process are very important. The essential feature of the teacher who could succeed in participating in the education change processes is creativity.

It was revealed that future teachers did not focus on the competences of education process organisation, i.e. the ability to organise education process based on human resources – the parents. Thus, parents are not sufficiently involved in the education process. They paid little attention to the competence of activity prediction and planning. Therefore, these two competences should be more considered when preparing future pre-school education teachers.

Abstract: The change of society, in particular concerning the generation of contemporary parents, imposes new requirements on pre-school education teachers and their competences. In case of teachers, it is not only pedagogical literacy, consisting of general, psychological knowledge, as well as knowledge about the child that are necessary. The skills of activity planning and organisation, organisation of education process, active involvement in the change of pre-school education system are also required. Moreover, the competences of communication and collaboration with parents, the ability to adapt and find necessary access to parents of the contemporary generation, the ability to involve them into the activities of an educational institution, empower parents to become competent partners of teachers are of appropriate significance. All these skills, although within different scopes, are taught and developed by future pre-school education teachers during their university education and internships. The aim of the study is to reveal, according to the opinion of students – future teachers - which pre-school education teacher competences are the most meaningful in order to ensure a successful partnership with parents of the contemporary generation. The applied research methods are as follows: the analysis of content of scientific information resources (to reveal the theoretical context), questions in writing (to collect empirical data) and content analysis (analysis of empirical data). The scope of qualitative research is 18 informants who agreed to participate in the research. They are students – future pre-school education teachers. The study results showed that the informants mostly emphasise the competence of pedagogical literacy that includes knowledge about the child, personal features of teachers helping to promote partnership relations with parents and students of the contemporary generation, professional expertise and values. The following features were accentuated: patience, self-confidence, benevolence in communication with parents of the contemporary generation with different attitudes and expectations. Future teachers did not focus on the competences of education process organisation, i.e. the ability to organise education process based on human resources – the parents. Thus, parents are not sufficiently involved in the education process. They pay little attention to the competence of activity prediction and planning.

Keywords: Competences, parents of the contemporary generation, partnership, future teachers

Streszczenie: Zmiany zachodzące w społeczeństwie, a zwłaszcza we współczesnej rodzinie, stawiają przed nauczycielem edukacji przedszkolnej coraz bardziej złożone wymagania dotyczące kompetencji. Nauczyciel powinien się odznaczać nie tylko wszechstronną wiedzą w zakresie pedagogiki, na którą składa się dobra znajomość ogólnych zagadnień, psychologii, nauczanego przedmiotu oraz potrzeb rozwojowych i edukacyjnych swoich wychowanków, lecz bardzo istotne dla nauczyciela są także inne umiejętności, takie jak planowanie i prognozowanie działalności, organizowanie procesu nauczania, aktywne uczestnictwo we wdrażaniu zmian w systemie edukacji przedszkolnej. Ważne stają się kompetencje w zakresie komunikacji i współpracy z rodzicami, umiejętności nawiązania dialogu ze współczesną rodziną, umiejętności zaangażowania ich w działalność placówki edukacyjnej, co pozwala rodzicom stać się pełnoprawnymi partnerami nauczycieli. Powyższe kompetencje przyszłych nauczycieli rozwijane są w ramach praktyk oraz w trakcie realizowanego programu studiów. Celem badań jest poznanie opinii studentów – przyszłych nauczycieli – na temat kompetencji, które mają największe znaczenie w zapewnieniu udanego partnerstwa nauczycieli ze współczesnym pokoleniem rodziców. W niniejszej publikacji zastosowane zostały następujące metody badawcze: analiza tekstów naukowych (w celu ukazania kontekstu teoretycznego), pisemne ankietowanie (w celu zebrania danych empirycznych) oraz analiza treści (danych empirycznych). Badaniami objęto 18 studentów – przyszłych nauczycieli edukacji przedszkolnej. Wyniki badań wykazały, że przyszli nauczyciele na pierwszym miejscu stawiają kompetencje pedagogiczne, obejmujące swym zakresem poznanie dziecka, cechy osobowości nauczyciela, które pomagają budować partnerstwo ze współczesnym pokoleniem rodziców i wychowankami, wiedzę pedagogiczną oraz system wartości. Natomiast przyszli nauczyciele nie podkreślali kompetencji związanych z organizacją procesu edukacyjnego, czyli umiejętności zaangażowania rodziców w proces edukacyjny. Niewiele uwagi poświęcono również kompetencjom w zakresie prognozowania i planowania działalności.

Słowa kluczowe: kompetencje, współczesne pokolenie rodziców, partnerstwo, przyszli nauczyciele

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