

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kakovost in odličnost v šolstvu
Course title:	Quality in Education

Študijski program in stopnja <i>Study programme and level</i>	Študijska smer <i>Study field</i>	Letnik <i>Academic year</i>	Semester <i>Semester</i>
Menedžment kakovosti Podiplomski (druga)	Program nima smeri	1. / 2.	2. / 4.
Quality Management Graduate-Master (Second)	The program has no study fields	1/2	2/4

Vrsta predmeta / Course type: Izbirni Elective

Univerzitetna koda predmeta / University course code: 021022-02

Predavanja <i>Lectures</i>	Seminar <i>Seminar</i>	Sem. vaje <i>Tutorial</i>	Lab. vaje <i>Laboratory work</i>	Teren. vaje <i>Field work</i>	Samost. delo <i>Individ. work</i>	ECTS
30	-	20	-	-	100	5

Nosilec predmeta / Lecturer: doc. dr. Annmarie Gorenc Zoran
Annmarie Gorenc Zoran, PhD
Assistant Professor

Jeziki / Languages:

Predavanja / Lectures:	Vaje / Tutorial:
Slovenski, angleški	Slovenski, angleški
Slovenian, English	Slovenian, English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

- Vpis v 1. letnik študija.
- Študent/študentka mora pred pristopom k izpitu pripraviti in zagovarjati empirično seminarsko nalogo.

Prerequisites:

- Enrolment in the first year of study.
- The student must prepare and defend an empirical seminar paper as a prerequisite for the final exam.

Vsebina:

1. Kakovost in odličnost v šolstvu.
2. Gradniki kakovosti in odličnosti v šolstvu.
3. Procesna organiziranost v šolstvu.
4. Obvladovanje kakovosti in odličnosti v šolstvu.
5. Načrtovanje in uvedba sistema vodenja kakovosti (P-D).
6. Pregledovanje in nenehno izboljševanje kakovosti sistema vodenja (C-A).
7. Z modelom odličnosti EFQM do odličnosti v šolstvu.
8. Primeri dobrih praks kakovosti in odličnosti v šolstvu.

Content (Syllabus outline):

1. Quality and excellence in education.
2. Building blocks of quality and excellence in education.
3. Process-based organization in education.
4. Quality and excellence management in education.
5. Planning and doing quality management system (P-D).
6. Checking and continuous improvement of quality management system (C-A).
7. With EFQM's model of excellency towards excellency in education.
8. Examples of good practice of quality and excellence in education.

Temeljna literatura in viri / Readings

Obvezna literature / Required reading(s):

- Ažman, A. et al. (2008). *Model odličnosti EFQM za šole: javni in prostovoljni sektor*. Ljubljana: Pedagoški inštitut.
- Kecojević, Ž. K., & Gaber, S. (ur.). (2011). *Kakovost v šolstvu v Sloveniji*. Ljubljana: Pedagoška fakulteta.
- Sallis, E. (2002). *Total Quality Management in Education*. (3. izd.). London: Routledge.

Dodatna – dopolnilna / Recommended reading(s):

- *Merila za spremljanje, ugotavljanje in zagotavljanje kakovosti visokošolskih zavodov, študijskih programov ter znanstvenoraziskovalnega, umetniškega in strokovnega dela* (Uradni list RS, št. 124/2004).
- Musek, L. K. (2001). *Samoocena v vzgojno-izobraževalnih organizacijah*. Ljubljana: Inštitut za psihologijo osebnosti.
- Pauko, M. (2006). *Poročilo Nacionalne komisije za kvaliteto visokega šolstva*. Koper: Fakulteta za management.
- *Skupni ocenjevalni okvir za organizacije v javnem sektorju: CAF 2006*. (2007). Ljubljana: Ministrstvo za javno upravo RS.
- Brošure EFQM:
 - Model odličnosti EFQM, Javni in prostovoljni sektor. 1. izd. Ljubljana: Ministrstvo za šolstvo, znanost in šport, Urad RS za meroslovje, 2004.
 - Model odličnosti EFQM, Javni in prostovoljni sektor. 1. izd. Ljubljana: Ministrstvo za šolstvo, znanost in šport, Urad RS za meroslovje, 2004.
 - Ocenjevanje odličnosti : praktični vodnik za uspešno razvijanje, izvedbo in pregled strategije samoocenjevanja v vaši organizaciji. 1. izd. Ljubljana: Ministrstvo za šolstvo, znanost in šport, Urad RS za meroslovje, 2004.
 - Temeljna načela odličnosti. 1. izd. Ljubljana: Ministrstvo za šolstvo, znanost in šport, Urad RS za meroslovje, 2004.

