

VODENJE

v vzgoji in izobraževanju 2|2010

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Jaap Scheerens Kazalniki v izobraževanju

V članku navajamo opredelitev kazalnikov v izobraževanju. V uvodu na kratko povzemamo zgodovino njihovega razvoja. Osrednji del besedila se nanaša na dve vrsti sistema kazalnikov: na eni stran na sisteme kazalnikov na makro ravni, na drugi strani pa na več ravneh. Navajamo konkretne primere obeh vrst kazalnikov. Zadnji del članka prikazuje različne rabe in razlage sistemov kazalnikov, vsak od njih se nanaša na določen pogled na kakovost v izobraževanju.

Ključne besede: kazalniki izobraževanja, sistem kazalnikov

Educational Indicators

The paper defines educational indicators. The introductory chapter gives a brief overview of the history of the development of educational indicators. The main text refers to two types of indicator systems, i. e. those at the macro level and those at various levels, and gives concrete examples of both. The last chapter describes and explains various uses of indicator systems, where all the systems are associated with certain views of the quality of education.

Keywords: educational indicators, indicator system

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Darinka Cankar Učitelj – karierni javni uslužbenec

Pedagoški poklic v Sloveniji je reguliran s predpisi. Po zakonu morajo imeti strokovni delavci na področju vzgoje in izobraževanja ustrezno izobrazbo, opravljen strokovni izpit in morajo obvladati slovenski knjižni jezik. Pridobiti morajo tudi pedagoška, pedagoško-andragoška ter specialnopedagoška znanja. Strokovni delavci v vzgoji in izobraževanju napredujejo v plačne razrede in nazive (mentor, svetovalec in svetnik). Če primerjamo slovenskega učitelja z učitelji iz nekaterih drugih evropskih držav, ugotovimo, da je pri nas bistveno lažje postati učitelj, da imajo učitelji zagotovljeno brezplačno nadaljnje izobraževanje in usposabljanje ter tudi napredovanje in da so plače začetnikov visoko nad evropskim povprečjem.

Ključne besede: učitelj, javni uslužbenec, pripravništvo, začetno usposabljanje, strokovni izpit, napredovanje, nadaljnje izobraževanje in usposabljanje

Teacher – Career Civil Servant

Teaching profession in Slovenia is regulated with legislation, in accordance with which education professionals are required to have appropriate education, pass the professional examination and have a good command of Slovene literary language. They must also acquire pedagogical, pedagogical/andragogical and special pedagogical knowledge and skills. Education professionals progress through salary grades and titles (mentor, adviser and counsellor). A comparison of the teaching profession in Slovenia to those in other European countries shows that in Slovenia it is much easier to become a teacher, teachers are provided with the opportunities for promotion as well as free further education and training, and beginners' salaries are much higher than the European average.

Keywords: teacher, civil servant, internship, initial training, professional examination, promotion, further education and training

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Doris Gomezelj
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Evropsko in nacionalno ogrodje kvalifikacij: mednarodna primerjava te problematike v izbranih državah in Sloveniji

V članku bomo bralce seznanili s stanjem na področju vzpostavljanja nacionalnega ogrodja kvalifikacij v povezavi z evropskim (Evropska unija) in v Sloveniji. Slovenska javnost to področje pozna razmeroma slabo. V članku bomo predstavili osnovne pojme iz ogrodja kvalifikacij, povzeli mednarodno primerjavo v treh izbranih državah in prikazali stanje v Sloveniji. V okviru raziskave na Fakulteti za management Koper je bilo ugotovljeno, da je na tem področju ključnega pomena ustvarjanje in krepitev medsebojnega zaupanja v vseh sistemih pridobivanja kvalifikacij ali njihovih posameznih komponent, kar pomeni tvorno sodelovanje vseh udeležencev. Še posebno v visokem šolstvu intenzivno raste potreba po novih priložnostih za povečevanje mobilnosti znotraj držav in med njimi, med izobraževalnimi sistemi in sistemi za usposabljanje, med formalnim in neformalnim učenjem, zato je ključnega pomena iskanje odgovora na vprašanje, kako oblikovati nacionalno ogrodje kvalifikacij, ki bo zadostilo praktičnim potrebam v visokem šolstvu, kot jih navaja Resolucija o nacionalnem programu visokega šolstva Republike Slovenije 2007–2010.

