

VODENJE

v vzgoji in izobraževanju 1|2011

Pogledi na vodenje

- 3 Možni smeri izobraževanja v mednarodnem prostoru:
»vodenje za učenje« in »vodenje za rezultate«
Arthur Shapiro, Marc D. Shapiro in Andrej Koren
- 17 Šolstvo med etiko in pravom
Miro Cerar
- 33 Medpredmetno povezovanje kot strategija za kakovostno učenje
učencev v osnovni šoli
*Alojz Širec, Katja Arzenšek, Suzana Deutsch, Vanja Košpenda,
Vesna Kumer, Johann Laco, Nevenka Lamut in Jolanda Lazar*

Izmenjave

- 59 Samoevalvacija – orodje nenehnega izboljševanja
Darja Babič
- 71 Mozaik samoevalvacije na Srednji ekonomski šoli Slovenj Gradec
Alenka Helbl
- 79 Vloga ravnatelja pri načrtovanju in spremljanju samoevalvacije na
Ekonomsko-trgovski šoli, ES1C Kranj
Nada Šmid
- 89 V procesu samoevalvacije se učimo tudi učitelji
Nataša Sever
- 95 Samoevalvacija – pot do kakovosti vzgojnega dela v Dijaškem domu Ptuj
Darka Jurgec in Klementina Pulko
- 103 Samoevalvacija v luči kakovosti
Saša F. Kocijančič in Darka Krmelj

Ravnatelj se predstavi

- 109 Posebne nas delajo naši talenti in ne naše pomanjkljivosti
Alen Kofol

- 115 **Povzetki | Abstracts**

Arthur Shapiro,
Marc D. Shapiro,
Andrej Koren

**Možni smeri izobraževanja v mednarodnem prostoru:
»vodenje za učenje« in »vodenje za rezultate«**

Prispevek se osredotoča na pomembne mednarodne možnosti in trende, ki kažejo na obstoj alternativne smeri izobraževanja, ki z vidika mednarodnih izkušenj omogoča izboljšanje rezultatov izobraževanja, ne da bi se pri tem osredotočala le na odgovornost skozi zunanja preverjanja znanja, kar je pogosto glavna tema političnih razprav v Evropi in ZDA. Obravnavane teme prispevka obsegajo kratko razpravo o temeljnih ciljih izobraževanja ter dve glavni smeri izobraževanja, razvidni iz mednarodnih izobraževalnih skupnosti in sistemov. Prispevek obravnava med seboj povezane trende, vključno z mednarodnimi preverjanji znanja, profesionalizacijo, večanjem dolžnosti in odgovornosti ter naraščajočo zapletenostjo delovanja šol. Zaključni se z razpravo in možnostmi za izboljšanje doseganja ciljev izobraževanja.

Ključne besede: vodenje za učenje, vodenje za rezultate

**Two Policy Options from International Education:
‘Leadership for Learning’ versus ‘Leadership for Results’**

This contribution provides readers with major international alternatives and trends to inform them of a potential educational policy option found from the international context to improve educational outcomes beyond the focus on accountability through testing dominating the US policy discussion. Topics covered include the purpose, a brief discussion of a number of major purposes or goals of education, two key policy choices apparent across international educational communities and systems. The chapter discusses related trends including international testing, professionalization, intensification, and increasing complexity. The chapter concludes with discussion and implications for improving achievement of educational goals.

Keywords: leadership for learning, leadership for results

VODENJE 1|2011: 3-16

Miro Cerar Šolstvo med etiko in pravom

V prispevku avtor opozarja na velik pomen etike in prava za kakovostno delovanje šolstva ter za kakovostno vzgojo in izobraževanje otrok in mladostnikov. V tem okviru izpostavlja predvsem naslednje tri vidike: (1) etika in pravo sta temeljni predpostavki kakovostnega delovanja šolstva; (2) med etiko in pravom mora (tudi) v šolstvu obstajati ustrezno (so)razmerje; (3) etika in pravo imata velik vzgojno-izobraževalni pomen: otroci in mladostniki zavestno ali nezavedno ponotranjijo vplive etičnega in pravnega okolja, ki jih obkroža in prežema v šoli.