Cilji in kompetence:

- Razumevanje in upoštevanje raznolikosti globalnega okolja pri organizaciji, izvajanju in nenehnem izboljševanju celovite kakovosti in poslovne odličnosti.
- Sposobnost kritične presoje pri izbiri, aplikaciji in izboljšavah sodobnih pristopov, modelov in orodij kakovosti in odličnosti.
- Sposobnost oblikovanja izvornih idej, konceptov in rešitev določenih problemov.
- Koherentno obvladovanje temeljnega znanja, sposobnost povezovanja znanja z različnih področij na katerih temeljita kakovost in poslovna odličnost.
- Sposobnost timskega dela, tj. pripravljenost na sodelovanje, kooperativnost, upoštevanje mnenj drugih in izpolnjevanje dogovorjene vloge v okviru tima in skupine.
- Usposobljenost za izobraževanje, vzgojo in mentorsko delo pri promociji kakovosti in poslovne odličnosti.
- Usposobljenost za sprejemanje odgovornosti za profesionalni razvoj in učenje, izboljševanje lastnega dela skozi evalvacijo z namenom samopreseganja in s tem nenehnega izboljševanja kakovost in odličnost dela.
- Internalizacija avtopoietičnega koncepta obvladovanja kakovosti in odličnosti, temelječega na spiralno-vijačnem zaporedju planiranja, izvedbe, preverjanja in ukrepanja.
- Internalizacija temeljnih gradnikov sodobne paradigme

Objectives and competences:

- Understanding and respecting the diversity of the global organizational environment, implementation and continuous improvement of overall quality and business excellence.
- The ability of critical assessment in the selection, application, and improvement of contemporary approaches, models, and tools for quality and excellence.
- Ability to formulate original ideas, concepts and solutions to specific issues.
- Coherent management of fundamental skills, the ability to integrate knowledge from various fields that are based on quality and business excellence.
- Ability for teamwork, i.e., willingness to collaborate and cooperate, respecting the opinions of others and completing the designated task within the team and group.
- The ability to educate and undertake mentoring work in promoting quality and business excellence.
- The competency to take responsibility for professional development and learning, improving one's own work through evaluations with a view to self-transcend, and as such, the continuous improvement of quality and excellence.
- Internalising the concept of autopoiesis in reference to quality management and excellence founded on the

