

# Učenje kao zajedničko ulaganje

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# Learning as a Joint Venture

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# ŠKOLA SA DUGOM TRADICIJOM

- Učiteljska škola (1920.) - osnovana kao posebno odeljenje u okviru pirotske Gimanzije.
- Škola za vaspitače (1927.)
- Pedagoška akademija (1973.)
- Viša škola za obrazovanje vaspitača (1993.)
- Visoka škola strukovnih studija za obrazovanje vaspitača (2007.)



# A SCHOOL RICH IN TRADITION

- Normal school (1920) – initially founded as a special department within the Pirot High School; it moved to this particular building in 1927 and thenceforth it became known as
- Teacher training school (1927)
- Pedagogical academy (1973)
- Teacher training college (1993)
- College of professional studies for preschool teachers (2007)



- U toku protekle godine škola je akreditovala dva studijska programa: osnovni i specijalistički
- U pripremi su još dva nova studijska programa
- Osnovni program pohađa 300 studenata, a specijalistički 55
- Programe vodi 28 nastavnika, od toga 11 doktora nauka
- 4 predavača su pred odbranom doktorskih teza



- In the past year the school was accredited for two vocational study programmes: basic and specialised
- Two more study programmes are being outlined
- The basic programme is attended by 300 students
- The specialised programme is attended by 55 students
- The programmes are implemented by 28 college teachers, 11 of which have PhDs
- Four lecturers are expected to defend their doctoral thesis by the end of the year



- Škola vodi sopstvenu izdavačku delatnost
- Posедуje akreditovane programe stručnog usavršavanja
- Većina profesora i predavača autori su literature koju koriste u radu sa studentima
- Škola raspolaže značajnim i veoma dragocenim bibliotečkim fondom
- Škola je organizator međunarodne konferencije koja će se održati u junu 2013.



- The school publishes its own annual proceedings
- We have several accredited training programmes
- Most teachers and lecturers are authors of the textbooks used in class
- The school possesses extremely significant and valuable library fund
- The school hosts an international conference which is to be held in June 2013



**VIZIJA**

**VASPITAČ PO MERI DETETA  
KOJE ŽIVI SADA I  
KOJE ĆE ŽIVETI U BUDUĆNOSTI**





# VISION

**A TEACHER FIT FOR  
THE PRESENT-DAY CHILDREN  
AS WELL AS FOR  
THE CHILDREN TO COME**



# MISIJA

- Priprema za budućnost
- Ponovno uspostavljanje izgubljene veze između škole i života
- Priprema obrazovnih kadrova za budućnost
- “Otvorena škola”
- Formiranje fleksibilnih vaspitača
- Preobražaj škole kroz otvorenost ka promenama
- Nivoi otvorenosti...



# MISSION

- Preparing for the future
- Reconnecting school with life
- Preparing the teaching staff for the future
- “Open school”
- Forging flexible teachers
- Transforming the school through openness towards changes
- Levels of openness



## SWOT → SNAGA

- Duga tradicija
- Akreditacije iz 2007. i 2012.
- Kontinuirano usavršavanje nastavnog kadra
- Kontinuirana saradnja sa predškolskim ustanovama
- Kontinuirana saradnja sa fakultetima i visokim strukovnim školama
- Saradnja sa eminentnim stručnjacima
- Spremnost na promene
- Učešće studenata i nastavnika u akcijama od humanitarnog i pedagoškog značaja



## SWOT → STRENGTHS

- Long tradition
- Accreditations in 2007 and 2012
- Continuous teaching staff improvement
- Continuous cooperation with preschool institutions
- Continuous cooperation with faculties and colleges of professional studies
- Cooperation with eminent authorities
- Readiness for changes
- Participation of students and teachers in charity and various educationally relevant enterprises



## SWOT → SLABOST

- Sistem percipira predškolsko obrazovanje na pogrešan način
- Uloga vaspitača je potcenjena
- Poroznost, te koncepcijski i programski diskontinuitet sistema obrazovanja
- Demagoško sagledavanje škole kao otvorene institucije
- Izostanak visokih škola u debatama prilikom donošenja programa
- Ograničeno sagledavanje predškolske ustanove
- Sukob strukovnog i akademskog



