

**Syllabus**  
**State Education Policy**

**Academic level:** Master  
**Field of study:** 07 Management and Administration  
**Speciality:** 073 Management  
**Educational and professional program** «Management of Education Institution»  
**Number of ECTS credits** – 3  
**Year of study, semester** – 1st year, 1st semester  
**Component of educational program:** compulsory  
**Days of classes:** according to the timetable  
**Consultations:** Offline consultations: Tuesday: 14.30-15.30, room. 74.  
Online consultations: in Viber group every day 15.30-16.30.  
**Language of instruction:** English



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<b>Lecturer's web-page</b>	<a href="http://tnpu.edu.ua/faculty/IPP/yatsishina-olga-vasil-vna.php">http://tnpu.edu.ua/faculty/IPP/yatsishina-olga-vasil-vna.php</a>
<b>Course page in Moodle</b>	<a href="https://elr.tnpu.edu.ua/course/view.php?id=2557">https://elr.tnpu.edu.ua/course/view.php?id=2557</a>

**Course abstract**

In the curricula of educational and professional program “Management of Education Institution” the “State Education Policy” course is a compulsory educational course, which should ensure the formation of the necessary theoretical knowledge and practical skills of future heads of institutions in the field of education and industrial training. The study of the “State Education Policy” course involves solving a number of tasks of fundamental professional training of educational professionals, in particular: mastering the system of knowledge about the laws of educational policy in the context of defining characteristics of civilization processes (globalization, mobility, variability, innovation, intellectualization, informatization, democratization). competitiveness); theoretical and methodological foundations of educational policy; state and prospects of development of educational policy in comparative aspects of international and domestic social science tradition. The main tasks of studying the “State Education Policy” course are: acquaintance with the world discourse of educational policy, in particular its theoretical and methodological component; analysis of educational policy in the context of the main trends of modern social development (national and international dimension); conducting an analytical review of educational policy in Ukraine since independence; analysis of the strategy of state educational policy in the countries of the world, in particular in the countries of the European Union, and possibilities of their application in Ukraine; forecasting scientifically substantiated approaches to the modernization of the domestic world in the dimensions of

globalization, European integration and national self-identification; coverage of foreign experience in matters of state educational policy.

The aim of the course is to train highly qualified specialists for public administration in the field of education, able to develop, analyze and implement public educational policy; effectively perform management functions, promote innovation processes in education in accordance with the needs of citizens, the state, public demand, world and European standards. Training in the specialty allows students to gain knowledge and skills in the analysis and planning of educational policy; strategic management; management of innovative development of the industry; to master the skills of evaluating the results and effectiveness of the goals and objectives of educational policy. Peculiarities of master's training of students are the selection of content and learning technologies that take into account domestic and foreign experience, and meet modern requirements for adult learning.

The content of the “State Education Policy” course is developed on the basis of the relevant provisions for the training of specialists in the specialty 073 Management, norms and traditions of higher university education, as well as the profile of the educational and professional program.

### Educational content

Hours (lec./ pract.)	Topic	Learning outcomes	Tasks
2/1	Topic 1. General characteristics of education	<p>To understand education as a source of socio-economic and cultural development of society and the object of management.</p> <p>To know the features of the development of state policy in the field of education, be able to analyze, compare, compare options for educational policy.</p> <p>The meaning of the concepts "politics", "state education policy", "state power", "state administration of education", their relationships.</p> <p>Theoretical approaches to the analysis of state educational policy and the main aspects and methodological problems of policy analysis. Basic concepts that reveal the process of analysis of public policy in a democratic social relations.</p> <p>To know qualitatively new tasks of education. Distinguish five priority areas of activity in the field of education and science.</p>	Presentation, discussion

