WP 3.1 Report
Manifesto contextualisation, Montenegro

University of Montenegro, Faculty of Philosophy

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Summary

This report presents the contextualisation of the TE_REG Manifesto at the Faculty of Philosophy, University of Montenegro, within the accreditation process of teacher education programmes. The Manifesto served as an ethical and strategic framework, guiding curriculum development, professional judgement, and reflective teaching in the context of generative AI (GenAI).

Aligned with the Montenegrin Strategy for Education Reform 2025–2035, the process involved the Quality Commission, programme teams, and staff through deliberative meetings and focus-group discussions. Emphasis was placed on ethical, human-centred pedagogy, critical digital literacy, and reflective professional dispositions such as collaboration, contextualisation, design, enactment, and inquiry.

The Manifesto informed concrete changes, including expanded reflective practice (30 ECTS), new courses on digital technologies and AI, and collaboratively taught courses promoting shared responsibility. Overall, the process strengthened regenerative, inclusive, and ethically grounded teacher education, preparing educators to respond thoughtfully to technological and societal challenges.

Introduction

The TE_REG Manifesto from 2025 (https://te-reg.eu/results/manifesto/) is directed at teacher educators and all those working with them, with a particular focus on the regeneration and enhancement of teacher education in the digital era, including the

challenges posed by generative artificial intelligence (GenAI). As part of the TE_REG Erasmus+ project - Teacher Education Regenerated (TE-REG). Beyond Competencies. Rethinking and redesigning teacher education curricula in the GenAI era" – KA220-HED-CF9D94FC, this report illustrates how the collaboratively created TE_REG Manifesto has been presented, applied, and further developed in the context of the Faculty of Philosophy, University of Montenegro, within the framework of the new accreditation process initiated in November 2025.

At the Faculty, the TE_REG Manifesto has served as a strategic framework for rethinking modern teacher education, emphasizing several key principles: a human-centred approach to education, ethical and reflective teaching and learning, critical use of digital technologies and GenAI in the classroom, and the empowerment of educators to design learning that is relevant for the 21st century. This report, alongside the Manifesto, is also deeply connected with the four previous reports we produced in WP2 (TE_REG Report WP2a1 UoM; TE_REG Report WP2a2, UoM; TE_REG Report WP2b1, UoM; TE_REG Report WP2b2, UoM).

The Manifesto principles align closely with the goals of the Montenegrin Strategy for Education Reform 2025–2035 (https://www.gov.me/dokumenta/73f999b6-b879-4868-a72d-e670ce78f77f), which sets the foundation for a high-quality, inclusive, and relevant education system. The Strategy (2025) emphasizes strengthening teacher competencies through initial and continuous professional development, developing modern curricula, enhancing digital capacities, and modernizing educational infrastructure.

During the accreditation preparation process, whole-staff meetings and smaller working group sessions were organized to collaboratively review and advance study programs, pedagogical practices, and academic procedures. Firstly, the TE_REG Manifesto was presented to the Quality Commission in English, and when it was published in Montenegrin (15th December 2025, https://www.ucg.ac.me/objava/blog/1275/ob-java/206052-okrugli-sto-na-temu-te-reg-manifesta-regenerisuce-obrazovanje-nas-tavnika-u-eri-generativne-vjestacke-inteligencije), it was presented to the staff and used as a framework for discussion on integrating innovation, ethics, and technology into teacher education. Particular attention was given to elements supporting the development of critical thinking, collaboration, and shared responsibility in the learning process.

This report also outlines which elements of the TE_REG Manifesto have been particularly applied in the accreditation process of the Faculty of Philosophy, including:
– improving study programs in line with contemporary challenges;
– fostering reflective practice and professional development of teaching staff;
– integrating digital tools and GenAI into teaching in an ethical and purposeful manner;
– promoting an inclusive and participatory learning environment.