## SWOT → WEAKNESSES

- Wrongful perception of preschool education
- Depreciation of preschool teachers
- Permeability as well as conceptual and curricular discontinuity of educational system
- Demagogic insight into schools as open institutions
- The absence of colleges from debates over the curricula
- Limited consideration for preschool institutions
- The conflict between vocational and academic



# SWOT → MOGUĆNOSTI

- Podrška institucija koje ne spadaju u nelojalnu konkurenciju
- Podrška pedagoških institucija
- Pozitivna praksa
- Podrška i učešće eminentnih stručnjaka
- Podrška i razmena iskustava sa školama istog nivoa, kako u zemlji tako i sa školama iz EU
- Podrška lokalne zajednice
- Kontinuirana saradnja sa vaspitačima





## SWOT → OPPORTUNITIES

- The support of institutions which are not deemed to be disloyal competition
- The support of educational institutions
- Positive practice
- The support and participation of eminent authorities
- Sharing support and experience with schools of similar type, both at home and abroad
- The support of local community
- Continuous cooperation with preschool teachers



## SWOT → PRETNJE

- Tradicionalizam školskog sistema
- Nedefinisana uloga strukovnih škola
- Neopredeljenost institucija za koncept otvorenog obrazovanja
- Predrasuda da je materijalna strana najvažnija za postizanje kvaliteta
- Nesigurna uloga nastavnika koja se vezuje za proces tranzicije
- Društveno nepoverenje prema institucijama koje su na početku unutrašnjih promena



## SWOT → THREATS

- Traditionalism of the school system
- Unspecified role of vocational schools
- Institutions show the lack of commitment to the concept of open education
- Prejudice about the material aspect being the most important for achieving quality
- Uncertain role of teachers which is being connected with the process of transition
- Social distrust of those institutions which have just began with the process of internal changes



# STRATEGIJA → SMERNICE

## SPOLJAŠNJA OTVORENOST

Praćenje i evaluacija: vaspitači predškolskih ustanova, prosvetni radnici u osnovnim školama, roditelji predškolske dece

## UNUTRAŠNJA OTVORENOST

Posebno konstruisani instrumenti sa stavkama koje prate sledeće ciljne grupe: studente, nastavnike, vaspitače

## OTVORENOST PREMA STUDENTIMA

Instrumenti za formativnu i sumativnu evaluaciju sa stavkama koje se odnose na prava i obaveze studenata

## OTVORENOST NASTAVNIKA

Praćenje i vrednovanje pedagoškog rada nastavnika (profesionalne kompetencije)



# STRATEGY → GUIDELINES

## EXTERNAL OPENNESS

Evaluation and monitoring:  
preschool teachers, elementary school  
teachers, parents of preschool children

## INTERNAL OPENNESS

Specially designed instruments with items  
to monitor the following target groups:  
students, professors, preschool teachers

## OPENNESS TOWARDS STUDENTS

Instruments intended for formative and  
summative evaluation with items relating to  
the rights and responsibilities of students

## TEACHER OPENNES

Monitoring and evaluation of  
teachers' professional  
competencies



## CILJ STRATEGIJE JE UNAPREĐENJE:

- Studijskog programa
- Nastavnog procesa
- Naučnoistraživačkog i stručnog rada nastavnika i saradnika
- Studenata
- Udžbenika
- Bibliotečkih i informatičkih resursa
- Upravljanja školom
- Prostora i opreme
- Finansiranja
  - Nenastavnih aktivnosti
  - Uslova rada



## THE AIM OF THE PROPOSED STRATEGY IS THE IMPROVEMENT OF THE FOLLOWING ITEMS:

- Study programmes
- Teaching process
- Scientific research and professional performance of teachers and associates
- Students
- Textbooks
- Library and its resources
- School management
- Space and equipment
- Financing
- Extracurricular activities
- Working conditions



**PRAĆENJE, UNAPREĐENJE I RAZVOJ  
KVALITETA DUŽNOST JE SVIH  
ZAPOSLENIH, ALI I STUDENATA  
ŠKOLE**

**SAMIM PROCESOM UNAPREĐENJA  
KVALITETA BAVE SE:**

1. Komisija za kontrolu kvaliteta
2. Organi i službe u školi u skladu sa  
pravilnikom o kvalitetu





**QUALITY MONITORING,  
IMPROVEMENT AND DEVELOPMENT  
IS THE DUTY OF ALL EMPLOYEES, AS  
WELL AS THE STUDENTS  
ATTENDING OUR SCHOOL**

