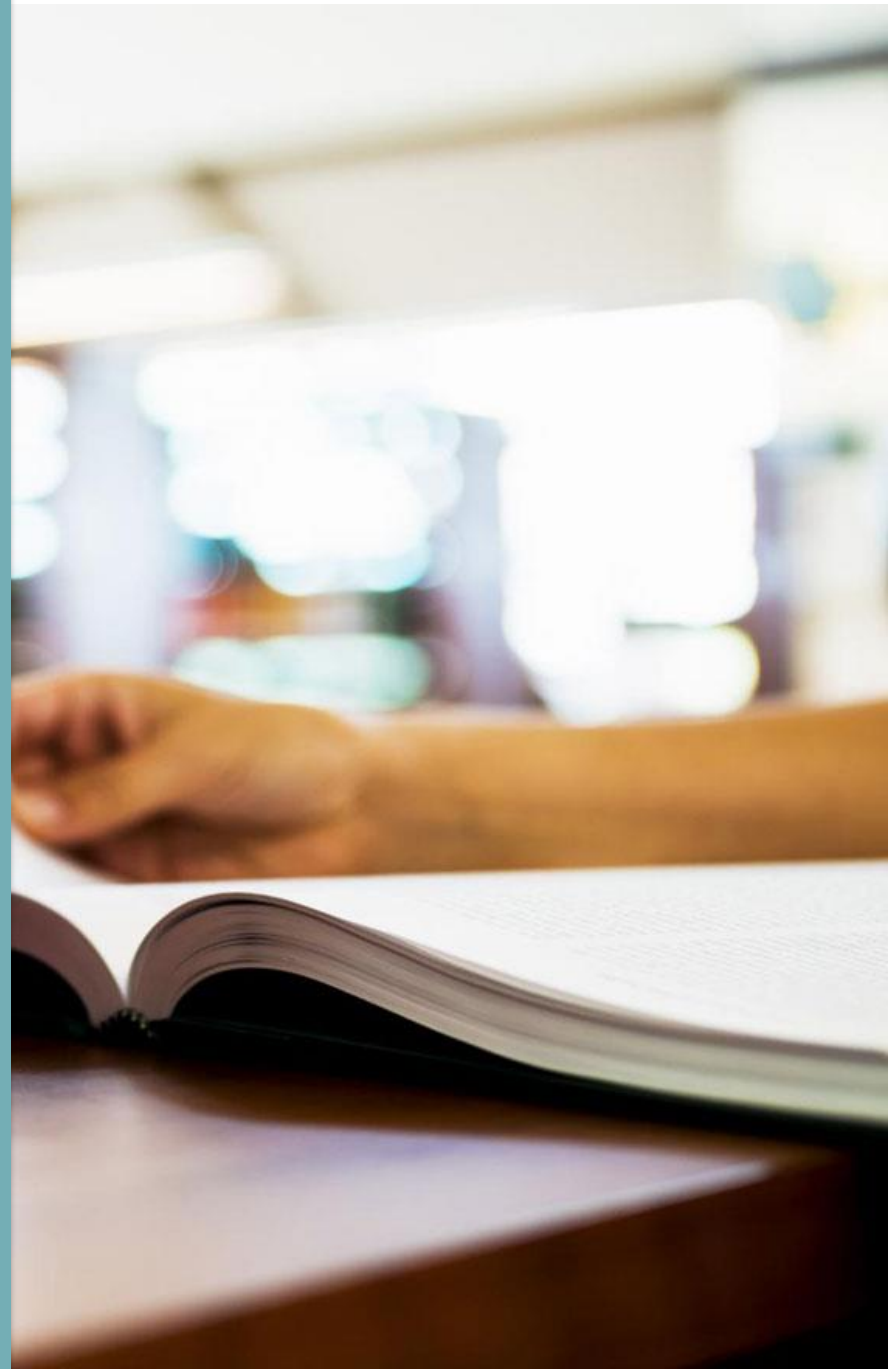




THE BINARY APPROACH OF THE EDUCATIONAL CURRICULA MANAGEMENT: PRAXEOLOGICAL CONCEPT



DEFINITION

The praxeology is a branch of science which studies the general structure of human actions and efficacy of their conditions.

The praxeology points out, first of all, the practical dimensions of activities, in this case - of the management of educational curricula.

Defining the management of curricula as a subsystem of educational management and as an interconnected activity within pedagogical and managerial intercessions, its dominant functions can be identified.