Ključne besede: visoko šolstvo, vseživljenjsko učenje, nacionalno ogrodje kvalifikacij, evropsko ogrodje kvalifikacij

European and National Qualifications Framework: An International Comparison of Selected Countries and Slovenia

The paper offers an insight into the setting up of a national qualifications framework (NQF) in relation to the European Qualifications Framework (EQF) and in Slovenia. The knowledge of Slovene public of this issue is relatively poor. The paper presents the basic qualifications framework concepts, summarises an international comparison of three selected countries and describes the situation in Slovenia. The study conducted at the Faculty of Management Koper found that it is crucial to establish and enhance mutual trust in all systems of acquiring qualifications or their individual components, which requires active participation and cooperation of all involved. Especially in higher education, we have witnessed an increasing need for new opportunities to enhance the mobility within and between countries, between educational and training systems, and between formal and informal learning. Therefore, it is essential to find the answer to the question of how to design the NQF that would meet the practical needs of higher education, as indicated by the Resolution on the National Programme of Higher Education of the Republic of Slovenia 2007–2010.

Keywords: higher education, lifelong learning, national qualifications framework, European Qualifications Framework

Norbert
Jaušovec

Motivacija in kako motivirati?

Ljudje nekatere stvari počnemo, ker nas veselijo, spet druge, ker nam prinesejo stvari, ki jih imamo radi. Potrebi ali želji, da nekaj naredimo, pravimo motiv. Motivacija je sestavljen pojav, ki ga določa dednost, biologija, naši instinkti in potrebe, z druge strani pa naša razmišljanja, kognicija, to, kar smo se naučili s posnemanjem in vpogledom. Psihologija motivacije se ukvarja z vprašanjem, kaj nas privede do tega, da nekaj naredimo ali ne naredimo. Zgodnje teorije motivacije so le-to skušale razložiti s povezovanjem vedenja in časa, kdaj se je le-to pojavilo. Novejše teorije so se usmerile bolj v fiziološke meritve in kognicijo. Če želimo motivirati sodelavce, je prvi korak, da se sami zavedamo, zakaj kaj počnemo ali ne počnemo, kaj je vzrok naših dejanj. Če vemo, kaj nas motivira, lahko začnemo sklepati o tem, kaj motivira naše sodelavce, zato jih bomo posledično tudi znali usmerjati, motivirati. Dobro je, da smo vzgled na vseh področjih, da nagradimo ustrezno vedenje, da razvijamo moralo in timski duh, da se zavedamo potreb podrejenih, ki želijo postati sestavni del nalog tima in organizacije ipd.

Ključne besede: motivacija, teorije motivacije, nagoni in spodbude, potrebe, cilji, samouresničitev, samoučinkovitost, samopodoba, analiza primerov

Motivation and How to Motivate?

People do certain things because they make us happy and others because they bring us things we like. The need or desire to do something is called a motive. Motivation is a complex phenomenon determined by our genetics, biology, drives and needs, as well as by our thinking, cognition, and what we have learned by imitation and insight. The psychology of motivation deals with the question of what makes us do or not do something. Early theories of motivation tried to explain this by associating behaviour with the time when it occurred. More recent theories have focused more on physiological measurements and cognition. If we want to motivate our colleagues, the first step we must take is to become aware of why we do or don't do things, what is the cause of our actions. If we know what motivates us, we can begin to assume what motivates our colleagues, which means we will consequently be able to guide and motivate them. It is important to set an example in all areas, reward desired behaviour, develop morale and team spirit, as well as be aware of the needs of our colleagues who want to become part of the assignments of the team and organisation, etc.

Keywords: motivation, theories of motivation, drives and incentives, needs, goals, self-fulfilment, self-efficacy, self-esteem, case studies

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Ksenija Mihovar
Globokar

Delovna uspešnost iz naslova povečanega obsega dela za javne uslužbence v letu 2011 in položajni dodatek

Kljub zakonsko določenim interventnim ukrepom je v javnem sektorju mogoče uslužbence dodatno plačati za delovno uspešnost iz povečanega obsega dela ali jim dodeliti položajni dodatek. Plačilo povečanega obsega dela je namenjeno javnim uslužbencem, ki so pripravljene v okviru rednega delovnega časa opraviti delo, ki sicer ne sodi v njihov delokrog. S tem naj bi prihranili sredstva za nove zaposlitve. V ta okvir so uvrščeni tudi projekti, ki jih posamezni proračunski uporabniki pridobivajo prek razpisov pristojnih ministrstev in se financirajo iz evropskih sredstev (projekti ESS). Bistven pogoj za plačilo delovne uspešnosti iz naslova povečanega obsega dela je, da za isto delo predstojnik ne odredi dela prek polnega delovnega časa. Položajni dodatek je del plače, ki pripada javnemu uslužbencu, ki izvršuje pooblastila v zvezi z vodenjem, usklajevanjem in izvajanjem dela kot vodja notranje organizacijske enote, vrednotenje teh nalog pa ni vključeno v osnovno plačo delovnega mesta, naziva ali funkcije.

