

Curriculum of vocational education institutions



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Abstract

"Nothing can improve a community's quality of life like a quality school" is the fundamental tenet of W. Glasser (2020), who sees quality youth education as a prospect for the well-being of society and economic progress. Vocational education institutions educate students for particular occupations, develop generic and key competences in students and carry out their educational role. For the successful realization of these roles, it is necessary to ensure the quality of the institution. Vocational education is carried out based on the national curriculum for vocational education, sectoral curricula, vocational curricula and the curriculum of the institution for vocational education, which defines the process, ways, and conditions for acquiring qualifications at levels 2 to 5 of the Croatian Qualifications Framework. The curriculum of the institution for vocational education is developed and adopted by the institution for vocational education. It is developed based on sectoral and vocational curricula in cooperation with vocational education stakeholders at the local and regional level. According to ASOO (2021), the Curriculum of the Vocational Education Institution sets out the plan and timeline of acquiring learning outcomes with related teaching topics, learning and teaching methods, ways of monitoring, evaluation and evaluation, and joint activities and cross-curricular topics contributing to the acquisition of learning outcomes. The curriculum of the vocational education institution provides recognition of the vocational education institution. The vocational curriculum is based on a modular approach to learning that, in addition to guided learning and teaching, also contains work-based learning in a vocational education institution, at employers or in a regional competence center. The success of the application of new vocational curricula and the development of the institution's curriculum depends on the competences and willingness of teachers to change, and it is necessary to prepare teachers, professional associates, and directors for a new modular approach in the implementation of vocational curricula. The aim of this paper is to show the development of the curriculum of the institution and the connection of the curriculum of the institution with the recognition of the institution for education.

Key words

institution curriculum, quality, vocational education

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