УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ" – ШТИП
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
GOCE DELCEV UNIVERSITY - STIP
FACULTY OF EDUCATIONAL SCIENCES

СОВРЕМЕНОТО ВОСПИТАНИЕ И ОБРАЗОВАНИЕ - СОСТОЈБИ, ПРЕДИЗВИЦИ И ПЕРСПЕКТИВИ

ШЕСТА МЕЃУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА – ЗБОРНИК НА ТРУДОВИ –

CONTEMPORARY EDUCATION - CONDITION, CHALLENGES AND PERSPECTIVES

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СОДРЖИНА

PREFACE

The publication entitled "Contemporary Upbringing and Education - Conditions, Challenges and Perspectives" is a collection of papers presented at the conference held on 11-12 May 2018 organized by the Faculty of Educational Sciences, "Goce Delcev" University-Stip, in cooperation with the Faculty of Pedagogy, SWU "Neofit Rilski", Blagoevgrad, R. Bulgaria and the Faculty of Education, University of Primorska, Koper, R Slovenia.

This conference is a continuation of the established practice of the Faculty and its efforts in the development of scientific thought in the field of education as one of the most important investments a society can make, and a kind of investment in the future of every nation, in the future of humanity in general.

The scientific and professional character of the conference enabled not only the exchange of experiences and analysis of the situation in upbringing and education at all levels, but it also enabled paving the way for the future of the educational system in its entirety as one of the basic foundations of community development, of which the written pages in the monograph testify.

This publication is a synergy of the previous events organized consecutively for five years by the Faculty of Educational Sciences, the scientific-professional conference and the scientific-professional panel discussion and is a continuation of the ten editions in the last five years.

The publication entitled "*Contemporary Upbringing and Education - Conditions, Challenges and Perspectives*" is a product of the thoughts, experiences, initiatives and proposals, theoretical and empirical knowledge presented at the conference itself.

The texts in the publication of monographic character treat issues from various aspects of upbringing and education, issues that are current and important at all educational levels, from pre-school, primary and secondary to higher education institutions. In fact, the monograph abounds with a wide range of scientific views and thoughts about the challenges, perspectives and conditions in upbringing and education today, both at home and globally. In essence, the collection is intended for all structures that are actively involved in the creation, implementation and development of the educational process.

In addition to its monographic character, the collection of papers "*Contemporary Upbringing and Education - Conditions, Challenges and Perspectives*" is a handbook that will serve the present and future generations of teachers and all direct and indirect creators of educational policy.

On the pages placed between the covers of this collection, through a synergistic approach, new ideas for further research and development of upbringing and education can be found. The texts abound with rich and diverse experiences that are guided by the acquisition and development of new individual experiences and inspiration for future research and gatherings.

This publication does not exhaust all the issues that are of interest to the Conference, given the complexity of the phenomenon of upbringing and education, as well as the complexity of the educational system. The complex nature of the problem as well as its being conditioned by the social environment, science, technical and technological development, and the individual, opens new fields for discussion, ideas to develop, new practices with one single goal - improvement of the educational process in order to increase the quality of the process itself and of the knowledge as its product.

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MODELING OF PERSPECTIVE CONCEPTS IN EDUCATION - PLANNING AND MANAGEMENT -

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Abstract. The synergy of planning and management processes is a solid foundation for modeling a perspective concept in educational institutions. Theoretical knowledge and empirical experiences are a confirmation of our assumption that this approach from the perspective of teachers is not sufficiently represented in our schools. For these reasons, the paper offers certain guidelines for designing a functional model that is directed towards the progress of schools and is in the function of the development of education in general.
Key words: concept, planning, development, management.

МОДЕЛИРАЊЕ НА ПЕРСПЕКТИВНИ КОНЦЕПТИ ВО ВОСПИТАНИЕТО И ОБРАЗОВАНИЕТО - ПЛАНИРАЊЕ И МЕНАЏИРАЊЕ –

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Апстракт. Синергијата на процесите на планирање и менаџирање е солидна основа за моделирање на перспективен концепт во воспитно-образовните институции. Теориските сознанија и емпириските искуства се потврда на нашата претпоставка дека ваквиот пристап од перспектива на наставниците не е доволно застапен во нашите училишта. Од тие причини во трудот се понудени одредени насоки за дизајнирање на функционален модел кој е насочен кон прогрес на училиштата и се во функција на развојот на воспитанието и образованието воопшто.
Клучни зборови: концепт, планирање, развој, раководење.