2/0	Topic 2. Educational system in Ukraine	<p>To know the National education system, its structural components.</p> <p>To know the features and trends of the education system of Ukraine.</p> <p>The current state of the preschool education system.</p> <p>To know the problems of development of postgraduate education and management of postgraduate education. Problems of development of the private sector of higher education and management of this sector.</p> <p>To know the essence of the priority tasks of educational institutions, regulations of the organization, design effective management systems of the organization and develop the constituent documents of the institution taking into account the principles of educational policy and management.</p>	Presentation, practical tasks, documents analysis.
2/1	Topic 3. Public education management.	<p>To understand the public education management as a branch of social governance and public activity.</p> <p>To understand the system of public administration of education in Ukraine. To know the essential characteristics of public education management. The main categories of public education management.</p> <p>To understand the purpose of education management. Be able to distinguish trends in public administration of education.</p> <p>To know the legislative and regulatory framework for the functioning and development of education. Education management functions.</p> <p>To understand the connections between the elements of the management system of the organization in unpredictable conditions, identify and understand the problems in the organization, justify the methods of solving them</p>	Analysis of situations, decisions modelling
2/2	Topic 4. The process of education management	To understand the essence of the education management process. Be able to make management decisions in education management	Dialogical lectures, analysis of cartoons about

		<p>bodies. To know the technology of preparation, adoption and organization of implementation of government decisions. Education management models. To know modern world tendencies of introduction of educational management and state-public management of education.</p> <p>To understand the concept of education management. To know the structure of public education management. Essential characteristics of public education management.</p> <p>The main categories of public education management.</p> <p>To identify trends in public administration of education.</p> <p>Be able to determine the objectives and achievements of educational reforms in Ukraine. To know the national doctrine of educational development. Legislative support of education: state, compliance with the requirements of the time.</p>	the leadership and power
2/2	Tema 5. Principles of education management	<p>To know the core and functions of management principles. Classification of principles of education management. Principles of public education management. Functions of the principles of public education management. Sources of development of principles. Influence of principles of state management of education on administrative activity. Classification of principles of public education management. Content and significance of the principles of public education management. Processes of transformation of the system of state management of education taking into account the European integration vector of development of Ukraine. Introduction of the principles of openness and transparency in legislative and normative-legal acts of the sphere of education.</p>	Modelling the tasks for delegation of authorities, group work
2/0	Topic 6. Management	To know the essence of	Presentation,

	methods in education	management methods in education. Persuasion and coercion as general methods of education management. To understand the difference between administrative methods of education management. Socio-psychological methods. Economic methods. To know the legal forms of expression of management methods.	discussion
2/2	Topic 7. Strategic management of education. State regulation of innovation education development	Formation of education development strategy. Technologies for development and implementation of strategic documents. To know the state regulation of innovative development of education.	Presentation, plans analysis, group work
2/2	Topic 8. Staffing of education	To know the state and trends of the staffing situation in the field of education. The essence of training pedagogical and scientific-pedagogical staff. Staffing policy in education in modern conditions.	Problem situations solving
2/2	Topic 9. International cooperation in the field of education.	Знати мету та основні напрями міжнародного співробітництва. Міжнародні освітні проекти і програми. Суб'єкти управління міжнародним співробітництвом у галузі освіти.	Problem lectures, situations modelling.

### Program competences development

Matrix index	Program competences
	General competences
<b>GK4</b>	The ability to motivate people and move towards a common goal, the formation of a stable worldview and perseverance in achieving the goal;
<b>GK5</b>	Ability to act on the basis of ethical considerations (motives);
<b>GK7</b>	Ability to abstract thinking, analysis and synthesis.
	Professional competences
<b>PK1</b>	Ability to choose and use concepts, methods and tools of different types of management, including in accordance with international standards;
<b>PK2</b>	Ability to establish values, visions, mission, goals and criteria by which the organization determines further directions of development, to develop and implement appropriate strategies and plans in accordance with state and regional educational policy and legal framework of the organization;
<b>PK3</b>	Ability for self-development, lifelong learning and effective self-management;
<b>PK6</b>	Ability to form leadership qualities and demonstrate the ability to work in a group in the process of managing the development and motivation of staff;

