



The Binary Approach of the Management of Educational Curricula: Praxiological Concept

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Abstract

Defining the curriculum management as a subsystem of educational management and as an interconnected activity during the managerial and pedagogical intercessions, its main functions can be identified: profiling, conceptualization, conceiving / projection, organization / implementation, monitoring/ evaluation. The methodology of these functions performing is based, on the one hand, on the general theory of the curriculum management and on a set of principles specific for each activity and, on other hand – on a set of strategies and methods adequate for analyzed phenomena.

Praxeology is a branch of the science that studies general structure of human actions and of conditions of their efficiency (praxis – action, logos – speech).

Praxeology presents, first of all, the practical aspect of the activity, in this case – of the Educational Curriculum Management. A quality curriculum, as a document, is designed corresponding to modern concepts / approaches and provides the efficiency of the process of education.

1. Introduction

The praxeology is a branch of science which studies the general structure of human actions and efficacy of their conditions (praxis – actions; logos – science). 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 a interconnected activity within pedagogical and managerial intercessions, we identify the dominant functions of it: diagnostics, conceptualization, conception/projecting, organization/implementation, monitoring/ evaluation.

The methodology of realization of these functions focuses, from one side, on general theory of educational management and on an ensemble of specifically principles of each activity, but on the other side, on an ensemble of strategies and methods appropriate of analyzed phenomenon.

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

- 1) The identification and applying of managerial actions;
- 2) The identification and realization of curricular/educational actions.

Therewith, praxeological concept of curricular management aims at insurance of interface:

- a) On vertical axis: the diagnostic – the conceptualization – the projecting – the implementation – the monitoring – the evaluation;
- b) On horizontal axis:
 - Managerial dimension – diagnostic-pedagogical dimension
 - Managerial dimension – conceptualization – pedagogical dimension
 - Managerial dimension – projecting – pedagogical dimension
 - Managerial dimension – implementation – pedagogical dimension
 - Managerial dimension – monitoring - pedagogical dimension.²

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The applying of managerial dimensions within praxeology of curricular management has a double concentric character: at the level of curricular systems and subsystems, at the level of managerial systems and subsystems (see Fig. 1)