<p>kakovosti in odličnosti.</p> <ul style="list-style-type: none"> – Obvladovanje oblikovanja in nenehnega izboljševanja procesno koncipirane organizacije na podlagi procesov in dejstev. – Celostno obvladovanje temeljnega znanja na področju kakovosti in poslovne odličnosti ter metodologije raziskovanja ter njegova interdisciplinarna uporaba. – Obvladovanje izbranih pristopov, modelov in orodij na področju kakovosti in poslovne odličnosti. – Organizacijske in vodstvene spretnosti za usmerjanje dela v organizaciji. – Usposobljenost za svetovalno delo (prenos znanja). 	<p>spiraling order of planning, doing, checking, and acting.</p> <ul style="list-style-type: none"> – Internalising the fundamental building blocks of contemporary paradigms of quality and excellence. – Managing the design and continuous improvement of a process-oriented organization that is based on processes and facts. – The ability to use the broad knowledge base in the area of quality and business excellence, as well as research methodology and its interdisciplinary applications. – The application of selected approaches, models and tools in the field of quality and business excellence. – Organizational and leadership skills to guide tasks and work in the organization. – Qualification for consultancy work (knowledge transfer).
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<p>Predvideni študijski rezultati:</p> <p>Študent/študentka:</p> <ul style="list-style-type: none"> – Pozna in razume pomen in večplastnost procesnega pristopa pri obvladovanju kakovosti in odličnosti v šolstvu. – Razume interakcijsko delovanje dejavnikov, ki vplivajo na uspešnost in učinkovitost obvladovanja kakovosti in odličnosti v šolstvu. – Pozna in uporablja sodobne pristope, modele in orodja za doseganje in nenehno izboljševanje kakovosti in odličnosti v šolstvu. – Uporablja osnovno znanje in veščine s področja kakovosti in odličnosti v šolstvu. – Reflektira in kritično ovrednoti različne izkušnje s področja kakovosti in odličnosti v šolstvu. – Aktivno in kritično spremlja in reflektira aktualno dogajanje na področju menedžmenta kakovosti in odličnosti v šolstvu. – V povezavi z drugimi predmeti pozna, razume in reflektira kompleksnost strokovnih in družbenih nalog zaposlenih pri menedžmentu kakovosti in odličnosti v šolstvu. – Pozna in razume umeščenost kakovosti in odličnosti v šolstvu v širše družbene, kulturne in vrednotne kontekste ter z refleksijo teh kontekstov oblikuje intelektualno aktiven odnos do sveta. 	<p>Intended learning outcomes:</p> <p>The student will:</p> <ul style="list-style-type: none"> – Know and understand the multi-layered process approach in quality and excellence management in education. – Understand the interactive functions of factors that effect on the success and effectiveness of quality and excellence management in education. – Understand and use contemporary approaches, models, and tools for achieving continuous improvement of personal excellence and quality and excellence in education. – Use basic knowledge and skills from the field of quality and excellence in education. – Reflect and critically evaluate various experiences from the field of quality and excellence in education. – Actively and critically monitor and reflect on current developments in the field of quality management and excellence in education. – In connection with other courses, know and reflect the complex professional and social tasks of employees in management quality and excellence in education. – Know and understand how quality and excellence in education fits with society in large, within the context of culture and value-laden as well as reflect from these contexts to form an intellectually active relationship to the world.
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<p>Metode poučevanja in učenja:</p> <ul style="list-style-type: none"> – Predavanja z aktivno udeležbo študentov (razlaga snovi, pogovori, vprašanja, primeri, reševanje problemov). – Seminarske vaje v povezavi s prakso (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, pogovori, sporočanje povratne informacije, socialne igre, ekskurzija). – Individualne in skupinske konzultacije (pogovori, 	<p>Learning and teaching methods:</p> <ul style="list-style-type: none"> – Lectures with active student participation (discussions, talks, questioning, cases, problem-solving). – Seminar papers in connection to practice (reflections from experience, project work, teamwork, methods of critical thinking, talks, providing feedback, social games, excursions). – Individual and group consultations (discussions, additional explanations, discussing specific questions).
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dodatna razlaga, obravnava specifičnih vprašanj). – Animacija samostojnega študija in raziskovanja (motiviranje, usmerjanje, samoopazovanje, samouravnavanje, refleksija, samoocenjevanje).	– Facilitating independent study and research (motivating, directing, self-examination, self-regulation, reflection, and self-assessment).
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Načini ocenjevanja:	Delež / Weight (%)	Assesment:
Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project)
– Pisni/ustni izpit	60%	– Written / Oral Exam
– Empirična seminarska naloga s poročili seminarskega dela ter predstavitev naloge	40%	– Empirical seminar paper with reports from seminar work and seminar paper presentation

Reference nosilca / Lecturer`s references:

<ul style="list-style-type: none"> – ONWUEGBUZIE, Anthony J., DICKINSON, Wendy B., LEECH, Nancy L., GORENC ZORAN, Annmarie. Toward more rigor in focus group research: a new framework for collecting and analyzing focus data group data. V: <i>Southwest educational research association</i>. San Antonio, Texas: SERA, 2007, str. 19. – ERBEN, Tony, GORENC ZORAN, Annmarie. International perspectives, developments, and issues of minority language speakers. V: GOVONI, Jane M. (ur.). <i>Perspectives on teaching K-12 English language learners</i>. Boston: Pearson Custom Publishing, 2006, str. 303-311. [COBISS.SI-ID 512715127] – GORENC ZORAN, Annmarie. E-learning 2.0: bringing learning to people not people to learning = E-obrazovanje 2.0: približiti učenje ljudima, a ne ljude učenju. <i>LD</i>, 2009, br. 12-13, god. 3, str. 74-78. – GORENC ZORAN, Annmarie. Feedback role in second language e-communication. <i>Pedagoš. obz.</i>, 2010, letn. 25, št. 1, str. 157-170. – GORENC ZORAN, Annmarie. No teacher left behind : early language learning and students with disabilities. <i>Learn. lang.</i>, 2004, št. 2, str. 18-21. [COBISS.SI-ID 512741495]
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