<b>PK7</b>	Ability to develop projects, manage them in the educational process, show initiative and entrepreneurship for the development of autonomy and financial capacity;
<b>PK15</b>	Ability to maintain the autonomy, financial capacity of the organization and to represent the interests of the educational institution in cooperation with state and public organizations;
<b>PK17</b>	Ability to master the skills and abilities of a specialist and expert consultant on education management;
<b>PK18</b>	Ability to respond to changing environmental factors, in particular to consumer demands, the interests of potential employees, competitors, use the capabilities of information technology to increase the level of competitiveness and image of the institution.
<b>Program learning outcomes</b>	
<b>PLO 1</b>	To critically comprehend, select and use the necessary scientific, methodological and analytical tools for effective and efficient management of the organization in accordance with its specifics.
<b>PLO 2</b>	To understand the links between the elements of the management system of the organization in unpredictable conditions, identify and understand the problems in the organization, justify the methods of solving them.
<b>PLO 3</b>	To know the essence of the priority tasks of educational institutions, regulations of the organization, design effective management systems of the organization and develop the constituent documents of the institution taking into account the principles of educational policy and management.
<b>PLO 10</b>	To demonstrate leadership skills and ability to work in a team, interact with people, be socially active, responsible for the results of the functioning of the educational institution, tolerant attitude to different opinions and views in a multicultural environment.
<b>PLO 11</b>	To provide personal professional development and planning of own time, applying technologies of self-management, to be responsible for the official duties, to be an example in possession of managerial culture, to show persistence in realization of mission and achievement of the purposes of the organization.
<b>PLO 15</b>	To identify and classify new tasks in the field of management, identify psychological problems in organizations and analyze them; describe, analyze and evaluate relevant objects, phenomena and processes, choose the best methods for their study.
<b>PLO 17</b>	To autonomously and responsibly represent the interests of the organization in the information space and in interaction with the subjects of the social environment; establish partnerships between the institution, family and community and present their competitive advantages.
<b>PLO 18</b>	Ability to work with different sources, search, process, analyze and synthesize the information obtained; work with modern bibliographic and abstract databases
<b>PLO 23</b>	To argue your own point of view in the discussion on the basis of ethical considerations, accept criticism, advice and guidance; demonstrate ethical and socially responsible behavior in the management of the organization (or organizations) and their units.

### Main resources

1. Adelman, C., Jenkins, D. and Kemmis, S. 1994. Rethinking Case study, in Bell, J., Bush, T., Fox, A., Goodey, J. and Goulding, S. (Eds). *Conducting Small-scale Investigations in Educational Management*. London: Harper and Rowe.
2. Allensworth, E., and Clark, K. (2018). Are GPAs an Inconsistent Measure of Achievement across High Schools? Examining Assumptions about Grades versus Standardized Test Scores. UChicago Consortium on School Research. Available: <https://consortium.uchicago.edu/publications/are-gpas-inconsistent-measure-achievement-across-high-schools-examining-assumptions>
3. Allensworth, E., Farrington, C.A., Gordon, M.F., Johnson, D.W., Klein, K., McDaniel, B., and Nagaoka, J. (2018). Supporting Social, Emotional, & Academic Development: Research Implications for Educators. UChicago Consortium on School Research. Available: <https://consortium.uchicago.edu/sites/default/files/publications/Supporting%20Social%20Emotional-Oct2018-Consortium.pdf>
4. American Educational Research Association. (2015). AERA statement on use of value-added models (VAM) for the evaluation of educators and educator preparation programs. *Educational Researcher* 44(8), pp. 448-452. Available: <https://journals.sagepub.com/doi/10.3102/0013189X15618385>
5. Apple, M.W. s.a. Education, markets, and an audit culture. *Critical quarterly*, volume 47, no. 1-2.
6. Bassey, M. 1999. *Case Study Research in Educational Settings*. Buckingham: Open Beach University Press. Beckmann, J.L. and Prinsloo, J. 2004. Towards an analytical framework for accountability regarding equal educational opportunities. *Perspectives in Education*, Volume 22(3). September 2004: pages 133 to 146.
7. Bisschoff, T.C. and Mestry, R. 2003. 2nd Edition. *Financial Management Explained*. Cape Town: Maskew Millar Longman (Pty) Ltd under Kagiso imprint.
8. Black, D. (2017). *Education Law: Equality, Fairness, and Reform*. New York, NY: Aspen Publishers, Inc.
9. Blazar, D., and Kraft, M. (2017). Teacher and teaching effects on students' behavior and attitudes. *Educational Evaluation and Policy Analysis*, 39(1), 146-170.
10. Boasberg, T. 2011. School reform. Paper read during the Edward Kennedy Memorial Lecture at the University of Pretoria on 8 April 2011.
11. Christie, P., Butler, D. and Potterton, M. 2007. Schools that work. Report to the Minister of Education by the Ministerial committee: 13 October 2007.
12. Cohen, D.K., Raudenbush, S.W. and Ball, D.L. 2003. Resources, Instruction, and Research. *Educational Evaluation and Policy Analysis*. Summer 2003, Vol. 25, No. 2, pp. 119-142.
13. Czaja, R. & Blair, J. 2005. *Designing Surveys. A Guide to Decisions and Procedures*. London: Pine Forge Press.
14. Data Quality Campaign. (2019). *Growth Data: It Matters and It's Complicated*. Washington, DC: Author. Available: <https://dataqualitycampaign.org/resource/growth-data-it-matters-and-its-complicated>.
15. De Groof, J. & Lauwers, G. 2005. Increasing access to education throughout European society in Russo, C.J., Beckmann, J.L. and Jansen, J.D. (Editors). 2005. *Equal Education Opportunities. Comparative perspectives in Education Law*. Pretoria: Van Schaik.
16. Ehrenberg, R.G., Brewer, D.J., Gamoran, A. and Willms, J.D. 2001. Class size and student achievement. *Psychological Science in the Public Interest*. Vol. 2, No. 1, May 2001 pages 1 -30.
17. European Commission. 2001. *European Report on the Quality of School Education. Sixteen Quality Indicators*. Luxembourg: European Communities Easterby-Smith, M., Thorpe, R. and Lowe, A. 1994b. 'Analysing qualitative data' in Bennet, N., Glatter, R. and