**THE PROCESS OF QUALITY  
MANAGEMENT IS THE  
RESPONSIBILITY OF :**

1. The Quality Control Commission
2. School boards and services in accordance with quality ordinance



## POSTUPCI U CILJU OBEZBEĐENJA KVALITETA ODVIJAJU SE U SKLADU SA:

- Standardima za spoljašnju proveru kvaliteta
- Standardima za akreditaciju visokoškolskih ustanova i studijskih programa
- Strategijom obezbeđenja kvaliteta
- Pravilnikom o standardima za samovrednovanje i ocenjivanje kvaliteta visokoškolskih ustanova



## QUALITY ASSURANCE PROCEDURES ARE DEVELOPED IN ACCORDANCE WITH:

- The standards of external quality control
- The accreditation standards and procedures of higher education institutions and study programmes
- Quality assurance strategy
- Ordinance on standards for quality assurance and self-evaluation in higher education



## POSTUPCI U CILJU OBEZBEĐENJA KVALITETA PRIMENJUJU SE U SLEDEĆIM OBLASTIMA:

- Studijski programi (osnovni i specijalistički)
- Nastavni proces
- Nastavnici i saradnici
- Studenti
- Udžbenici, literatura, bibliotečki i informatički resursi
- Prostor i oprema
- Upravljanje školom i nenastavna podrška



## QUALITY ASSURANCE PROCEDURES ARE APPLIED TO THE FOLLOWING DOMAINS:

- Study programmes (basic and specialised )
- The teaching process
- Teachers and associates
- Students
- Textbooks, literature, library and IT resources
- Space and equipment
- School management and non-teaching staff



## PROCES UNAPREĐENJE KVALITETA STUDIJSKIH PROGRAMA:

- Do kraja zimskog i letnjeg semestra – studenti popunjavaju anonimne ankete za oba studijska programa
- Do 30. septembra – izveštaj Komisije za kontrolu kvaliteta
- Preduzimanje preventivnih i korektivnih mera



## THE PROCESS OF IMPROVING THE QUALITY OF STUDY PROGRAMMES:

- By the end of the winter and spring semesters – students complete anonymous surveys regarding both study programmes
- By September 30 – the report of the quality control commission
- Taking preventive and corrective measures



## UNAPREĐENJE NASTAVNOG PROCESA

- Do 01.10. – izrada i usvajanje kalendara rada (direktor i nastavno veće)
- Do 15.09. odnosno 01.02. – izrada rasporeda (rukovodioci godina)
- Do decembra, odnosno maja – sprovesti redovnu anonimnu anketu u vezi sa kvalitetom nastave
- Do 01.09. – završiti obradu podataka
- Do 30.09. – upoznati nastavno veće sa rezultatima anketa





## IMPROVEMENT OF THE TEACHING PROCESS

- By October 1 – preparing and adopting the calendar (director and teaching council)
- By September 15 and February 1 – timetable planning (managers of student groups)
- By December / May – conducting regular anonymous survey
- Regarding the quality of teaching by September 1 – data processing completion
- By September 30 – inform the teaching council about the survey results



## PROCES VREDNOVANJA NASTAVNIKA I SARADNIKA

- Do kraja nastave u letnjem semestru – sprovesti anonimno snketiranje nastavnog osoblja
- Do 01.09. – upoznati nastavno veće sa rezultatima ankete koja se odnosi na pedagoški rad nastavnika
- Do 30.09. – upoznati nastavnike i saradnike sa rezultatima koji se odnose na rad nenastavnog osoblja i kvalitet upravljanja školom



## EVALUATION OF TACHERS AND ASSOCIATES

- By the end of the spring semester – conduct an anonymous survey for the teaching staff
- By September 1 – inform the teaching council about the survey results regarding the teachers' performance
- By September 30 – inform the teachers and associates about the results regarding the performance of the non-teaching staff and the school quality management