Ključne besede: javni uslužbenci, delovna uspešnost, položajni dodatek, povečan obseg dela, interventni ukrepi

Extra Pay for the Work Performance of Civil Servants under an Increased Workload in 2011 and Grade-Related Allowances

Despite the statutory intervention measures, public sector employees can receive extra pay for their work performance under an increased workload, or grade-related allowances. The extra pay for an increased workload is given to civil servants who are willing to carry out work that does not fall within their responsibilities during their normal working hours. This enables the organisation to save the resources needed for hiring a new employee. This includes projects acquired by individual budget users through public calls of various ministries and financed by the European funds (ESF projects). The key condition for the financial compensation for work performance under an increased workload is that the head does not order more work for it than what is considered a full-time job. Grade-related allowances are part of the salary of civil servants who exercise the powers related to the management, coordination and implementation of work as heads of internal organisational units, where the financial compensation for these tasks is not included in the basic salary of the post, title or function.

Keywords: civil servants, work performance, grade-related allowances, increased workload, intervention measures

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Tatjana Horvat **Popis kot del sistema notranjih kontrol v javnem zavodu**

Pomen nadziranja porabe javnih sredstev se v zadnjih letih povečuje. Država zagotavlja javne dobrine, zato med drugim ustanovi javne zavode, ki so nepridobitne organizacije in jih država v celoti ali deloma tudi financira. Med javnimi zavodi so tudi šole in vrtci. Poslovanje vsakega proračunskega porabnika mora biti organizirano tako, da si prizadeva čim bolj učinkovito, uspešno in gospodarno, hkrati pa pravilno, poslovati z javnimi sredstvi. Javni zavodi poročajo javnosti o svojem delu z letnimi poročili. Računovodski izkazi so sestavni del letnih poročil in so zapis dogodkov, ki so se zgodili v preteklosti. Računovodske in druge informacije, ki jih zagotavljajo letna poročila, morajo biti predvsem resnične in poštene. To med drugim zagotavlja javni zavod s popisom. Popis izvajajo nepristranske popisne komisije, s čimer zagotovimo del notranje kontrole v javnih zavodih. Popis ureja kar nekaj pravnih okvirjev. Pri popisu se dogajajo tudi nepravilnosti, ki jih prav tako predstavljamo v prispevku.

Ključne besede: popis, inventura, poročanje, računovodstvo, poslovno poročilo, računovodski izkazi

Inventory as Part of the System of Internal Control in a Public Institution

The importance of overseeing public spending has increased in recent years. The state provides public goods, which is why it establishes public institutions, i. e. non-profit organisations fully or partly funded by the state. Public institutions include schools and kindergartens. All public institutions should strive to spend public funds in the most efficient, effective, economical and, at the same time, right way. They inform the public about their activities through annual reports. Financial statements are an integral part of annual reports and a record of the events that happened in the past. Accounting and other information provided in annual reports must be first and foremost true and honest. This is ensured through an inventory carried out by an impartial inventory commission, which provides a part of internal control in public institutions. Inventory is regulated by quite a few legal frameworks. The paper also describes irregularities that may occur during an inventory.

Keywords: inventory, reporting, accounting, business report, financial statements

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Doroteja Lešnik
Mugnaioni

Raznolikost: dejavnik tveganja in posledica vrstniškega nasilja?