Through ongoing reforms and the implementation of principles from the TE_REG Manifesto and the Strategy 2025–2035, the Faculty of Philosophy aims to achieve sustainable and meaningful changes in teacher education in Montenegro, enhancing teaching quality, staff professional competence, and student preparation for the demands of contemporary society and the labor market.

Methodology of Contextualisation

The TE_REG Manifesto and Accreditation Plan at the Faculty of Philosophy

In Montenegrin context, the TE_REG Manifesto has been used to support the Faculty of Philosophy in implementing its accreditation plan initiated in November 2025, focusing on enhancing teacher education practices, curriculum quality, and professional development. The Manifesto's principles on human-centred education, ethical and reflective teaching, and responsible integration of digital technologies, including GenAI, have guided the Faculty in aligning its programs and teaching practices with national legislation, international best practices, and a holistic vision of teacher education grounded in care, ethics, and social responsibility (taking into account, besides, Biesta's "beautiful risk of education").

The accreditation plan is closely aligned with the Montenegrin Strategy for Education Reform 2025–2035, which emphasizes:
– Quality and relevance of education – ensuring curricula and teaching practices meet contemporary societal needs while nurturing critical thinking, empathy, and ethical responsibility;
– Professional development of teachers – strengthening initial and continuous training, fostering reflective and collaborative practices, and supporting the holistic growth of educators as professionals and human beings;
– Inclusion and equity – ensuring equal opportunities and support for all students, promoting social justice and the ethical responsibility of educators;
– Digitalization and modern infrastructure – integrating digital tools and GenAI responsibly, with a reflective and ethical approach;
– Participatory planning and implementation – involving faculty, students, and other stakeholders in reform processes, emphasizing shared responsibility, dialogue, and care for the learning community.

Role of the Quality Commission
The Quality Commission serves as the official working body responsible for managing the accreditation process at the Faculty of Philosophy. It oversees the preparation, planning, monitoring, and evaluation of all accreditation-related activities, ensuring that faculty programs:
– comply with national standards;
– align with the Montenegrin Strategy for Education Reform 2025–2035;
– foster a holistic vision of teacher education that balances professional competencies with care, ethical responsibility, and social engagement,

and additionally,
– integrate key TE_REG principles, including ethical, reflective, and human-centred approaches.

Its work ensures that the accreditation process is systematic, transparent, and grounded in ethical and socially responsible principles, rather than solely focused on labor market-oriented outcomes.

From a methodological perspective, the Quality Commission functions as a deliberative and dialogical body (deliberative working body), whose work is structured around collective discussions, professional debates, and reflective exchanges. Meetings are designed to enable both plenary discussion and programme-specific deliberation, supporting the contextual interpretation of the TE_REG Manifesto through argumentation, negotiation of meanings, and shared professional judgement rather than prescriptive implementation.

Process and Activities
November 2025 – Initial Quality Commission meeting (strategic discussion session)

The Extended Quality Commission (15 members - teaching staff, students' representatives, administrative staff) met to review accreditation requirements and discuss the integration of TE_REG Manifesto principles into faculty practices, considering both professional standards and the holistic development of educators.

This meeting was organised as a structured discussion and deliberative session, lasting 4 hours, and combining plenary debate, moderated discussion rounds, and guided reflective questions derived from the Manifesto, and some other relevant documents. The methodological focus was on collective sense-making, critical discussion, and the articulation of shared priorities.

November–December 2025 – Programme-level planning (programme-based discussion sessions)
– Study program teams analyzed current practices and developed program-specific plans for accreditation and implementation of TE_REG principles.

Participants: At least 8 members per program; 9 out of 18 programs (three bachelor, six masters') actively engaged with TE_REG principles (approximately 70 participants).

At the programme level, the Manifesto was contextualised through a series of programme-based discussion meetings and focus-group-like sessions, typically lasting 2–3 hours each. These sessions involved academic staff, teaching assistants, and student representatives.