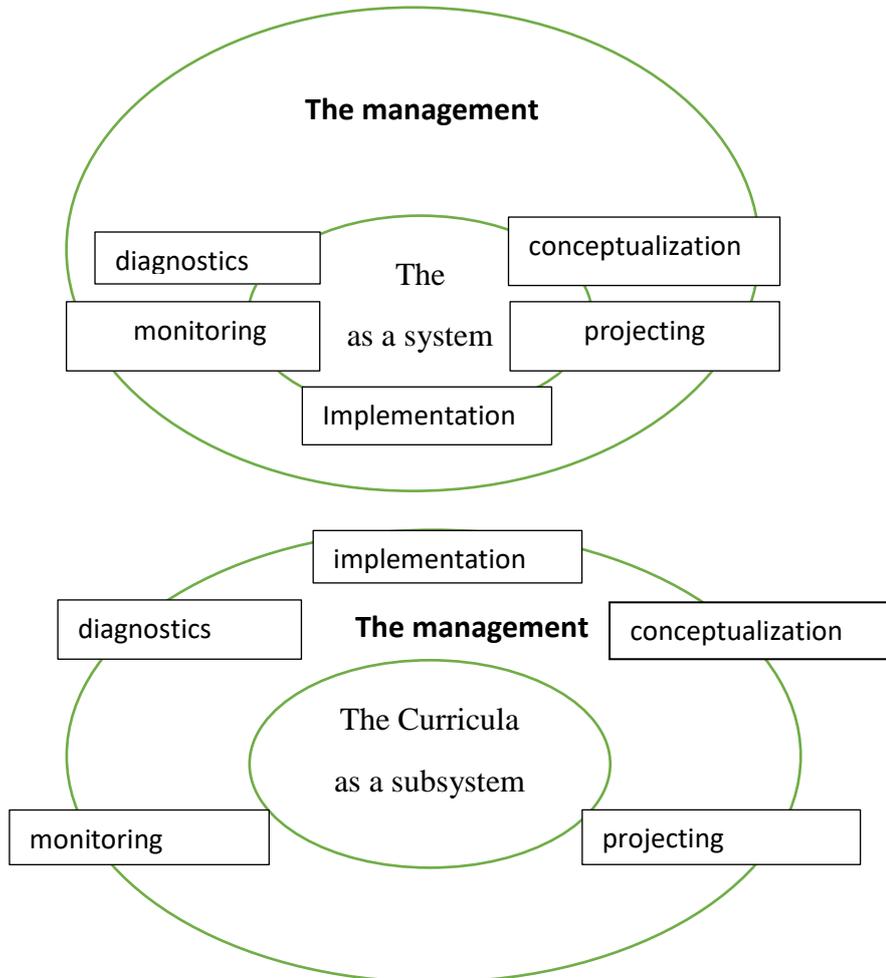
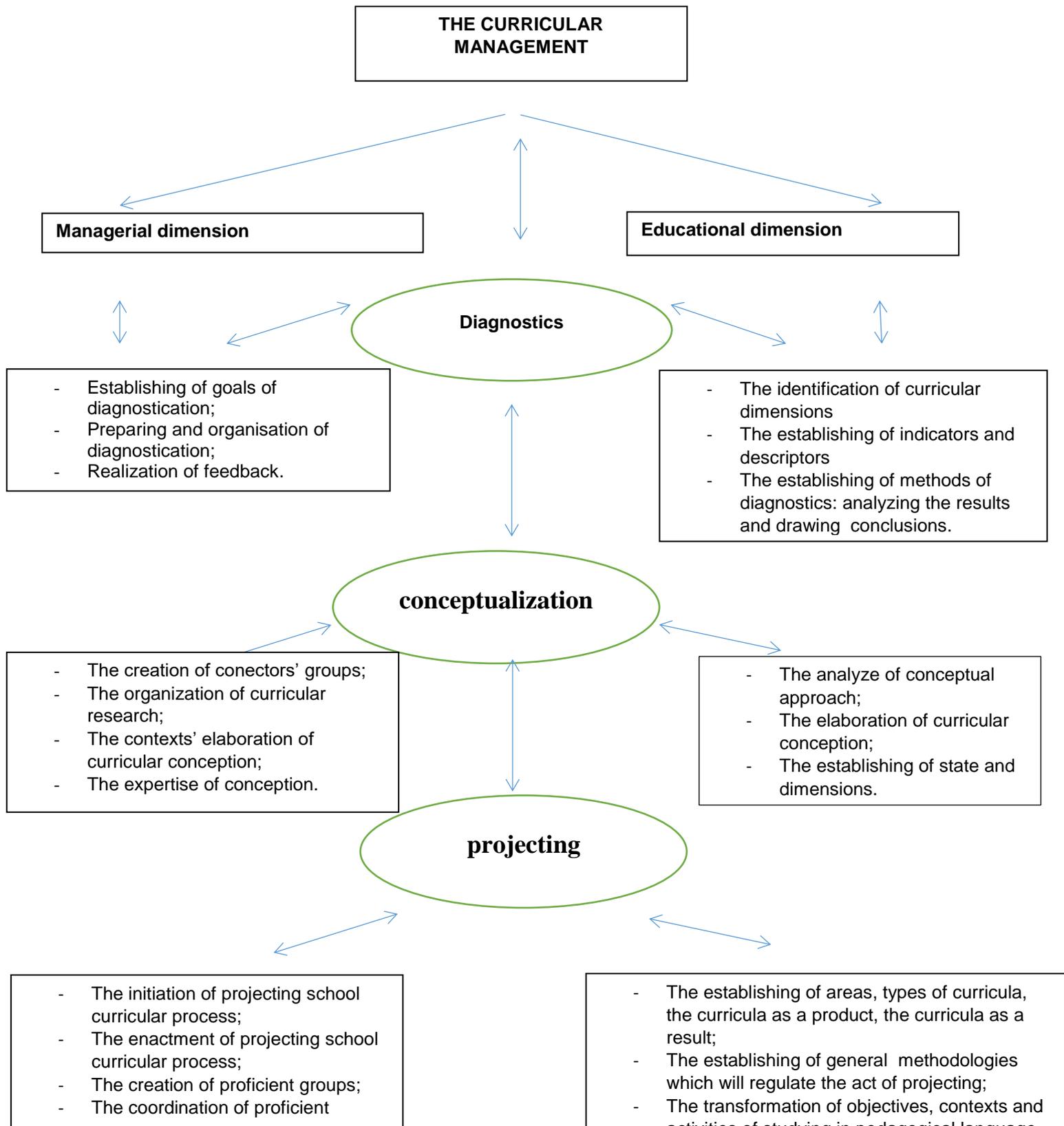