Levacic, R. (Eds.) Improving Educational Management through Research and Consultancy. London: Paul Chapman.

18. Ferguson, R.F. & Ladd, H.F. 1996. How and why money matters: An analysis of Alabama schools. In H.F. Ladd (Ed.), Holding Schools Accountable: Performance Based Reform in Education (pp. 265–298). Washington,DC: Brookings Institution Press.

19. Fleisch, B. 2004. Does higher education expenditure generate higher learner achievement? A study of historically disadvantaged schools in Gauteng. South African Journal of Education, 2004. EASA Vol. 24(4) 264–269.

20. Leu, E. 2005. The Role of Teachers, Schools, and Communities in Quality Education: A review of the Literature. Academy for Educational Development Global Education Center.

21. Van der Berg, S. et al. 2011. Low Quality Education as a poverty trap. Social Policy Research Group in the Department of Economics at Stellenbosch University. <http://www.polity.org.za/article/low-quality-education-as-a-poverty-trap-april-2011-2011-04-20>.

22. Volansky, A. and Friedman, I. A. (2003) School self-management: An International Perspective. Israel: Ministry of Education. Jerusalem.

23. Закон України про місцеве самоврядування в Україні.- К. : Парламент . вид-во, 1997. - 100 с.

24. Закон України про освіту. Законодавчі акти України з питань освіти. К. : Парламент . вид-во, 2019. - С. 21-52.

25. Закон України про дошкільну освіту .- К. : Парламент . вид-во, 2004. - С. 53-77.

26. Закон України про загальну середню освіту . К. : Парламент . вид-во, 2004. - С. 78-105.

27. Закон України про позашкільну освіту. К. : Парламент . вид-во, 2004. - С. 106-128.

28. Закон України про професійно-технічну освіту . К. : Парламент . вид-во, 2004. - С. 129-157.

29. Закон України про вищу освіту . - К. : Парламент. вид-во, 2004. С. 168-221.

30. Законодавство України про освіту : зб. законів. - К. : Парламент . вид-во, 2002. - 174 с.

31. Законодавчі акти України з питань освіти. Верховна Рада України; Комітет з питань науки і освіти : Офіц. вид-во. - К. : Парламент . вид-во, 2004. - 404 с.

32. Конституція України. К. : Преса України, 1997. - 80 с.