Ključne besede: pravo, etika, kakovost

Education Between Ethics and Law

The contribution is about the importance of ethics and law for quality assurance in education as well as for the best possible education and schooling of children and teenagers. The author emphasizes the following three issues (1) ethics and law are basic presuppositions of high quality performance in education; (2) even in education, ethics and law must be appropriately co-related; (3) the importance of ethics and law in education is considerable: children and teenagers are consciously or subconsciously under the influence of ethical and legislative environment in schools.

Keywords: law, ethics, quality

VODENJE 1|2011: 17–32

Alojz Širec,
 Katja Arzenšek,
 Suzana Deutsch,
 Vanja Košpenda,
 Vesna Kumer,
 Johann Laco,
 Nevenka Lamut,
 Jolanda Lazar

Medpredmetno povezovanje kot strategija za kakovostno učenje učencev v osnovni šoli

V osnovni šoli se v zadnjih letih vse bolj krepi zavest o notranji skrbi za kakovost učenja. Zastavljene cilje sodobnega pouka lahko uresničujemo z uporabo različnih pristopov. Eden izmed njih je medpredmetno povezovanje, ki omogoča povezovanje vsebin pouka in sodelovanje strokovnih delavcev, ki prerašča v timsko delo. Današnja šola mora usposobiti učenca za vseživljenjsko učenje, da se bo znal učiti, znal misliti in da bo postal socialno sprejet član družbe, ki bo pripravljen sprejemati člane iz drugih kulturnih ali religiozних svetov. Tradicionalno načrtovanje, ki ga je opravil učitelj mimo povezav z učitelji drugih predmetov in področij in brez ustreznih vertikalnih povezav, ne omogoča doseganja ciljev sodobne šole. Tako so osnovne šole pričele iskati odgovor na nove zahteve tudi v medpredmetnem povezovanju, ki onemogoča podvajanje snovi in racionalizira poučevanje in učenje. Pri tem gre za povezovanje predmetov ali področij, povezave med koncepti, prilagojeno razvrščanje učencev v skupine, prilagojen urnik in uporabo virov, ki niso le učbeniki.

Ključne besede: vodenje za učenje, strategije učenja, medpredmetno povezovanje, timsko delo, timsko poučevanje

Cross-Curricular Cooperation as a Strategy for High Quality Learning Process in Primary Schools

In the last few years there is an increasing awareness referring to an intrinsic concern about the quality of learning. There are different approaches to the implementation of modern educational goals. One of them is cross-curricular cooperation, which enables linking the subject matter and encourages cooperation of teachers which can grow into team work. The role of today's school is to prepare pupils for lifelong learning, with emphasis on their abilities to learn and think and above all, the ability to become equal members of society and deal with people from other cultures and religions on equal basis. Traditional planning made by the teacher himself, without cooperation with the colleagues, without linking the topics vertically and horizontally, does not assure reaching the goals of modern school. According to that, primary schools started to seek the answers to the new requirements in education, getting to cross-curricular cooperation, which makes teaching and learning less repetitive and more rational. However, it is about linking subject matter, teaching and learning concepts, sorting pupils into groups, adjusting timetables and using learning sources.

Keywords: leadership for learning, teaching strategies, cross-curricular cooperation, team work, team teaching

Darja Babič Samoevalvacija – orodje nenehnega izboljševanja

V zadnjem desetletju je zagotavljanje in izboljševanje kakovosti v vzgoji in izobraževanju vse pomembnejše. V vrtcih je vse več prizadevanj, da bi delovali kakovostno, postali čim uspešnejši in da bi v največji meri zadovoljili vse, ki imajo interes za uspešnost vrtca. Za doseganje kakovosti vrtca so odgovorni vsi udeleženci življenja in dela vrtca v skladu z zakonodajo, teoretičnimi spoznanji in dejansko prakso. Dobro orodje za ugotavljanje in zagotavljanje kakovosti je samoevalvacija, ki poteka znotraj vrtca in je lahko nadgraditev procesov kakovosti, ki že potekajo. V prizadevanjih za kakovost so bili v vzgoji in izobraževanju uporabljeni različni modeli, od leta 2008 pa je ugotavljanje in zagotavljanje kakovosti zapisano tudi v šolski zakonodaji.