Short introduction

Modern trends in upbringing and education emerge in different domains, structurally rich, varying in dimension, expressing various connections and relationships as a result of the situation and needs of a society. Although sometimes tendencies occur in isolation, they nevertheless imply changes in close or related domains. Basically, tendencies in modern upbringing and education in their intent are aimed at change and development, but not every concept of change provides progress. Despite their content determination, due to the complexity of the area of upbringing and education, they have a broad reflective influence. Starting from the title of the paper, developmental dimensions are evident in a number of issues including planning

and management, but in their symbiosis they offer a concept of a modern educational institution that has a progressive dimension and is functionally related to the tendency of modernity in upbringing and education. In the text, short theoretical postulates regarding planning and management issues in educational institutions are supported by the data obtained from research.

Planning .....

A well-known phrase states that planning is the key stage in the process of management, and that the quality of the plan depends on the overall development of the school and on the reliability of performance. The fact that planning saves time and allows the most optimal use of resources of any type is also known. Indeed, planning is present in every part of human life, whether it is planning for school or for private needs. There is no doubt that good planning minimizes situations of crisis and provides management with enough room for "maneuvering". In short, it can be said that planning is useful, important and profitable for management. Planning means commitment to the goals towards which the activities are directed, facing facts that are not relevant and compatible with the objectives, as well as asking questions that are usually not asked because of lack courage. Unfortunately, the problem is that planning, as well as many other activities that can be productive, are not always applied or are not applied properly. The planning process is necessary in educational institutions so that they can continuously review and constantly re-evaluate their activities and focus on finding new and better ways for carrying out their activities. Adhering to the plan sometimes means big changes, resulting in resistance on the part of employees. For some of them it will mean the loss of "comfort" which got used and it is necessary to explain the relationship between the necessary changes in behavior and exercise plan. It should also be explained that changes are not required due to "changes", but that the plan should ensure a platform for devising and determining meaningful changes to the level that school resources can support. With planning, a manager prepares the conditions for the functioning of the company in the time ahead. When planning is qualitative, life and work are also qualitative. Taking actions without a previously made plan is a wrong move. If the manager does not follow the plan, he/she cannot realize the set goals, no matter how good the plan is. What is planned sometimes may not be realized because of either justified or unjustified reasons. Sometimes it is a question of "*force majeure*", that is factors a manager cannot influence to a significant extent; however, if what is planned is not realized due to insufficient engagement of the manager or the employees, then this lack of realization is unjustified. In fact, planning is a process of directing the activities through which the manager sets goals and policies, and adopts plans for realizing the set goals.[49] Plans are made for different time intervals; long-term, medium-term and short-term. Long-term plans are based on strategic commitments to which an educational institution such as school should strive. Such plans can be annual, semi-annual and monthly, directed to achieving the set goals. In contrast, in short-term plans, as they are made for a shorter period of time, all factors that can influence the realization of what is planned are mainly known. Based on these plans, a large number of executives make weekly and daily plans with which they increase their work efficiency.

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[49]Bilson, A. and Ross, S. (1990). *Social Work Management and Practice: Systems Principles,(2nd edition).* London: Jessica Kingsley Publishers. стр.40

In fact, planning is a process of defining goals for the realization of which a number of tasks and activities need to be realized. Planning means a mental connection of *what is desired to happen with what will happen*. Planning is a process by which the system adjusts its resources to changes in the external and internal conditions of a school. Planning is a thinking process and a conscious activity based on a scientific basis; it is an activity for seeking and choosing desired, achievable goals as well as ways (measures, means and actions) that can ensure the achievement of goals. In that sense, planning can be defined as setting goals and specifying activities, ways and resources for their realization.