Diagnostics



Conceptualization



Conception/ Projecting



**Organization/
Implementation**



Monitoring/ Evaluation



The concept and praxeological specific of curricula management is characterized through two interconnected approaches:

01

The identification and applying of managerial actions

02

The identification and realization of curricular/educational actions.

The management

diagnostics

diagnostics

**The Curricula
as a system**

monitoring

monitoring

implementation

The curricula

The management

diagnostics

diagnostics

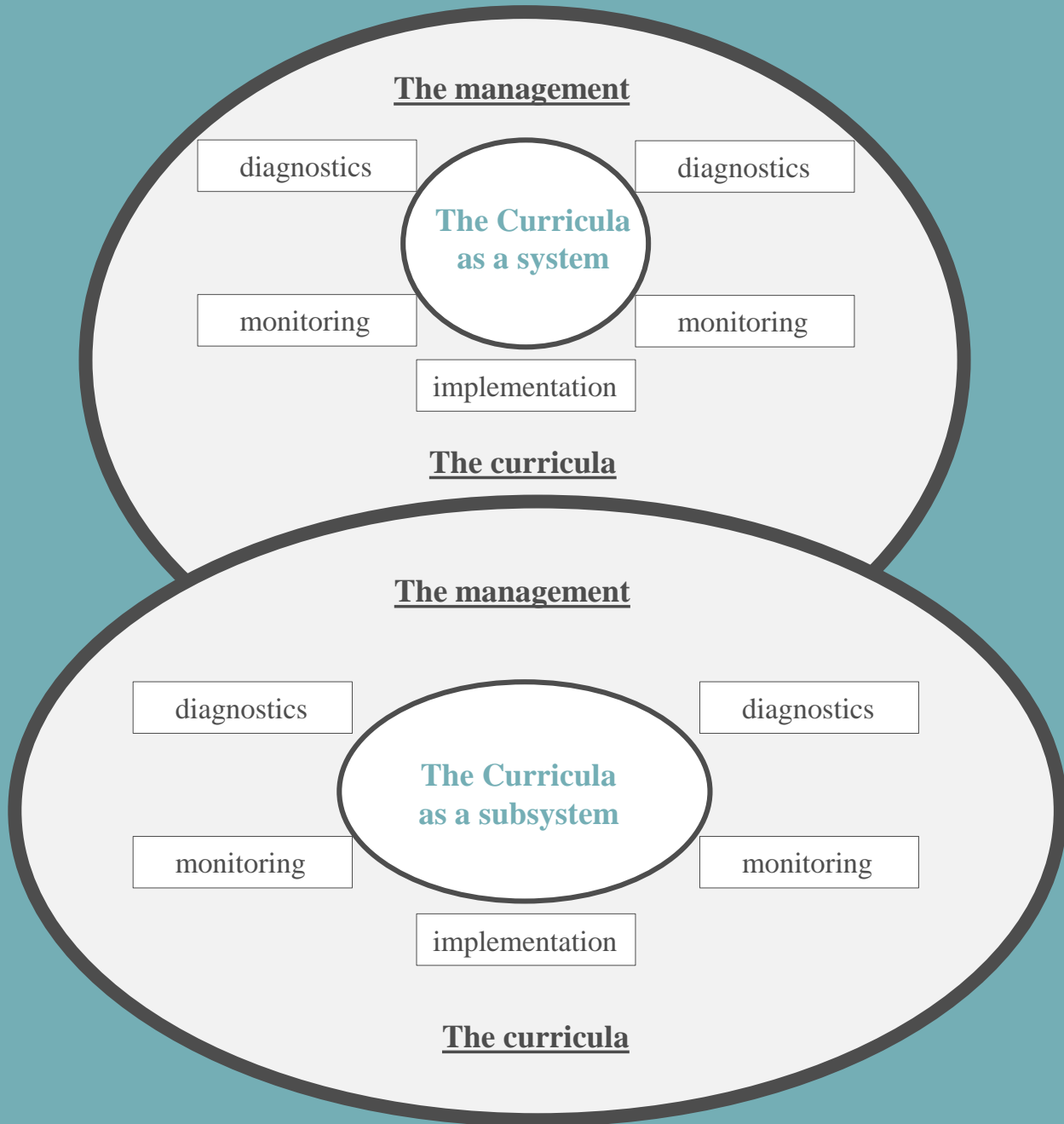
**The Curricula
as a subsystem**

monitoring

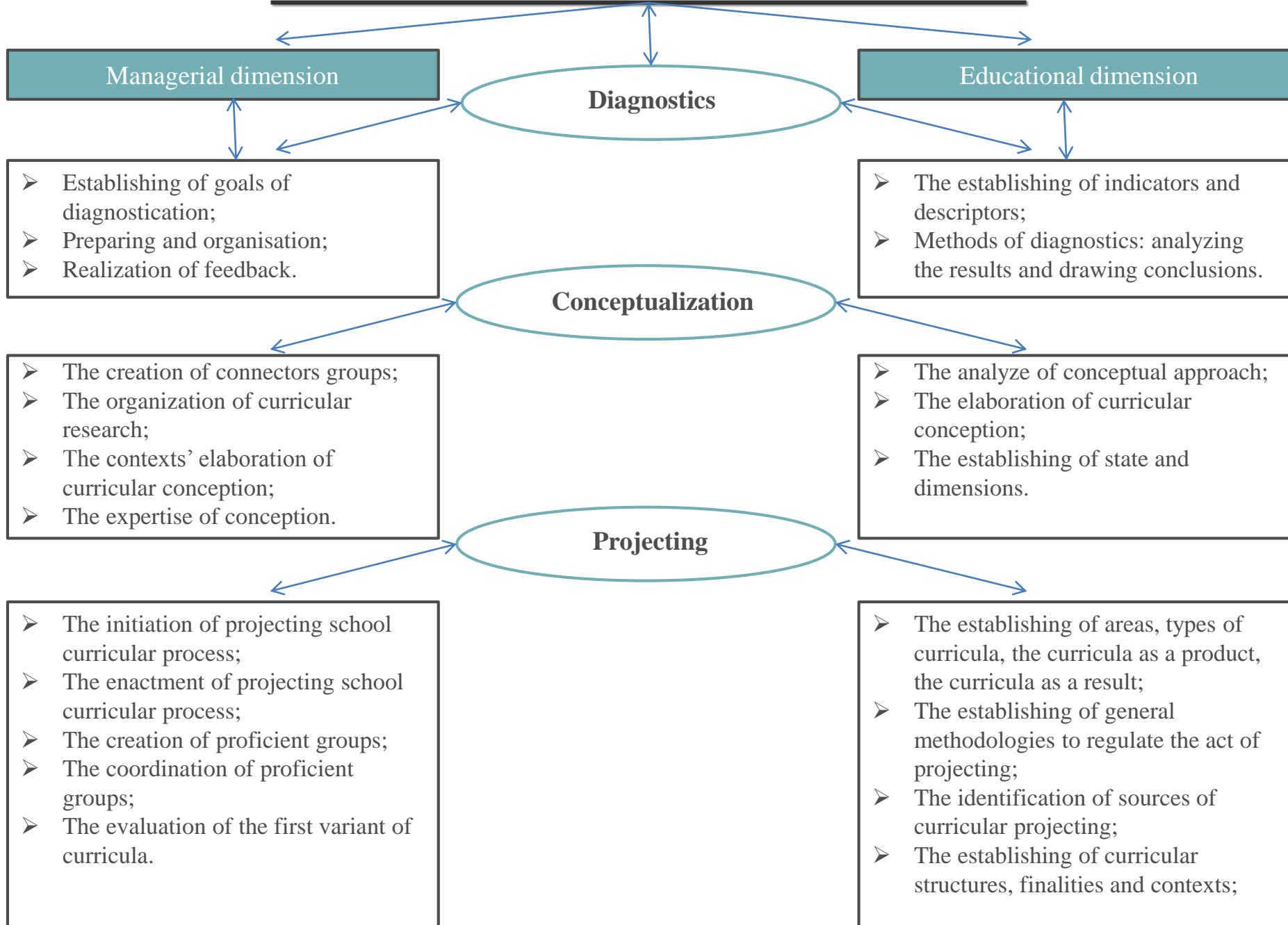