Ključne besede: vrtec, kakovost, samoevalvacija, proces, spremljanje, sistemi kakovosti

Self-Evaluation – A Tool for Continuous Improvement

In the last decade quality assurance in education is getting more and more important. Kindergartens are striving for better quality of their performance, they would like to be successful and be able to satisfy the stakeholders interested in the growth of the kindergarten. The stakeholders of the kindergarten are mutually responsible for achieving quality according to legislation, theoretical issues and everyday practice. Self-evaluation is a good tool for quality assurance, as it is self-directed within the kindergarten and it fosters the existing processes towards quality. Many different models were being tried in order to improve quality in education but since 2008 quality assurance is legally anchored in school legislation.

Keywords: kindergarten, quality, self-evaluation, process, monitoring, quality systems

VODENJE 1|2011: 59–70

Alenka Helbl **Mozaik samoevalvacije na Srednji ekonomski šoli Slovenj Gradec**

Po uspešnem vstopu na pot kakovosti z vključitvijo v projekt Mreže učečih se šol smo prišli do vpeljave spremembe v sami gradnji kakovosti: samoevalvaciji kot temelju izboljšav. Določili smo prioritete cilje in dejavnosti, in sicer: *funkcionalna pismenost ter sklepa kompromise in je odgovoren*. Ta dva cilja smo izbrali skupaj kot najpomembnejša v procesu izobraževanja, saj prav na teh dveh področjih učitelji opažamo največje težave pri dijakih. V tem času so učitelji med seboj sodelovali, veliko več je bilo medpredmetnega povezovanja in sodelovanja, skupnega načrtovanja pouka in posameznih vsebinskih sklopov. Ob koncu šolskega leta smo se tudi dogovorili, da z aktivnostmi pri doseganju teh dveh ciljev nadaljujemo v šolskem letu 2010/2011. V vmesnem času smo se povprašali tudi o prednostih in omejitvah samoevalvacije. Učitelji so pripravili tudi refleksije uvajanja izboljšav na ravni šole v okviru strokovnega aktiva in posameznika in na podlagi le-teh smo se dogovorili o nadaljnjih usmeritvah.

Ključne besede: kakovost, samoevalvacija, prioritetni cilji, vizija, refleksije

Self-Evaluation Mosaic in Srednja ekonomska šola Slovenj Gradec

Having successfully entered the path to quality in education by participating the project Networks of Learning Schools, we also managed to make a step forward towards improving quality, when we decided for self-evaluation as a basis of improvement. We defined our priorities, goals and activities. Our goals are: functional literacy and ability of pupils to make compromises and be responsible. These two goals were chosen as we thought they are the most important in the educational process, what is more, these are the areas where teachers face the most difficulties with pupils. During the process we noticed that there was more cooperation among the teachers, they practised cross-curricular planning and tried to make topics more related. At the end of the year we made an agreement to continue with activities concerning the chosen goals in the next school year, 2010/2011. In the meantime we discussed the strengths and weaknesses of self-evaluation. The teachers prepared reflections on the process of improvement on the school level, on the level of teachers' subject groups and on individual level. The reflections were the basis of our agreement about further activities.

