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"EDUCATIONAL RESEARCH AND SCHOOL PRACTICE"

**OBRAZOVANJE U FUNKCIJI
MODERNIZACIJE DRUŠTVA**

**ROLE OF
EDUCATION IN
MODERNIZATION
OF SOCIETY**

Knjiga rezimea

Book of abstracts

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PROCES RAZVOJNOG PLANIRANJA I HORIZONTALNO UČENJE NASTAVNIKA I VASPITAČA

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Razvojno planiranje škole i predškolske ustanove predstavlja jedan od ključnih koraka u procesu decentralizacije obrazovnog sistema čiji je cilj da se poveća delotvornost ustanova kroz podsticanje procesa njihovog internog razvoja. U radu se razmatraju problemi koji se odnose na aktuelnu praksu timova za razvojno planiranje u kontekstu horizontalnog učenja nastavnika i vaspitača. Cilj istraživanja bio je da se utvrdi kako nastavnici i vaspitači vide efekte procesa razvojnog planiranja, i koliko se, prema njihovom mišljenju, kroz učešće u radu tima za razvojno planiranje ostvaruje horizontalno učenje. U istraživanju je učestvovalo 60 nastavnika i vaspitača zaposlenih u različitim školama i predškolskim ustanovama u nekoliko gradova u Republici Srbiji. Za potrebe istraživanja konstruisan je upitnik koji je sadržao pitanja otvorenog tipa. Primenjena je kvalitativna analiza prikupljenog materijala. Nalazi istraživanja pokazuju da nastavnici i vaspitači kao najveće dobiti procesa razvojnog planiranja prepoznaju: pokretanje promene vaspitnoobrazovne prakse ustanove, unapređivanje organizacione klime, kao i efikasniju saradnju ustanove sa roditeljima i lokalnom zajednicom. Oni uviđaju da se kroz učestvovanje u radu tima za razvojno planiranje ostvaruje horizontalno učenje, razmena profesionalnih znanja, veština i stavova učesnika procesa, kroz zajedničko razumevanje problema i traganje za mogućim rešenjima, deljenjem zajedničkih vrednosti, vizije i ciljeva razvoja. Postoji potreba za unapređivanjem njihovih kompetencija za saradnju i timski rad, strateško i projektno planiranje. Proces razvojnog planiranja može obezbediti kontinuirani organizacioni proces učenja, doprineti građenju kulture obrazovne ustanove u kojoj se neguje dijalog, pozitivan stav prema promenama i razvoj prakse delovanja kroz deljenje resursa i odgovornosti učesnika procesa.

Ključne reči: tim za razvojno planiranje, razvoj ustanove, razvojno planiranje, horizontalno učenje, profesionalni razvoj nastavnika i vaspitača.

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DEVELOPMENT PLANNING PROCESS AND HORIZONTAL LEARNING OF TEACHERS AND PRESCHOOL TEACHERS

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School and preschool development planning represents one of the key steps in the process of decentralization of educational system with the aim of increasing institutional efficiency by encouraging the internal development of institutions. This article studies problems related to current practice of development planning teams in the context of teachers' and preschool teachers' horizontal learning. The aim of research is to determine how teachers and preschool teachers see the effects of development planning process as well as the extent to which the horizontal learning is accomplished via participating in development planning team, in their opinion. The study included 60 school and preschool teachers employed in schools and preschools in different cities in Serbia. For research purposes, a questionnaire which included open-end questions was developed. Qualitative analysis of the collected material was applied. The research results show that teachers and preschool teachers recognize the most valuable benefits of development planning process to be: initiating the change in institutional educational practice, improvement of organizational ambience, and better cooperation of educational institutions with parents and local community. They recognize that horizontal learning, as well as the exchange of professional knowledge, skills and attitudes of process participants is accomplished by participating in development planning team. This is attained through mutual understanding of problems and searching for potential solutions, sharing the common values, visions and development goals. There is a need for improving their competencies for cooperation and team work, strategical and project planning. Development planning process can provide continuous organisational process of learning, contribute to building institutional culture which nurtures dialog, positive attitude to changes and development of operating practice through sharing resources and responsibilities between process participants.

Keywords: development planning team, development of institution, development planning, horizontal learning, professional development of school and preschool teachers.

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