Planning is an attempt to foresee and shape the future - and since the future is essentially uncertain, full of risks, dangers and unexpected turns, one needs to be aware of and should not lose sight of those factors and constraints. Because of all this, the planning process should not be abandoned or neglected. On the contrary, it just means that when planning, scientific and logical rules, techniques and methods should be respected in order to reduce the risk and the opportunities for errors. The main advantage of a manager's successful planning is that, with all the disadvantages, it provides a clear direction in which a school should move and, at the same time, provides the opportunity to predict the resources that will be needed in future. Finally, setting organizational goals is the beginning, and their realization is the end and the meaning of all plans. In defining objectives, several recommendations should be respected, such as: not to make too quick conclusions but to be ready for new situations, without limiting the thinking on the goals of the past period and the ways in which they were achieved; to consult the person on whom the implementation of plans depends, as well as any other persons that might be helpful. If employees are consulted when setting goals, they will be more engaged in their realization. In this way they will be able to point to the potential weak points that the managerial person does not always see; to set a reasonable number of goals that are realistically viable; to classify the goals by their importance starting with the most important; to take into account possible limitations of a school or the necessary adjustment of activities to the activities of other schools. The planning process guides the activities in the desired or projected direction. Teams in schools cannot guide and direct the activities towards achieving the set goal of the school unless they have set the planning parameters in accordance with which the activities will take place. As a thinking process, planning contains several activities that are cyclically related to each other: defining a problem, determining the goal and setting hypotheses, collecting and processing data, seeking solutions, contracting - preparation for realization, decision making and unification; realization and control of the realization of the plan.[50] Planning as a process is one of the key functions of a manager in the institution manager that determines the goals of current operations and the development of the organization, anticipating and defining future tasks, as well as the conditions in which those tasks should be performed in order to achieve the goals. In other words, planning is the foundation of all activities that determine the functions of a manager, i.e. a principal of an educational institution. And, as the famous US general George S. Patton said: "A good plan violently executed now is better than a perfect plan executed next week."

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[50]Torrington,D.,Hall,L.,Taylor,S.(2004).(eds). *Menadzment ljudskih resursa,* Beograd: Data status https:// www. scribd.com/doc/112671283/Menadzment-Ljudskih-Resursa-Derek-Torrington-Laura-Hall-Stephen-Taylor, retrieved on 04.04.2018

Planning is often defined as a rational vision of the future, but "Vision is not enough, it must be combined with venture. It is not enough to stare up the steps, we must step up the stairs." says Vaclav Havel. Much can be said about planning, but this is not the intention in our paper. That is why the concluding remarks about this issue are in fact a recommendation translated into the thought of Winston Churchill, where he points out "Let our advance worrying become advance thinking and planning.

About management ....

A man with a plan is a leader!
Paul R. Gudionis

Management in education is not a random set of different knowledge, but rather an extremely complex and integrated knowledge of several scientific disciplines for managing the process of working with people involved in the educational process. Management in education is based on certain specifics, and the goal is to increase work efficiency, which will result in an increase in knowledge and achievements at all levels. Bolam defines education management as an executive function with which the agreed upon education policies are achieved. He distinguishes between education management and educational leadership, saying that management is a range of activities accompanied by the efficient and effective utilization of resources and educational organization in order to achieve the previously set organizational goals in it.[51] Although the notion of management has until recently been associated only with finance, today that term has another meaning – it covers people, their knowledge, and creative and developmental potential. Today, management is defined as the ability to harmoniously and rationally direct human and material potentials towards the achievement of goals, a process that is carried out in accordance with certain laws, principles, and application of appropriate techniques. Management in education, among other things, implies new visions in educational institutions that require changes in the way of management. On the other hand, management is realized through functions and competences closely connected and mutually conditioned: a principal plans, organizes, leads, and evaluates. These functions determine the roles of the principal as a planner, organizer, coordinator, evaluator and informer based on planning. Hence the close relationship between planning and management that is the subject of interest in this paper.

Methodological framework

Literature offers numerous theoretical and empirical findings about the importance of planning and management in schools. In our research we started from the fact that planning in the institution manager is closely related to human resources, especially with school teachers. The research is based on the basic assumption that a school principal as a manager in the planning process includes teachers as well. The survey covered 126 teachers in several elementary schools, in the school year

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[51]R. Bolam. (1999). "Educational administration, leadership and management: towards a research agenda", Bush, T, Bell, L., Bolam, R., Glatter, R., Ribbins, P., (eds.), *Educational Management: Redefining Theory. Policy and Practice,* London: Paul Chapman Publishing, 194.

2017/2018, the survey technique was used, and a questionnaire was prepared for that purpose. The paper presents some of the issues in which the main emphasis was placed on planning as one of the key tools of a school principal. The analysis of the results is shown in the table below.