Fig. 1 The double concentric demarcation of school management of curricula: curricular system and subsystem

The double and concentric intercession in realization of managerial praxis due to curricula as a paradigm and as a subsystem which ensure the realization of interfacing between managerial and educational dimensions, as well as constituent elements of curricular school - management as a unitary model.



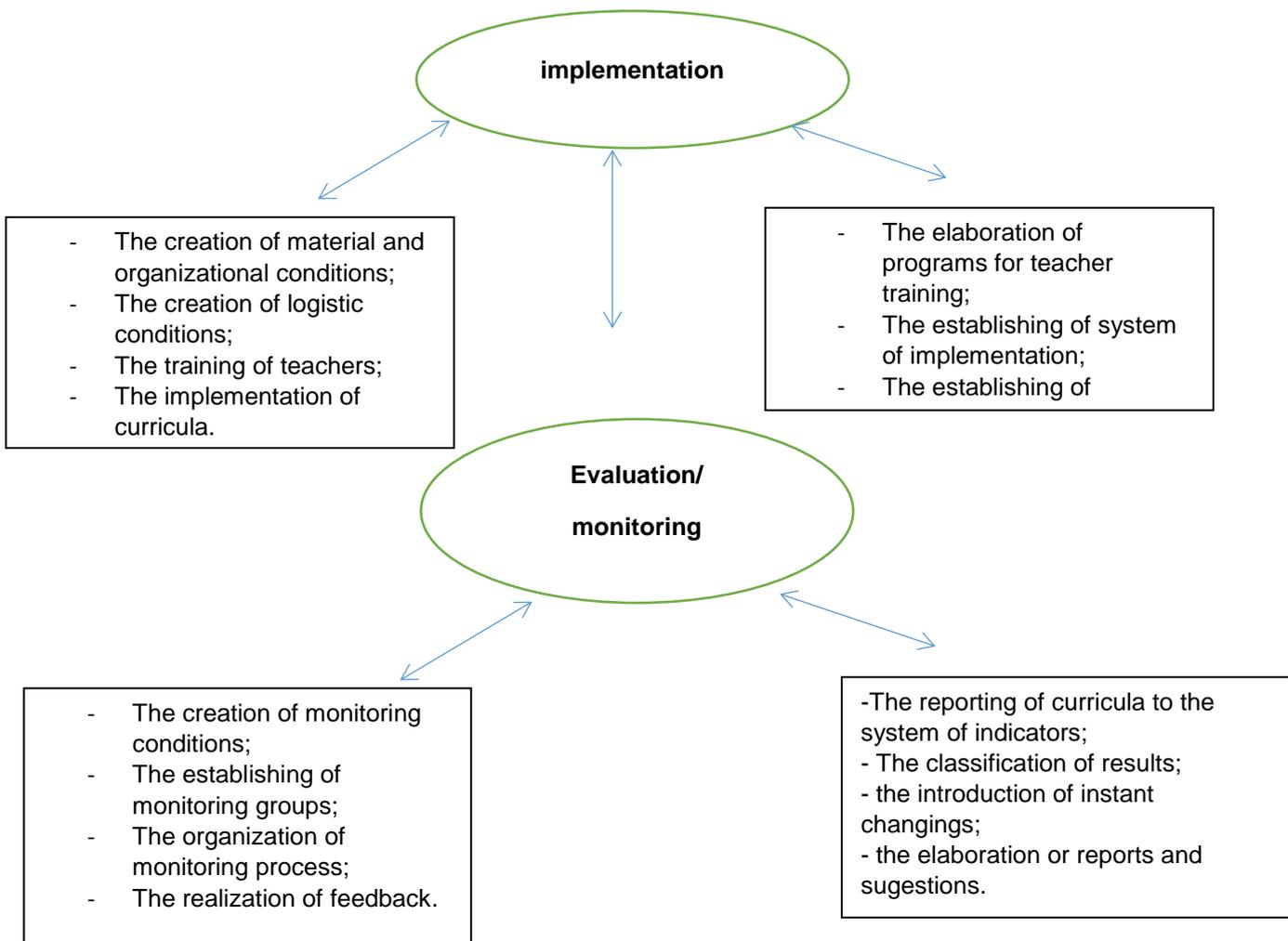


Fig. 2. The praxeological concept of curricular management

The managerial and educational approach of curricular management allow us to deduce the following principles of praxeological curricular management:

- The principle of correlation between managerial and educational dimensions on vertical and horizontal axis within curricular management;
- The principle of double concentric approach of managerial dimension within curricular management
- The principle specifying the managerial actions regard the projected typology of curricula.
- The principle of dominant actions regard the managerial compeance and curricular typology.
- The principle of participatory leading within curricular management;



- The principle of functioning of structures and permanent and temporary groups within curricular school – management determined teleological;
- The principle of continuous development of curricula. This principle is deduced from the logic of functioning of the curricular paradigms at postmodern age and contextualized in permanent changing.

The listed principles guide the entire process of curricular management through transposition of some indicators, practical rules and actions related to different components of school - management curriculum: diagnostics, conceptualization, conception/projecting, implementation, monitoring/evaluation.

According to praxeological principles, the efficiency of each activity is conditioned decisive way of preliminary preparing related to actors and conditions of the process. Better previously thought, more efficient the solution is stressed. S. Cristea considers that the projecting of the curricula represents the activity of structuring the actions which ensure the functionality of the system and the process of teaching. [1] In G. de Landshere opinion, the curricular projecting supposed to define the objectives, suggestions of topics of activity which will challenge changings in wanted direction; offering the possibilities of choosing