Methodologically, they relied on facilitated discussion, critical reflection, and collaborative analysis of existing curricula and teaching practices. Particular emphasis was placed on reflective debates concerning transmissive approaches to teaching, the critique of "banking" models of education (which do not help with critical thinking), and the exploration of alternative pedagogical practices aligned with critical pedagogy, AI integration, and critical digital literacy.

December 2025 – Quality Commission follow-up (cross-programme discussion)
The Commission reconvened to review program-level plans, evaluate proposed actions, and provide feedback for improvement, with attention to ethical, reflective, and holistic aspects of teaching and learning.

This follow-up meeting functioned as a cross-programme discussion forum, enabling collective reflection, comparison of approaches, and open debate on convergences and tensions across programmes.

January 2026 – Final Quality Commission meeting (concluding deliberative session)
On 19 January 2026, the Commission finalized recommendations and confirmed the framework for implementation in the accreditation plan, ensuring alignment with ethical and holistic goals.

This session was structured as a concluding deliberative discussion, consolidating previously articulated positions and translating them into an agreed strategic framework.

Professional learning and development (PLD) session – December 2025 (focus group–based)
– TE_REG Manifesto and GenAI guidelines were presented to the staff involved in teacher education.
– Participants: Approximately 25 staff members.
– Objective: ensure understanding of key principles, fostering ethical, reflective, and socially responsible teaching practices.

This PLD session was explicitly organised as a focus group–based discussion session, combining short thematic inputs with moderated group discussions and collective reflection. Participants engaged in guided discussions on the pedagogical, ethical, and institutional implications of generative AI, sharing experiences, concerns, and perspectives from their own teaching practice. The focus-group format supported in-depth discussion, mutual learning, and the articulation of shared understandings, in line with the TE_REG Manifesto's emphasis on dialogue, professional judgement, and collective responsibility.

Representatives of the media were also present, as the session was conceived as a form of communication with external stakeholders, aimed at informing the wider public and inviting broader public debate (published in the TE_REG Newsletter for December).

Accreditation Plan finalization – January 2026 (institutional planning and discussion meeting)
– The faculty's plan, including practical measures and evaluation strategies, was finalized.
– Participants: Leadership team, programme coordinators, teaching staff, teaching assistants, administrators (approx. 25).
– Discussions focused on translating the plan into practice while maintaining ethical responsibility, care for students, and holistic development alongside professional standards.
The Quality Commission will present (to the University's Commission and the Quality Assurance Centre) the proposed study program curricula and objectives during the February, and its work will continue until September 2026, with the next phase focusing

on the development of course curricula and the complete accreditation dossier. Throughout these phases, the principles of the Manifesto and "the tool" (WP4) will, among other prerequisites, guide the development of the curricula.

Overall, the TE_REG Manifesto was contextualised through a combination of deliberative Quality Commission meetings, programme-level discussion sessions resembling focus groups, and a focus group–based professional learning and development session, all of which relied on structured dialogue, critical reflection, and collective professional judgement as the primary methodological strategies.

Analysis of Results

The process of preparing the Faculty of Philosophy for accreditation, guided, among other documents, by the TE_REG Manifesto, has unfolded as a journey of reflection, experimentation, and ethical engagement. From the very beginning, the Quality Commission played a central role, bringing together faculty members, programme coordinators, and staff from the three undergraduate and six master's programs that directly train future teachers, pedagogues, and educational specialists. Its work began in November 2025 with an initial meeting of 15 members, and continued through a series of program-level discussions, follow-up sessions, and reflective gatherings, culminating in the ongoing development of course curricula and the complete accreditation dossier through September 2026.

At every stage, the TE_REG Manifesto served as a compass, reminding participants of the values of ethical responsibility, relational pedagogy, care, and human-centred education. Faculty staff approached the process not merely as a technical exercise, but as an opportunity to critically examine existing teaching practices, challenge transmissive or "banking" models of education, and cultivate a holistic and reflective culture for teacher education. Discussions emphasized that learning and teaching are not about the simple transfer of knowledge, but about fostering critical thinking, ethical judgment, and – could be seen – as the development of dispositions - habits of mind and professional attitudes that guide reflective, caring, and socially responsible practice. Participants highlighted that these dispositions must be actively nurtured throughout teacher education.