monitoring

implementation

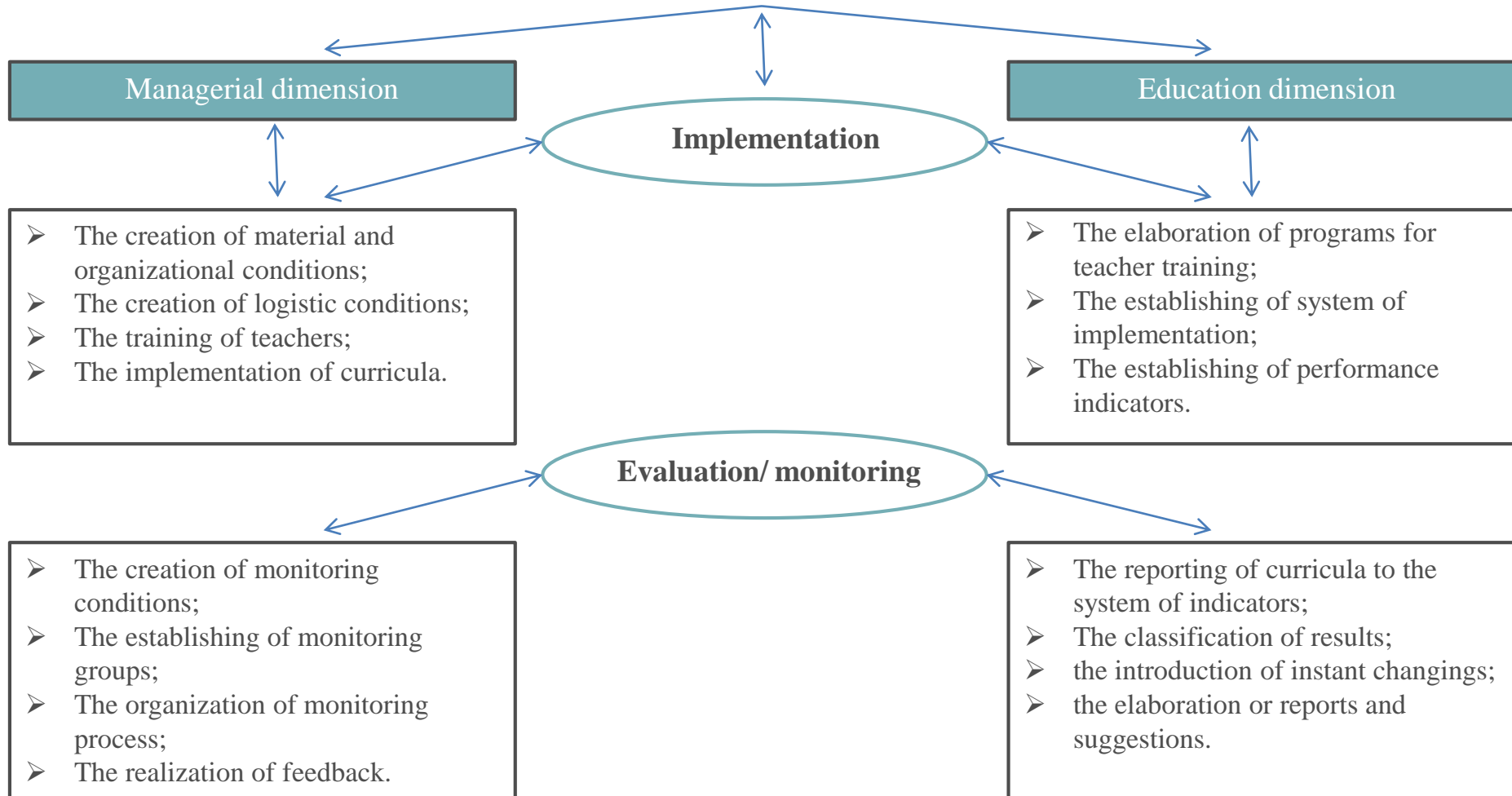
The curricula



THE CURRICULAR MANAGEMENT



THE CURRICULAR MANAGEMENT



THE PRINCIPLES OF PRAEIOLOGICAL CURRICULAR MANAGEMENT

01

The principle of correlation between managerial and educational dimensions on vertical and horizontal axis within curricular management (praxeological approach supposes the integration of all activities within interdisciplinary approach)

02

The principle of dominant actions regard the managerial competence and curricular typology. For example, the conceptualization of curricula suppose two dominant activities: the organization and motivation of receptors of curricula, investigation and the producing of concept of curricula related to educational existent or perspectives politics.

03

The principle of participatory leading within curricular management (the insurance of efficient communication between all participants to the process).

04

The principle of continuous development of curricula, deduced from the logic of functioning of the curricular paradigms and contextualized in permanent changing. The transfer of the principles in praxeological dimension suppose the creation of monitoring mechanisms, reconceptualization, re-projecting, building and permanent rebuilding of curricula in all its forms of manifestation.

