

Dr. sc. Štefka Batinić

**Od školnika do magistra primarnog obrazovanja:  
povijesni pregled razvoja učiteljskog obrazovanja u Hrvatskoj  
(sažetak)**

U okviru školskih reformi Marije Terezije 70-ih godina 18. stoljeća osposobljavanje učitelja postaje plansko, organizirano i uređeno propisima, a provodilo se na preparandijalnim (učiteljskim) tečajevima organiziranim pri glavnim ili normalnim pučkim školama. Naglasak je bio u metodičkoj izobrazbi, dok je opće obrazovanje bilo zapostavljeno. Od učitelja se tražilo lijepo pisanje, korektno čitanje, svladavanje osnovnih računskih operacija i nešto nauka o jeziku.

Sustavno institucionalno obrazovanje učitelja počinje sredinom 19. stoljeća osnivanjem učiteljskih škola. Prva javna učiteljska škola osnovana je u Zagrebu 1849. godine, kada se tiskaju i prvi pedagoški udžbenici na hrvatskome jeziku. Od sredine 19. do početka 21. stoljeća obrazovanje učitelja u Hrvatskoj prošlo je razvojni put od dvogodišnjih preparandija do petogodišnjeg sveučilišnog studija i mogućnosti znanstvenog poslijediplomskog studija. Shvaćajući kako je upravo obrazovanje preduvjet i argument njihove strukovne i staleške afirmacije hrvatski učitelji već 70-ih godina 19. stoljeća govore o potrebi fakultetskog obrazovanja učitelja. Put do akademske zajednice trajao je više od jednog stoljeća. Osnivanjem Više pedagoške škole u Zagrebu 1919. godine učitelji prvi put dobivaju mogućnost formalnog nastavka obrazovanja nakon završene učiteljske škole. Zakonom o pedagoškim akademijama 1960. godine obrazovanje učitelja razredne nastave diže se na višu razinu. Iste se godine u učiteljske škole upisuje posljednja generacija učenika. Nakon tri desetljeća (1961. – 1991.) obrazovanja učitelja u okviru dvogodišnjih studijskih programa na pedagoškim akademijama ili pedagoškim fakultetima uvodi se 1992. godine četverogodišnji učiteljski studij koji je od 2005. godine organiziran u skladu s načelima Bolonjske deklaracije.

Nedostupnost akademskog obrazovanja, s jedne strane, te istinska posvećenost svom pozivu, s druge strane, mnogim su učiteljima tijekom povijesti bile važni poticaji za daljnje stručno usavršavanje i samoobrazovanje, pa su upravo pučki učitelji u velikoj mjeri pridonijeli razvoju niza disciplina odgojnih znanosti u Hrvatskoj.

Ključne riječi: obrazovanje učitelja u Hrvatskoj, povijesni razvoj, učiteljska škola, akademsko obrazovanje, odgojne znanosti

**From a schoolmaster to a Master's degree in Primary Education:**  
**A historical overview of the development of teacher education in Croatia**  
**(abstract)**

The reforms of the schooling system introduced by Maria Theresa in the 1770s included teacher training, which became planned, organised and regulated, and was delivered via (teacher) preparation courses that were run in the so-called main and normal primary schools. The emphasis was placed on mastering teaching methods, while general education was rather neglected. Teachers were expected to know calligraphy, have solid reading skills, understand basic calculus and have some linguistic knowledge.

A systematic institutional education of teachers began in the middle of the nineteenth century, when schools for teachers were established. The first public teacher school was founded in Zagreb in 1849, at the time when first textbooks on pedagogy in Croatian language were also published. From the mid-nineteenth century to the beginning of the twentieth century, the education of teachers in Croatia has evolved from a two-year preparatory course to a five-year university degree and an opportunity for a postgraduate programme of study. As early as 1770s, Croatian teachers had spoken of a university-level teacher education, realizing that education is precisely the precondition and the foundation of their professional and class affirmation. The road to establishing an academic community has lasted more than a century. When College of Pedagogy was founded in Zagreb in 1919, teachers for the first time had the opportunity to continue formal education after completing secondary school for teachers. In 1960, the Act regulating the existence of academies of pedagogy took the education of lower elementary school teachers to a higher level. In the same year, the last generation of students was enrolled in secondary teacher education schools. After three decades (1961-1991) of teacher education being delivered in the form of two-year study programmes at academies and faculties of pedagogy, a four-year programme of teacher education was introduced in 1992. Since 2005, it has been run in accordance with the principles of the Bologna declaration.

The unavailability of university education on the one hand, and a true dedication to their calling on the other, have been an important motivation for many teachers throughout history to continue their professional development and self-education, and so the primary school teachers were precisely those who have significantly contributed to the development of a number of disciplines of education science in Croatia.

**Key Words:** teacher education in Croatia, historical development, teacher school, academic education, education science