

Publications / Izdanja

Marina Gabelica, Dubravka Težak

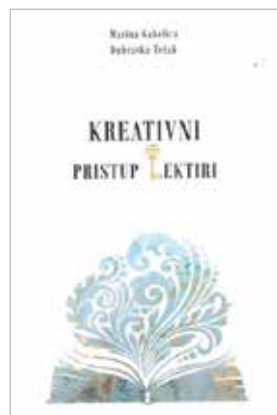
Title: Creative Approach to Reading

Publisher: Zagreb, University of Zagreb, Faculty of Teacher Education, 2017, 395 pages.

ISBN: 978-953-8115-02-8

Creative Approach to Reading is based on principles that should be seen as conceptual starting points for a more comprehensive approach to literature both in teaching and in life. They are based on knowledge and comprehension from a number of sciences and disciplines, research that the authors have conducted over the past ten years, as well as authors' professional and personal experiences related to literature.

The ideas expressed in this book can help teachers, teaching methodologists, librarians, pedagogues, parents, and anyone who is engaged in encouraging reading and developing love for books.¹



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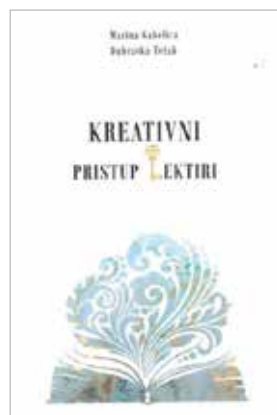
Naslov: Kreativni pristup lektiri

Izdavač: Zagreb, Sveučilište u Zagrebu Učiteljski fakultet, 2017, 395 str.

ISBN: 978-953-8115-02-8

Kreativni pristup lektiri temelji se na načelima koja bi trebala biti shvaćena kao idejna polazišta za sveobuhvatniji pristup književnosti na nastavi i u životu. Ona se temelje na znanjima i spoznajama iz različitih znanosti i disciplina, istraživanjima koja su autorice provodile tijekom posljednjih deset godina, kao i na stručnim i osobnim iskustvima u književnosti.

Ideje u ovoj knjizi mogu poslužiti svakom metodičaru, učitelju, knjižničaru, pedagogu, roditelju i svima koji se bave poticanjem čitanja i razvijanjem ljubavi prema knjizi.²



¹ From the book cover.

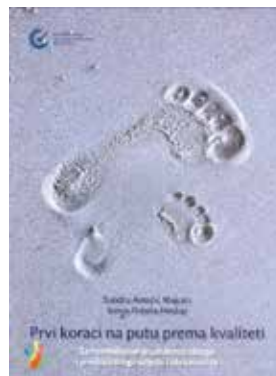
² Preuzeto s omota knjige.

Sandra Antulić Majcen, Sonja Pribela-Hodap

Title: First Steps Towards Quality: Self-Evaluation of Early Childhood Education and Care Institutions

Publisher: Zagreb, Nacionalni centar za vanjsko vrednovanje obrazovanja, 2017, 327 pages.
ISBN: 978-953-7556-60-0

Self-evaluation of educational institutions as a precondition for their development, as well as a basis for different forms of external evaluation, is an important research and practical issue which has for a number of decades been in the focus of attention of researchers, practitioners and policy makers in the field of education. In the Republic of Croatia self-evaluation in education was initially implemented in the context of primary, secondary and higher education, and somewhat later its importance has also been recognized in the context of early and preschool education. Therefore, this publication is very important for all institutions, researchers and decision makers in the field of early and preschool education. The particular importance of this book rests on the fact that all interested parties can gain access to theoretical concepts on which the process of institutional self-assessment rests, as well as a description of steps required for the implementation of self-evaluation and a description of the areas on the basis of which the quality of an institution is assessed. Moreover, this publication presents in detail the five-year practical experience of early and preschool education institutions in the implementation of the self-evaluation process, according to which guidelines for further development of the framework and self-evaluation process are proposed. All of the above makes this publication unique because it describes innovation in the education system with a clear message about complexity, time requirement, the importance of involving all stakeholders, the need for constant support for everyone involved in the process and continuous review of the process and results as well as their improvement.¹



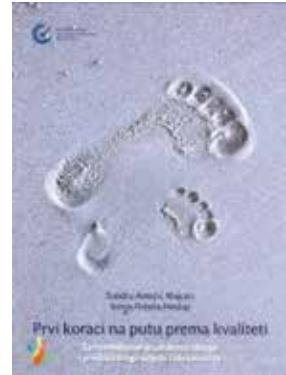
¹ From the review by Professor Vlatka Domović, PhD.

Sandra Antulić Majcen, Sonja Pribela-Hodap

Naslov: Prvi koraci na putu prema kvaliteti: Samovrednovanje ustanova ranoga i predškolskoga odgoja i obrazovanja

Izdavač: Zagreb, Nacionalni centar za vanjsko vrednovanje obrazovanja, 2017, 327 str.
ISBN: 978-953-7556-60-0

Samovrednovanje odgojno-obrazovnih ustanova kao pretpostavka njihova vlastitoga razvoja, ali i kao podloga za različite oblike vanjskoga vrednovanja, važno je istraživačko i praktično pitanje kojim se već više desetljeća u svijetu bave istraživači, praktičari i donositelji politika u obrazovnome sektoru. U Hrvatskoj je samovrednovanje u odgoju i obrazovanju započelo u školskome i visokoškolskome kontekstu, a zatim je njegova važnost prepoznata i u kontekstu ranoga i predškolskoga odgoja i obrazovanja. Stoga je pojavljivanje ove publikacije iznimno važno za sve institucije, istraživače i donositelje odluka u području ranoga i predškolskoga odgoja. Osobita vrijednost ove publikacije proizlazi iz činjenice da svi zainteresirani mogu na jednome mjestu dobiti uvid u teorijske koncepte na kojima počiva proces institucijskoga samovrednovanja, opis koraka za implementaciju samovrednovanja i opis područja na temelju kojih se kvaliteta institucije procjenjuje. Nadalje, u ovoj publikaciji iscrpno je prikazano dosadašnje petogodišnje praktično iskustvo ustanova ranoga i predškolskoga odgoja u implementaciji procesa samovrednovanja na temelju kojega su predložene smjernice za daljnji razvoj okvira i procesa samovrednovanja. Sve navedeno čini ovu publikaciju jedinstvenom jer opisuje inovaciju u sustavu odgoja i obrazovanja s jasnom porukom o kompleksnosti, vremenskoj zahtjevnosti, važnosti uključivanja svih dionika, potrebi za stalnim pružanjem podrške svima koji su u proces uključeni te kontinuiranome preispitivanju procesa i rezultata i njihovome unapređivanju.²



² Iz recenzije prof. dr. sc. Vlatke Domović.