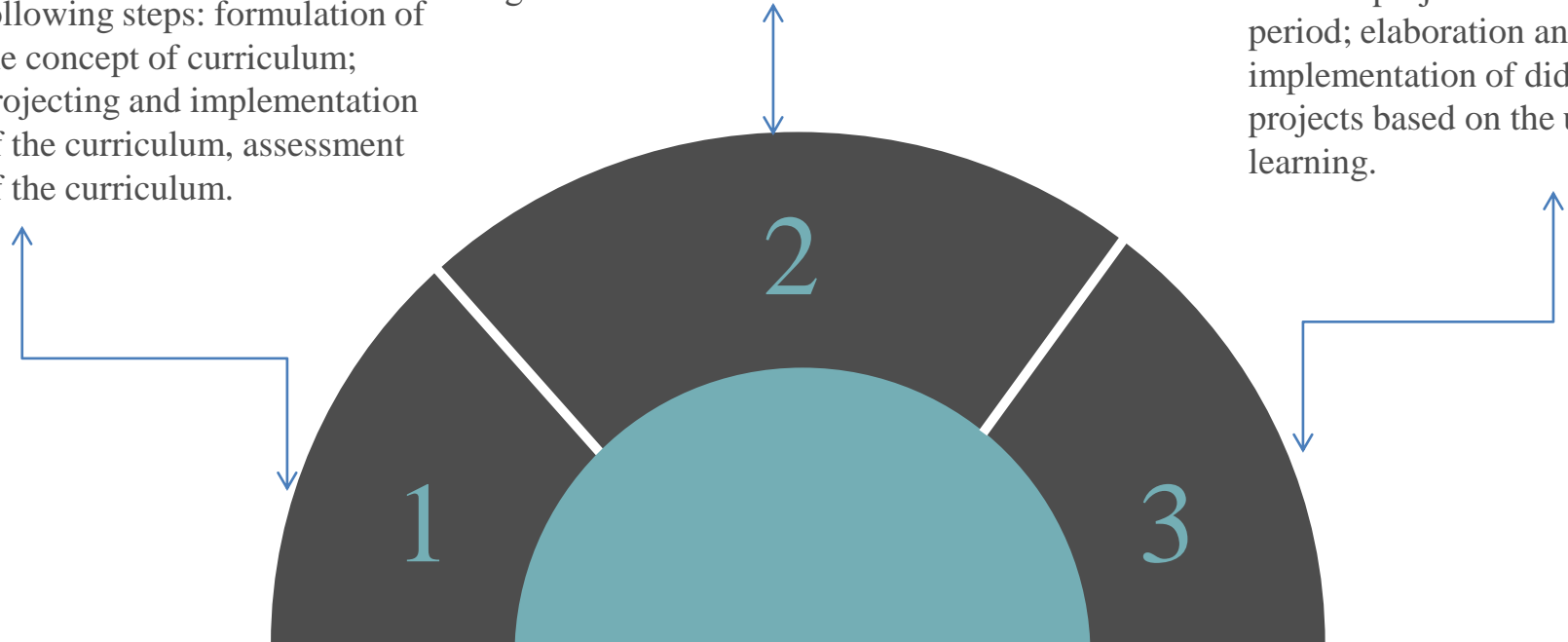
THE CURRICULAR PROJECT

The curricular approach to the process of study consists of the projection of interrelations between component elements of teaching activity: competences – contents – methodology – assessment.

The general logic of the projecting which includes following steps: formulation of the concept of curriculum; projecting and implementation of the curriculum, assessment of the curriculum.

The consequence of curricular products projecting: educational standards → the plan of learning → discipline-based curriculum → textbooks → methodological guides → other didactic materials.

The elaboration of school curriculum: elaboration of didactic projects for a long period; elaboration and implementation of didactic projects based on the units of learning.



THE CURRICULAR PROJECT

The main curricular documents – standards, plan of study, curriculum on disciplines, school textbooks are determined of:

- general and specific objectives that direct them in a pedagogical, psychological and social plan, at the level of interrelation between the mentioned components and the basic contents experimentally validated;
- the organization of the system of education on school levels, that creates the center of achievement during the general education (corresponding to the general curriculum).

THE CURRICULAR PROJECT

The logical, managerial and pedagogical order of curricular documents projecting represents the following concecutivity:

- the elaboration of the fundamental curricular document – educational standards;
- the elaboration of the basic curricular document – the educational plan;
- the elaboration of discipline-based curriculum determined by the structure of the study plans and of the educational standards;
- the elaboration of operational curricular documents – didactical projects of long standing, didactical projects based on units of study;
- the elaboration of textbooks and methodological guides, of curricular materials.



THANK YOU!

*“The great aim of education is not knowledge,
but action”*

Herbert Spencer