## VREDNOVANJE STUDENATA

- Do kraja nastave u zimskom i letnjem semestru – sprovesti redovne anonimne ankete u vezi sa vrednovanjem rada studenata, obezbediti monitoring rada nastavnika i studenata
- Do 01.09. – obezbediti obradu svih podataka iz ankete
- Do 30.09. – upoznati Nastavno veće i Studentski parlament sa rezultatima ankete, rezultatima rada studenata i uspehom studiranja
  - Do 30.09. – upoznati nastavnike i saradnike ponaosob sa tim kako je Komisija za kontrolu kvaliteta procenila vrednovanje rada studenata



## STUDENT EVALUATION

- By the end of both winter and spring semesters – conducting the survey on student evaluation quality, ensuring the monitoring of teachers' and students' performances
- By September 1 – ensure survey data processing
- By September 30 – inform the teaching council and the student parliament about the survey results students results and study accomplishments
- By September 30 – inform every teacher individually about the quality control commission assessment of the students performance



## OBEZBEĐENJE KVALITETA UDŽBENIKA, LITERATURE, BIBLIOTEČKIH I INFORMACIONIH RESURSA:

- Objavljivanje udžbenika
- Praćenje novih knjiga i udžbenika
- Praćenje i ocenjivanje rada bibliotekara putem redovne studentske evaluacije

Praćenje je kontinuirano, a rok za obradu podataka je decembar, odnosno maj.



## TEXTBOOKS, LITERATURE, LIBRARY AND IT RESOURCES QUALITY ASSURANCE:

- Publishing textbooks
- Keeping up-to-date with the latest editions and textbooks
- Monitoring and evaluating librarians through regular student evaluation

Monitoring is expected to be continuous, while the deadline for data processing is set for December and May.



## OBEZBEĐENJE KVALITETA TEHNIČKIH I MATERIJALNIH RESURSA:

- Do kraja nastave u letnjem semestru – sprovođenje ankete među studentima
- Kontinuirano pratiti aktuelnost ili zastarelost, odnosno ispravnost i upotrebljivost tehničkih i materijalnih resursa





## QUALITY ASSURANCE OF TECHNICAL AND PHYSICAL RESOURCES

- By the end of the spring semester – conducting a survey among the students
- Continuously taking care of the existing technical and physical resources – whether they are up-to-date, obsolete, correct or utilisable



## KVALITET UPRAVLJANJA ŠKOLOM I NENASTAVNA PODRŠKA :

- Do kraja nastave u letnjem semestru sprovodi se redovna godišnja anketa za studente, nastavno i nenastavno osoblje koja se bavi pitanjem kvaliteta upravljanja školom i kvalitetom rada nenastavnog osoblja
- Najmanje jednom tokom školske godine komisija za kontrolu kvaliteta, studentski parlament i nastavno veće razmatraju kvalitet upravljanja školom i kvalitet rada nenastavnog osoblja i predlažu mere direktoru škole.

Preventivne i korektivne mere se preduzimaju u skladu sa rezultatima ankete



## THE SCHOOL QUALITY MANAGEMENT AND THE QUALITY OF NON-TEACHING STAFF PERFORMANCE:

- By the end of the spring semester there should be a regular annual survey intended for students, teaching and non-teaching staff. The survey deals with the issue of school quality management and the quality of non-teaching staff performance
- At least once in the school year, the school quality management as well as the non-teaching staff performance are discussed by the quality control commission, the student parliament and the teaching council. Subsequently, they recommend a set of either preventive or punitive measures to the director .



# PROCENA AKCIONOG PLANA

- Ciljevi su postavljeni realno
- Zna se ko će šta raditi
- Postoji konkretnost
- Ispunjava svrhu
- Pregledan je
- Uz opis aktivnosti navedni su i zadaci – kako dalje
- Isplanirani su različiti instrumenti za prikupljanje podataka
- Isplanirane su različite mere i postupci – šta dalje
- U skladu je sa vizijom i misijom škole



# ACTION PLAN ASSESSMENT

- The goals are achievable
- Everyone knows their role and function
- It is concrete
- It serves the purpose
- It is clear
- Description of activities is followed by the necessary assignments – how do we go on
- Various instruments vital for the data collection have been planned
- Various measures and action have also been planned – what is next
- It is in accordance with the proposed mission and vision statements



**Hvala!**

**Thank you!**

