

VODENJE

v vzgoji in izobraževanju 1|2010

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na zasnovo *Vodenja*
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**Vodenje za raznolikost: zagotavljanje enakosti,
vključenosti in socialne pravičnosti**

Članek govori o tem, da je socialna pravičnost osnovna sestavina demokratične družbe in da je mogoča samo ob brezpogojnem spoštovanju raznolikosti in zagotavljanju vključevanja. V številnih razvitih družbah pa socialna neenakopravnost in nepravilnost še ostajata pomembni družbeni sili. Namen vodenja za raznolikost, enakost, vključenost in socialno pravičnost je zmanjševanje in izničenje negativnih učinkov družbe na življenje otrok. Sodobne družbe so vedno bolj heterogene, znotraj njih pa ni neposredne povezave med enakimi in vključujočimi družbami in dobrobitjo otrok.

Ključne besede: vodenje za raznolikost, enakopravnost, enakost in socialna pravičnost

**Leadership for Diversity: Securing Equity, Inclusion
and Social Justice**

This article argues that social justice is an essential component of a democratic society and is only possible with unconditional respect for diversity and strategies for inclusion. However in many developed societies social inequality and injustice remain significant social forces. The purpose of leadership for diversity, equity, inclusion and social justice is to work to minimise and eradicate the negative aspects of society in children's lives. Modern societies tend to be increasingly heterogeneous and there is a direct correlation between equal and inclusive societies and children's well-being.

Keywords: leadership for diversity, equality, equity and social justice

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 Jurič Rajh,
 Andrej Koren,
 Magnus Persson

Analiza letnih delovnih načrtov in poročil z vidika kakovosti

V prispevku je predstavljena analiza letnih delovnih načrtov in poročil šol z vidika udejanjanja elementov sistematičnih pristopov h kakovosti, ki vključuje tudi upoštevanje v zakonu predpisanih izobraževalnih ciljev in vsebin letnega delovnega načrta. Raziskava temelji na analizi dokumentov in intervjujih z ravnateljji šol, na podlagi vzorca petih osnovnih in srednjih šol. Kaže, da v letnih delovnih načrtih in poročilih izbranih šol upoštevanje elementov sistematičnih pristopov h kakovosti ni posebej opredeljeno, so pa o kakovosti spregovorili ravnatelji v intervjujih. V sklepu so podana priporočila za vključevanje elementov sistematičnega pristopa h kakovosti v letni delovni načrt in poročilo.

Ključne besede: kakovost, vodenje, šole, letni delovni načrt, poročilo o realizaciji, izobraževalni cilji

The Analysis of Annual Work Plans and Reports in the Light of Quality

In the article is presented the analysis of annual work plans and school reports on conducting the systematic approaches to quality improvements with regard to the educational objectives regulated by law and the contents of the annual work plan. The research is based upon the analysis of the documents and interviews with head teachers of five primary and secondary schools. It shows that the consideration of the elements of systematic approach to quality improvement is not specifically described in the work plans, yet it was mentioned in the interviews with the head teachers. At the end, there are recommendations how to include the elements of systematic approach to quality improvement in the annual work plans and reports.

Keywords: quality, leadership, schools, annual work plan, realisation report, educational objectives

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Bivanje na prostem kot možnost učenja otrok v vrtcu

Ravnateljice, sodelujoče v projektu Vodenje za učenje v letu 2009, so ocenile, da je učenje otrok sicer ves čas v ospredju, toda v praksi premalokrat izkoristijo priložnosti za učenje zunaj zidov vrtca ali šole. Zato so oblikovale projekt, pripravile vsebinski in organizacijski akcijski načrt ter vrsto svojih strokovnih delavk motivirale, da so se vključile vanj. Odziv je bil – presenetljivo in nepričakovano – zelo dober. Strokovne delavke in delavci, ki so se odločili za sodelovanje, so razvili zelo inovativne pristope pri učenju in poučevanju na prostem, v načrtovanje dejavnosti, izvedbo in vrednotenje doseženega so aktivno vključili otroke ter zbudili zanimanje staršev, da so se prav tako vključevali v posamezne dejavnosti. Na podlagi spremljanja svojega dela so izoblikovali mnogo koristnih pobud za nadaljnje delo. Vse bolj so načrtovali svojo vlogo pri spremljanju dogajanja z otroki in med njimi, tudi v primerih povsem spontane otroške igre na igrišču. Ravnateljice ugotavljajo, da je projekt pomagal temeljiteje povezati strokovne delavce, ki so skupaj z njimi razvijali dejavne oblike učenja in poučevanja.

Ključne besede: vodenje za učenje, učenje otrok na prostem, spremljanje učenja

Children in Kindergarten Learning Outdoors

The head teachers who participated in the 2009 programme Leadership for Learning estimated that learning of the children is the prevailing activity, but also that, in the practice, the possibility of learning outdoors is not being used often enough. Therefore they designed a project, prepared the contents and action plan, and motivated a series of their colleagues to participate in it. The project was surprisingly and unexpectedly well accepted. The professionals who decided to participate in the project developed some really innovative approaches to learning and teaching outdoors. They provided that the children actively participated in the planning, realization and assessment of the project, and that the parents could also participate in individual activities. Monitoring their own work, they established a series of useful incentives for future work. The head teachers gradually increased planning of their role in monitoring the interaction between children, even in the instances of a spontaneous child's play in the playground. The head teachers conclude that the project deepened the interaction between the professionals who helped them develop the active learning and teaching styles.