The integration of AI and GenAI technologies emerged as a particularly rich field for reflection. Rather than viewing digital tools as neutral instruments or shortcuts, faculty examined, and discussed the ethical, pedagogical, and relational questions they raise. How might AI support meaningful learning without undermining professional judgment? How can student teachers develop critical literacy, evaluating information ethically and reflectively? These questions prompted lively debates and exchanges about age-appropriate, context-sensitive, and subject-specific applications of technology, demonstrating how the Manifesto's emphasis on reflective supervision and ethical responsibility becomes tangible in concrete teaching situations. Participants analyzed, and proposed strategies to balance AI use with professional judgment.

Throughout these sessions, faculty engaged in an explicit exploration of the dispositions articulated in the TE_REG Manifesto, understood as foundational orientations for professional practice rather than as abstract ideals. Particular emphasis was placed on

dispositions toward collaboration, contextualisation, pedagogical design, enactment, and inquiry, all of which shape how educators relate to students, colleagues, and the broader learning community. In discussions on AI-supported lesson planning, participants examined, and reflected on how curiosity, ethical attentiveness, and critical inquiry inform pedagogical design and enactment, guiding supervisory decisions and classroom interactions. These reflections underscored that technology should enhance learning in contextually and ethically grounded ways, supporting reflective judgment and professional responsibility rather than substituting for thoughtful, human-centred pedagogy.

Assessment was another crucial theme. Staff discussed how student work could sometimes appear inconsistent or opaque in terms of AI use, raising questions about fairness, transparency, and professional trust. These reflections revealed the need for shared principles, clear guidance, and reflective supervision, and a deep understanding for both students and teachers - not just technical solutions - to maintain ethical and pedagogically sound evaluation practices. In this sense, the Manifesto's principles of collaboration and ethical reflection were applied directly to real classroom and assessment contexts.

The narrative of the process also revealed a strong commitment to fostering ethical and caring educational communities grounded in democratic principles. Faculty repeatedly emphasized, and reflected on the importance of fostering mutual trust, respect, and collaboration. These qualities were seen as foundational not only for student learning but also for sustaining a vibrant professional culture. Staff highlighted, analyzed, and considered the need to allocate time for dialogue, collaborative planning, interdisciplinary exchange, and reflective practice, echoing the Manifesto's insistence that teacher education is relational, ongoing, and deeply human-centred.

As the work progressed, the Quality Commission and program teams began translating these reflections into concrete actions: refining program objectives, developing course curricula, and planning implementation strategies. The Commission ensured coherence across programs, balancing program-specific innovation with faculty-wide standards grounded in the Montenegrin Strategy for Education Reform 2025–2035, and the TE_REG values. Faculty discussions consistently highlighted, reflected on, discussed, and concluded the alignment of strategic goals with the Manifesto: ethical engagement, holistic development, critical literacy, and the cultivation of dispositions that sustain reflective and socially responsible teaching.

In sum, the process revealed a high level of engagement and commitment among faculty members to co-create a regenerative, inclusive, and ethically grounded teacher education culture. TE_REG principles were not only referenced but actively shaped how curricula, teaching practices, assessment, and supervision were conceived. Faculty members discussed,and concluded that the Manifesto serves as both a moral and practical framework, guiding decisions, reflecting on existing practices, and imagining new ways to prepare educators who are critically aware, ethically responsible, and committed to the well-being of their learners and communities.

