

Faculty of Philosophy / PRE-SCHOOL EDUCATION / Pedagogical Management

Course:	Pedagogical Management			
Course ID	Course status	Semester	ECTS credits	Lessons (Lessons+Exercises+Laboratory)
12526	Mandatory	2	6	2+1+0
Programs	PRE-SCHOOL EDUCATION			
Prerequisites	No pre-conditions.			
Aims	Adoption of the fundamental determinants and basis of pedagogical transformative management in educational institutions - from organizational management and functions - to the development and management of human potential Develop fundamental, professional and modern knowledge about the types and models of monitoring the quality of educational work and the connection between theory/philosophy and practice , known (and possible) docymological solutions, as well as all pedagogical aspects of the mentioned activities; understanding the importance of continuous evaluation, monitoring and application of a consistent classification of goals in the educational system.			
Learning outcomes	Develop the ability to focus on fundamental problems of contemporary knowledge as well as management procedures in the formal education system. Develop basic management mechanisms for further configuring the knowledge system for different occasions, at different levels, and needs (pedagogue, student, teacher, director, parent, etc.). Develop the skills of leading and managing various micro and macro pedagogical processes in the school. They will get to know the instruments for monitoring the quality of management in education and their use, as well as the application of modern standards for ensuring the quality of work with the elements of the strategic plan for the development of educational institutions.			
Lecturer / Teaching assistant	Biljana Maslovarić, PhD Jelena Ivanović Vukotić, MA			
Methodology	Lectures, debates, simulations, case study analyses.			
Plan and program of work				
Preparing week	Preparation and registration of the semester			
I week lectures	Theoretical approaches to the development of pedagogical management.			
I week exercises	Debates, simulations, case study analyses.			
II week lectures	Pedagogical management and change in educational practice.			
II week exercises	Debates, simulations, case study analyses.			
III week lectures	Pedagogical management and change in educational practice II.			
III week exercises	Debates, simulations, case study analyses.			
IV week lectures	Pedagogical management and change in educational practice III.			
IV week exercises	Debates, simulations, case study analyses.			
V week lectures	Charismatic and transformational leadership.			
V week exercises	Debates, simulations, case study analyses.			
VI week lectures	Ethical management and social diversity.			
VI week exercises	Debates, simulations, case study analyses.			
VII week lectures	Ethical management and social diversity II.			
VII week exercises	Debates, simulations, case study analyses.			
VIII week lectures	Practical starting points of pedagogical management.			
VIII week exercises	Debates, simulations, case study analyses.			
IX week lectures	Evaluation in education.			
IX week exercises	Debates, simulations, case study analyses.			
X week lectures	Finnish evaluation model.			
X week exercises	Debates, simulations, case study analyses.			
XI week lectures	Finnish evaluation model.			
XI week exercises	Debates, simulations, case study analyses.			

XII week lectures	Quality indicators and professional development.					
XII week exercises	Debates, simulations, case study analyses.					
XIII week lectures	Monitoring and evaluation: synthetic and analytical.					
XIII week exercises	Debates, simulations, case study analyses.					
XIV week lectures	Educational practice - external and internal evaluation of the educational system.					
XIV week exercises	Debates, simulations, case study analyses.					
XV week lectures	Development of strategic, action plans and institutional strategies in education.					
XV week exercises	Debates, simulations, case study analyses.					
Student workload	Weekly 5 credits x 40/30 = 6 hours and 40 minutes Structure: 2 hours of lectures 2 hours of exercises 2 hours 40 minutes of independent work including consultations In the semester Classes and final exam: 6 hours and 40 minutes x16=106 hours and 40 minutes Necessary preparations before the beginning of the semester (administration, registration, certification) 2x 6 hours and 40 minutes = 13 hours and 20 minutes Total workload for the course 5x30=150 hours Supplementary work for exam preparation in the make-up exam period, including taking the make-up exam from 0 to 30 hours Load structure: 106 hours 40 min (Teaching) + 13 hours 20 min (Preparation) + 30 hours (Additional work)					
Per week			Per semester			
6 credits x 40/30=8 hours and 0 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises 5 hour(s) i 0 minuts of independent work, including consultations			Classes and final exam: 8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts Total workload for the subject: 6 x 30=180 hour(s) Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) 36 hour(s) i 0 minuts Workload structure: 128 hour(s) i 0 minuts (cources), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)			
Student obligations			Students are required to attend classes, participate in debates and take two tests. Students are required to prepare and present one essay each and participate in the debate after the essay presentation.			
Consultations			Monday 11:00 a.m. - 12:30 p.m. (337)			
Literature			Olivera Knežević-Folić, Milka Oljača (2011), Pedagogical Management, Association of Pedagogical Societies of Vojvodina, Novi Sad Isak Adžes (1992), Change Management, ASEE, Novi Sad J.R. Schermerhorn, J.Campling, D.Poople, R.Wiesner (2013), Management, Wiley&Sons Australia, Ltd. Morey, D. (2001), Knowledge Management, MIT Press. Von Hoffman, C (2001), Do We Know How to Do That? Understanding Knowledge Management, Harvard Business School Press Posavac, E. J., & Carey, R. G. (2003) Program Evaluation - Methods and Case Studies. (6th ed.). New Jersey: Prentice Hall. Havelka N. And co-workers (2002): System for monitoring and evaluating the quality of education - a proposal for changes and innovations (2002-2005) In: Quality education for all - the path to a developed society Jordan, A.M. (1953), Measurement in education, New York: McGrow-Hill Matijević, M (2005) Evaluation in education, Pedagogical research, 2(2) W. Glasser (1999), Teacher in a quality school, EDUCA, Zagreb Konig, E. & Zedler, P: Theories of the science of education. - Zagreb: Educa, 2001			
Examination methods			Forms of knowledge testing and assessment: (written, oral, assessment of homework and essays, volunteer work, and practice in educational institutions) - Two tests with 15 points each (Total 30 points), - Homework with 5 points, - Preparation and presentation of an essay with 10 points, - Attending classes, standing out during lectures and participating in debates 5 points - Final exam with 50 points. A passing grade is obtained if at least 51 points are accumulated cumulatively			
Special remarks						
Comment						
Grade:	F	E	D	C	B	A
Number of points	less than 50 points	greater than or equal to 50 points	greater than or equal to 60 points	greater than or equal to 70 points	greater than or equal to 80 points	greater than or equal to 90 points

		and less than 60 points	and less than 70 points	and less than 80 points	and less than 90 points	
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