Leading quality changes in the education system of the Republic of Croatia - supernatural aspiration or compelling reality?

Emanuela Ham, Monika Terlević

University of Josipa Jurja Strossmayera Osijek, Faculty of Dental Medicine and Health Osijek
University of Jurja Dobrile Pula, Faculty of Educational Sciences, Republic of Croatia

emanuela.ham@fdmz.hr, monika.terlevic.1@unipu.hr

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Abstract

New signs that are constantly influencing the system of upbringing and education make it necessary to pay more attention to the changes in the system of educational practices and to reflect on the possibilities of their efficient implementation. It is not possible to ensure a continuous process of change through the detached management of reformists or the dissemination of changes through deductive methods. The aim of this study is to analyze the (non)implementation of changes in the education system of the Republic of Croatia over the past two decades. A systematic analysis and review of prior national and international research that are available to the authors shows the essential direction of change required in the education system. The findings emphasize that the central premise for ensuring change should be set by expert's pedagogues, preschool teachers, and primary teachers who will actively implement the changes in the immediate pedagogical practice. Drawing from an excellent inspirational basis for (international) guidance on educational policies, the study advocates for a revised direction in change management within the Republic of Croatia. The revised approach should consider contextual, demographic, and cultural factors in the field of education, aiming to bridge the gap between theory and practice. Working on highlighted limitations becomes a collective responsibility of all stakeholders in the educational process, who will ensure the capacity for changes in their field of work through their work, and through networking with other experts, in the entire education system. This analysis contributes to elevating the status of the education and teaching profession by synthesizing inspiring strategies. It underscores the importance of respecting the educational profession in society and optimizing the key role of pedagogues, preschool teachers, and primary teachers in driving meaningful changes within the education.

Key words

educational policy, preschool teachers, primary teachers, professional assistant pedagogues, reforms

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