33. Про Національну доктрину розвитку освіти : Указ Президента України від 17 квіт. 2002 р. № 347/2002. К. : Парламент .вид-во, 2004. С. 279-294.

### Recommended web-pages

1. Ministry of Education and Science of Ukraine/ Міністерство освіти і науки України. – Access mode: <http://www.mon.gov.ua/>
2. <https://mon.gov.ua/ua/news/prijnyato-novij-zakon-pro-povnu-zagalnu-serednyu-osvitu-zaproghosuvali-450-nardepiv>
3. Verkhovna Rada of Ukraine/ Верховна Рада України. – Access mode : <http://www.rada.gov.ua/>

### Assessment policy

- **Deadlines and retaking policy:** The tasks submitted in violation of deadlines without an acceptable reason are evaluated at a lower score (75% of the possible maximum point for the type of activity points). Relocation of modules takes place with the permission of the dean's office if there are acceptable reasons (for example, sick leave).

- **Academic integrity policy:** Copying-off during tests and exams are prohibited



(including the use of mobile devices). Mobile devices are allowed to use only the preparation of practical tasks in the classroom. It is forbidden to publish (partially or completely) scientific (creative) results obtained by other persons as the results of own research (creativity) and / or reproduction of published texts of other authors without indication of authorship. For violation of academic integrity, applicants may be held subject to the following academic liability: re-assessment; re-passing the relevant educational component of the educational program; expulsion from an educational institution, deprivation of an academic scholarship; deprivation of tuition benefits provided by the educational institution, etc.

- **Attendance policy:** Attendance is usually a compulsory component of training. If necessary (remoteness of the graduate student's place of residence or work) or if there are objective reasons (participation in an academic mobility program or conference, international internship, illness, etc.), the visit can be selective in agreement with the course leader. Undergraduate training is also provided online on the Moodle platform. Under the condition of the individual educational schedule the student has an opportunity to receive a positive estimation thanks to performance of planned tasks and individual tasks. In any case, students are required to meet the deadlines set for all types of work provided by the course. Missed classes can be completed at a specified time according to the schedule.

- **Assessment policy.** Current and modular points (60 points), creative works (20 points) and final assessment (for example, exam no more than 20 points) are taken into account. This takes into account the attendance at classes and student activity during classes; inadmissibility of absences and delays for classes; use of a mobile phone, tablet or other mobile device during classes for non-learning purposes; copying and plagiarism; untimely performance of tasks. Students who do not have academic debt according to the results of the current control are admitted to the exam.

### Assessment

The final grade for the course is calculated as follows:

Assessment types	% of the final grade
Module 1 (topics 1-6): questioning during classes, tests, tasks, discussing situations)	60
IEST – individual educational and scientific task	20
Exam – tests, tasks	20
Total	100

### Points distribution

Content module №1						Total	IEST	Final control (exam)	Total
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	For module 1			
10	10	10	10	10	10	60	20	20	100

### Grading scale: national and ECTS

Points for all types of learning activities	ECTS score	National scale score	
		For exam, course projects (work), practice	For credit
90 – 100	<b>A</b>	excellent	pass
85-89	<b>B</b>	good	
75-84	<b>C</b>		
65-74	<b>D</b>	satisfactory	
60-64	<b>E</b>		
35-59	<b>FX</b>	fail with a retake possibility	Fail with a retake possibility
0-34	<b>F</b>	fail with compulsory course re-studying	Fail with compulsory course re-studying

#### Prerequisites

The effectiveness of mastering the content of the discipline will increase significantly if the graduate has previously mastered the material of such disciplines as: pedagogy and psychology of higher education, research methods.

#### Course format

Blended – the course is supported in the Moodle system, has a structure, content, tasks and evaluation system. Blended Learning – teaching the course involves a combination of traditional forms of classroom learning with elements of e-learning, which uses special information technology, interactive elements, online counseling, etc.

Materials of educational and methodical maintenance are also prepared for a syllabus:  
 educational content (extended plan of lectures, presentations, videos);  
 topics and content of practical work, IEST;  
 tasks for final control (tests);  
 e-learning in the Moodle system.