methods and ways; determination of prior conditions. [2]The model of curricular projecting developed the postmodern didactical level is focused on competences. The priority is pedagogical correspondences enlisted at the level of educational level, simultaneously conceived as activity of teaching – studying – evaluation. *The curricular approach to the process of study* consists of the projection of interrelations between component elements of teaching activity: *competences – contents – methodology – assessment*. These interrelations involve the performance of a formative education totally based on the sources of self-instruction and self-education of each pupil/ student.

The curricular project includes:

- the general concept project;
- the project of curricular products and structures (standards, educational planning, curriculum focused on disciplines, textbooks, methodological guides);
- the project of the educational process itself (teaching – studying – assessment).

The curriculum project represents a complex activity that has its own methodology and strategy, specific methods and proceedings of elaboration.

The curriculum project requirements involve the achievement of some managerial and pedagogical actions being in an explicit hierarchical order, assumed in decisive terms regarding the specific of each curricular product.

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

- 1) 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;
- 2) 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 logic of curricular documents projecting includes the existent interconnections between educational standards – the study plan – discipline-based curriculum – textbooks.

The textbooks' quality depends on the quality of the discipline-based curriculum; the quality of the curriculum depends on the quality of the study plan and of the educational standards, the quality of the plan of education depends on the educational standards quality.

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

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



Any change of one of these components can influence the others. A high quality educational curriculum can be built just knowing and respecting these relations.

A high quality curriculum as a document is projected regarding the modern concepts, approaches and ensures the educational process efficiency.

References

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