Table 1. Teachers' opinions on the course and implementation of the planning process by the school manager

Statements	Teachers' opinions					
	yes		no		I don't know	
	f	%	f	%	f	%
In the school where you work, the principal carries out the planning of the performance of work duties	82	65	15	12	29	23
You are satisfied with the way of assigning work tasks	58	46	39	31	29	23
The principal realistically perceives the situation in your school	107	85	19	15	0	0
Principals make an objective assessment of the situation in school	73	58	24	19	29	23
Principals make an accurate assessment of future events	58	46	49	39	19	15

As can be seen in the table, in the largest percentage (65%) teachers are of the opinion that in the school where they work the principal performs planning the performance of work responsibilities, but the percentage of teachers who have no information about the principal's planning is not small. A significantly lower number of teachers (46%) are satisfied with the way of delegating work tasks. It is interesting that teachers are not consistent in their attitudes, so they think that principals realistically perceive the situation in the school (85%), but with regard to the objective assessment of the situation by the principal, the percentage of teachers is significantly lower (58%). The fact that teachers in a very small percentage (46%) are of the opinion that principals perform an accurate assessment of future events in the school is also worrying, which is completely opposite compared to 39% of teachers. From the data obtained in the survey, 23% are not informed about the planning process performed by the principal, nor are they informed, that is, they do not know, how objectively the principal assesses the situation in the school and accurately estimates future events. We assume that this situation is a result of the lack of interest on the part of teachers, i.e. their isolation from the planning process, although in the survey we did not receive relevant data.

Concluding findings and suggestions

The power in a school organization is related to the influence the principal has on the attitudes and behavior of employees. It usually occurs with taking up the function, tasks and responsibilities. Functional powers are rights assigned to the principal in order to control and direct the processes in his/her organization. This authorization has become more limited recently with the emergence of professional

staff who are specialists in certain areas and whose expert knowledge the principal should respect when making a decision. Councils given by the expert services are becoming necessary, despite the fact that, with the participation of experts in decision-making, the influence of the principal is reduced. Modern organization of work implies dispersion of powers and their delegation to collaborators. Delegation maintains an elementary level in managing. The manager's failure, for the most part, stems from insufficient or inadequate transfer of authorizing powers to collaborators. The most frequent reasons for this are the personal attitudes of the principal, which is evident in the inability to accept the ideas of others, in the reluctance to leave the decision about the work he/she previously performed, in not accepting the possibility of mistakes on the part of collaborators in the performance of the undertaken obligations, and in the lack of trust in collaborators. To successfully delegate responsibilities, a principal needs to make a clear overview of things to do, and then separate the tasks that someone else can complete. In doing so, one should select persons who could carry out those tasks, conveying personal experience to them, but giving freedom in seeking better solutions. It is necessary with work to transfer the powers necessary for the performance of that work, to establish good and lasting communication and to monitor the execution of the delegated obligations. Some scientists believe that in this turbulent time of rapid change it is impossible to perform and implement plans, because they think that the best plans are actually good strategic visions.

Given the multiplicity of the roles of the school principal, it is a fact that planning is the foundation of all those roles. Planning is the starting function in management manifested in the process of defining the goals to be achieved, determining the preconditions in which those goals would be achieved, choosing a course of action, means, methods and techniques for their achievement.

Planning is the most important managerial function. It involves the selection of goals and activities for their realization, it leads to a certain place in the future that we want to reach, and it implicitly implies an innovative spirit not only of the principal, but also of all employees who are part of a school community. In order to plan productively, one needs to be aware of the circumstances in which the work plan will be realized and realistically diagnose the chances of development, to set goals, to analyze the assumptions of planning, to identify possible alternatives, to develop plans for individual segments of work so to predict the costs of the realization of plans.

The principal, along with other factors such as school staff and including parents, cannot guide and direct the activities towards achieving the set goal of the organization unless the planning parameters for which the activities will take place are set. The objectives are the endpoints towards which planning activities are targeted and they represent the results to be achieved.

For these reasons we will ultimately offer a perspective concept based on the so-called SMART (SMART, S / specific, M / measurable; A / attainable, agreed upon; R / relevant, realistic; T / time-bound, time-based) goals determined as an inventory of the concept for the perspective development of school.

And, finally, if we agree that planning is a rational vision of the future, then it should be efficient and effective for school principals who are visionaries of their development.