As key visible changes directly linked to the TE_REG Manifesto, we highlight the following:

- an increase in the volume of reflective practice to 30 ECTS across all teacher education tracks within each study program;
- the introduction of new courses – at least two in each teacher education program, with the teacher education program (educating class teachers) including a dedicated 15 ECTS module on artificial intelligence and its valid didactic and ethical application – within the thematic area provisionally titled Digital Technologies in Education;
- the expansion of collaboratively taught courses, designed and delivered by at least two instructors, which faculty highlighted, debated, and co-created to cultivate dispositions for collaboration, shared responsibility, and enactment. In these courses, educators are guided to act in ways that exemplify human-centred pedagogy, relational practice, and reflective supervision, balancing teacher expertise with AI capabilities in ethically and pedagogically sound ways.

Throughout these implementations, participants discussed, and proposed strategies to ensure that each course and program not only meets accreditation standards but actively develops the full set of dispositions articulated in the TE_REG Manifesto – collaboration, contextualisation, design, enactment, and inquiry – thereby embedding ethical, reflective, and human-centred practices across the teacher education curriculum.

Conclusions

The discussions and development processes undertaken at the Faculty of Philosophy confirm the TE_REG Manifesto's central insight: the emergence of generative artificial intelligence is not merely introducing new tools into education, but is fundamentally reshaping the conditions under which teaching, learning, and professional judgment take place. These shifts call for responses that are not reactive or purely technical, but future-oriented, ethically grounded, and human-centred, particularly within teacher education, which carries a distinctive meta-role in shaping educational practice more broadly.

Across the accreditation process, the Manifesto functioned as a conceptual and ethical reference point, supporting faculty members in articulating shared understandings of quality teacher education beyond narrow notions of efficiency, employability, or standardization. Rather than questioning the Manifesto's premises, participants consistently emphasized the need for coherence, reflective depth, and collaboration - elements that the Manifesto explicitly frames as essential to regenerative teacher education. In this sense, the discussions affirmed a clear commitment to moving beyond transmissive and checklist-driven models toward pedagogical approaches that value professional judgment, contextual sensitivity, and meaningful learner engagement.

A particularly significant outcome of this work is the recognition that dispositions, as articulated in the TE_REG Manifesto, provide a robust framework for navigating the uncertainties introduced by generative AI. The emphasis on collaboration,

contextualisation, pedagogical design, enactment, and inquiry enabled faculty to approach AI integration not as a question of compliance or control, but as an opportunity to strengthen ethical awareness, critical literacy, and reflective practice. This orientation supports a clear distinction between the roles of educators and those of AI systems, reaffirming the teacher's responsibility for educational purpose, relational work, and ethical decision-making.

The accreditation-related developments also demonstrate how the Manifesto's principles can be translated into visible and structural change. These include the expansion of reflective practice to 30 ECTS across all teacher education programs, the introduction of new courses and modules addressing digital technologies and artificial intelligence in education, and the increased use of collaboratively taught courses that foreground collegiality and shared pedagogical responsibility. Together, these changes signal a deliberate shift toward a more integrated, holistic, and critically informed curriculum design, aligned with both the TE_REG framework and the Montenegrin Strategy for Education Reform 2025–2035.

Prospection

Looking ahead, the Faculty's next phase of work will focus on deepening and consolidating these developments through curriculum elaboration at the course level and the preparation of the full accreditation dossier, with the Quality Commission continuing its coordinated work through September 2026. In this phase, the TE_REG Manifesto and its accompanying tools ("the tool") will remain central, guiding decisions related to learning outcomes, assessment practices, supervision models, and the ethical integration of AI. Particular attention will be given to assessment as a critical site for aligning reflective practice, dispositions, and fairness in an educational context increasingly shaped by generative technologies.

More broadly, the process points toward a sustained institutional commitment to regenerative teacher education – one that prepares future teachers, pedagogues, and educational specialists not only to respond to current challenges, but to act thoughtfully and responsibly in conditions of uncertainty. By foregrounding ethical relations, critical inquiry, and collective professional learning, the Faculty of Philosophy positions teacher education as a space where technological change is met with care, reflection, and human judgment. In doing so, it responds directly to the Manifesto's open call to engagement, collaboration, and shared responsibility, translating its vision into concrete, contextually grounded educational practice.

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