Keywords: leadership for learning, children learning outdoors, monitoring the learning

Tatjana Prešern **Vodenje in profesionalni razvoj vrtca**

V vrtcu Hansa Christiana Andersena se že več let načrtno usmerjajo k dvigu kakovosti in spodbujanju zaposlenih k strokovni rasti, ki temelji na spremljanju lastne prakse in pripravljenosti za spremembe. Povabilo Šole za ravnatelje k sodelovanju v programu profesionalnega usposabljanja je bilo tako zelo dobrodošlo. Temeljni cilj programa je bil vzpostaviti koncept usposabljanja vodstvenih in drugih strokovnih delavcev. Vsebine usposabljanj so se nanašale na načrtovanje in spremljanje strokovnega razvoja na organizacijski in osebni ravni, na vodenje letnih pogovorov, vodenje listovnika ter na aktualne teme s področja profesionalnega razvoja. Udeležbo v programu šR je avtorica prispevka videla tudi kot priložnost za preverjanje dosežkov lastne organizacije v tem pogledu.

Ključne besede: kakovost, profesionalni razvoj, listovnik, letni pogovor

Leadership and Professional Development of a Kindergarten

Kindergarten Hans Christian Andersen is already for several years committed to quality improvement processes and enhancing the professional growth of the staff based on the monitoring of their own practice and their willingness to make changes. The National School for Leadership in Education invitation to participate in the programme for professional training was thus very welcoming. The programme's main objective was to design a concept for training the school leaders and other professional staff. The training content addressed various topics, such as planning and monitoring the professional development at organizational and at personal level, annual interviews, portfolio management, and other current themes of the professional development. In this aspect, the participation in the programme presented an opportunity for me to assess the achievements of our own organization.

Keywords: quality, professional development, portfolio, annual interview

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Bernarda
Kuzma

Razlikovanje lahko boli – pasti raznolikosti v izobraževanju

V prispevku so predstavljeni dokumenti o človekovih pravicah in protidiskriminacijska zakonodaja Evropske unije, ki so izhodišče za spodbujanje raznolikosti in zavezujejo Slovenijo k doslednemu spoštovanju. Toda to je le prvi korak na poti k spodbujanju raznolikosti, pri tem pa je bistvenega pomena ozaveščanje ne le učencev in dijakov, temveč vseh, ki skrbijo za vzgojo in izobraževanje otrok. Izpostavljena je odgovornost šole, pri čemer imajo še posebej pomembno vlogo ravnatelji, saj je od njihovega stila vodenja močno odvisno, kako šola spodbuja raznolikost. Na podlagi analize anketnih vprašalnikov bomo prikazali, kako se na naših šolah soočamo z raznolikostjo, kje so pasti na tem področju in kakšne so izkušnje dijakov in učiteljev v zvezi z diskriminacijo. Zagotoviti je treba pogoje za enako obravnavanje vseh dijakov in preprečevati diskriminacijo, ki je na naših šolah še vedno navzoča.

Ključne besede: raznolikost, razlikovanje, diskriminacija, dijaki, učitelji, ozaveščanje, človekove pravice in svoboščine

Inequality Can Hurt – Traps of Diversity in Education

In the article, we present the documents related to the human rights and European Union antidiscrimination acts supporting the diversity and obliging the Republic of Slovenia to exercise them. However, this is only the first step en route to exercise the diversity. The basis is raising awareness not only of students, but of all the stakeholders in the educational process. The responsibility of schools is stressed out, where the especially important role play the head teachers, since it depends upon their leadership how any school promotes diversity. On the basis of questionnaires, we will present how we cope with diversity in our schools, where the traps are, and how students and teachers feel about inequality. It is our responsibility to provide equal treatment for all students, thus preventing the discrimination, which is still present in our schools.

Keywords: diversity, inequality, discrimination, students, teachers, raising awareness, human rights and freedoms

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Cilka Čibej Izkusnje s poučevanjem slepega učenca v večinski šoli

Avtorica se je v minulem šolskem letu prvič srečala s poučevanjem slepega učenca, kar je bilo zanjo velik izziv. Vse šolsko leto pred tem so potekale priprave na sprejem slepega učenca na različnih področjih: osebna priprava, priprava prostora, priprava sošolcev, priprava kolektiva, iskanje literature, izobraževanje na Zavodu za slepo in slabovidno mladino, sodelovanje v strokovnem aktivu. V članku je predstavila izkušnje, ki jih je pridobila pri delu s slepim učencem.

Ključne besede: inkluzija slepega učenca, prilagajanje, dodatno delo, zadovoljstvo

Experience with Teaching a Blind Student in a Majority School

In the present school year, I am for the first time teaching a blind student, which is a great challenge for me. In the last school year there were all sorts of arrangements for admitting this student: my personal preparation, classroom setting, peer preparation, staff preparation, literature consultation, training at the institute for blind and partially sighted youth, and participation in a professional working group. In this article I would like to present the experience I have obtained while working with a blind student.

Keywords: inclusion of a blind student, adaptation, extra work, satisfaction

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