Prispevek prinaša razmišljanje o odnosu med vrstniškim nasiljem in raznolikostjo učencev ter dijakov v šoli. Vrstniško nasilje je oblika medsebojnih odnosov med vrstniki, ki žrtve nasilja čustveno, socialno ali fizično poškoduje ali pa materialno oškoduje. Kaj je škodljivo in kaj sprejemljivo v medsebojnih vrstniških odnosih, pa strokovnjaki razumejo in definirajo različno. Večina strokovnjakov razume vrstniško nasilje kot odnos med žrtvijo, povzročiteljem in opazovalci. Obstaja tudi povezava med nasiljem v družini in udeležенostjo v vrstniškem nasilju. Otroci, ki imajo izkušnjo z nasiljem v družini, so dvakrat pogostejše udeleženi v vrstniškem nasilju. Odgovorni za dejavnike tveganja nasilja v šoli so tudi učitelji, ravnatelji in starši. Raznolikost je lahko dejavnik tveganja ali posledica vrstniškega nasilja. Različne raziskave so pokazale, da je nemajhen delež učencev in dijakov istočasno v vlogi žrtve in povzročitelja. Otroci in mladi, ki so dolgo časa trpinčeni, lahko razvijejo motnje hranjenja, se samopoškodujejo, postanejo depresivni ali samomorilni. Njihovih bolečin in ranljivosti v šolah praviloma ne znamo in ne zmoremo ozdraviti, še posebno, če hkrati preživljajo nasilje tudi v družini.

Ključne besede: nasilje, vrstniško nasilje, dejavniki tveganja, raznolikost med učenci, žrtev, ustrahovanje, trpinčenje, strokovna pomoč

Diversity: A Risk Factor and Consequence of Bullying?

The paper reflects on the relationship between bullying and diversity among pupils. Bullying is a form of interpersonal relations among peers who cause emotional, social or physical harm, or material damages to a victim. The understanding and definition of what is harmful and acceptable in peer relationships differs among professionals. Most of them understand bullying as a relationship between the victim, bully and observers. There is also a link between domestic violence and the participation in bullying. Children who have experienced domestic violence are twice as likely to participate in bullying. Teachers, head teachers and parents are among the responsible for risk factors of violence in schools. Diversity can be a risk factor or a consequence of bullying. Various studies have shown that quite a sizeable share of pupils is at the same time in the role of a victim and a bully. Children and young people who have been bullied for a long time can develop eating disorders, hurt themselves, and become depressed or suicidal. Schools usually do not know how to and cannot heal their pain and vulnerability, especially if they are at the same time also experiencing domestic violence.

Keywords: violence, bullying, risk factors, diversity among pupils, victim, intimidation, harassment, professional help

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Strokovne razprave kot strategija vodenja za učenje

Pomen kakovostnega izobraževanja je zadnje desetletje vodilo izobraževalne politike v slovenskem in mednarodnem prostoru. V središče se postavlja vodenje učenja in poučevanja, kar bi lahko bil premik v smeri vodenja za učenje. Številne raziskave so pokazale, da je vodenje najpomembnejši dejavnik, ki vpliva na dosežke učencev in zato lahko govorimo tudi o ravnateljevem vplivu na profesionalno učenje. V programu Vodenje za učenje smo v šolskem letu 2009/2010 v skupini desetih ravnateljic za osrednjo vsebino izbrale strokovne razprave, s katerimi smo okrepile profesionalizem učiteljev, kajti v tem procesu razvijamo in povečujemo sposobnost učiteljev – in s tem šole – za spreminjanje. Strokovne razprave so obogatile delo aktivov, učitelje pa smo opolnomočili za področje dela, s katerim se srečujejo zelo pogosto, pa se zanj večinoma posebej ne usposabljujejo. Nenazadnje pa se je pokazalo, kako pomembno je ustvarjati nove mreže ravnateljev in jim omogočiti, da lahko strokovno razpravljajo o svojem najpomembnejšem poslanstvu, to je o vodenju za učenje.

Ključne besede: vodenje za učenje, učenje učiteljev, strokovne razprave, listkovnik, evalvacija, šola, priporočila za prakso, primeri iz prakse

Expert Discussions as a Strategy of Leadership for Learning

In the past decade, the importance of quality education has shaped educational policies in Slovenia and internationally. The focus on the leadership of teaching and learning could represent a shift towards leadership for learning. Since various studies have shown that leadership is the most important factor affecting the performance of pupils, we can talk about the influence of head teachers on professional learning. In 2009/2010, a group of ten head teachers in the frames of the programme Leadership for Learning focused on expert discussions which increased teachers' professionalism, and developed and enhanced their ability – and the ability of schools – to change. Expert discussions enriched the work of teachers and better equipped them for the area of work which they deal with very often but are usually not specifically trained for. Last but not least, the discussions have shown how important it is to create new networks of school heads and enable them to discuss their most important mission, i. e. leadership for learning.

Keywords: leadership for learning, teacher learning, expert discussions, portfolio, evaluation, school, recommendations for practice, case studies

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