Keywords: quality, self-evaluation, priorities and goals, vision, reflections

Nada Šmid **Vloga ravnatelja pri načrtovanju in spremljanju samoevalvacije na Ekonomsko-trgovski šoli, ESIC Kranj**

Avtorica si v članku zastavlja vprašanja prevzema odgovornosti v procesu samoevalvacije. Res, da je ravnatelj po funkciji odgovoren za kakovost izvajanja izobraževanja na šoli in ga zakonske podlage obvezujejo, da kakovost spremlja in ugotavlja ter ob koncu šolskega leta poda samoevalvacijsko poročilo, pa kljub temu se avtorici porajajo vprašanja o prevzemanju odgovornosti le s strani ravnatelja. Meni, da se mora del odgovornosti podeliti tudi na tim za kakovost in strokovne delavce. V prispevku izpostavlja ovire, s katerimi se je srečevala pri izvajanju samoevalvacije v kolektivu, kritično se ozre na svoje delovanje in področja, kjer bi njena vloga morala biti bolj prepoznavna. Na podlagi ugotovitev si zastavi ciljna področja lastnega, še bolj angažiranega delovanja v prihodnje v samem procesu samoevalvacije.

Ključne besede: vloga ravnatelja, odgovornost, načrtovanje in spremljanje dejavnosti akcijskega načrta, komunikacija, spodbujanje

The Role of the Headteacher in Planning and Monitoring Self-Evaluation in Ekonomsko-trgovska šola, ESIC Kranj

The author of the article questions herself about taking responsibility in the self-evaluation process. It is true that the headteacher is responsible for quality of educational activities in school and is legally obliged to monitor and assure quality and reports on it in self-evaluation report at the end of the school year, but still the author wonders if the headteacher is the only one at school to take responsibility for development. Her opinion is that responsibility should be shared among the members of the school commission for quality and the teachers. She also defines the obstacles she faced in the process of self-evaluation, gives critical reflection on her own performance and defines the areas where her role should be more explicit. According to her findings, she decides for and plans her more efficient participation in the self-evaluation process.

Keywords: the role of the headteacher, responsibility, planning and monitoring, activities defined in action plan, communication, encouragement

VODENJE 1|2011: 79–88

Nataša Sever **V procesu samoevalvacije se učimo tudi učitelji**

Z vključitvijo naše šole v projekt usposabljanja za samoevalvacijo smo člani tima za samoevalvacijo na šoli izvedli številne dejavnosti. Učitelji so k samoevalvaciji pristopali z mešanimi občutki. Prioritetni cilj, ki smo ga spremljali, je bil izboljšanje učno-delovnih navad dijakov. Za doseganje cilja smo na šoli izpeljali vrsto dejavnosti, v katerih naj bi praviloma sodelovali vsi učitelji. Ob spremljanju in vrednotenju zastavljenega cilja smo prišli do pomembnih ugotovitev, ki nam bodo proces samoevalvacije v prihodnosti pomagale učinkoviteje izvajati. Za uspešno samoevalvacijo je potrebno učinkovito sodelovanje med šolskim razvojnim timom in timom za samoevalvacijo, ustvarjanje sodelovalne klime na šoli, aktivno vključevanje strokovnih aktivov v proces in v končni fazi tudi aktivno vključevanje dijakov v načrtovanje in spremljanje izboljšav.

Ključne besede: samoevalvacija, tim za samoevalvacijo, prioritetni cilj, dejavnosti, proces, posameznik, strokovni aktivni, sodelovalna kultura

Teachers Get the Opportunity to Learn in Self-Evaluation Process

Participating the training for self-evaluation the members of school self-evaluation team have performed numerous activities. Not all the teachers were enthusiastic about the process of self-evaluation. The goal we were monitoring was improvement of pupils' learning habits. In order to reach the goal we have performed many activities in which all the teachers were supposed to take part. When monitoring and evaluating the goal, we came to some important conclusions which will help us continue with the self-evaluation process even more effectively. Successful self-evaluation demands effective cooperation between school development team and self-evaluation team, cooperative school climate, active participation of school subject teams and at last, active participation of pupils in planning and monitoring the improvement.

Keywords: self-evaluation, self-evaluation team, goal, activities, process, individual, school subject teams, cooperative culture

VODENJE 1|2011: 89-94

Darka Jurgec,
Klementina
Pulko

Samoevalvacija – pot do kakovosti vzgojnega dela v Dijaškem domu Ptuj

V Dijaškem domu Ptuj so nastanjeni dijaki srednjih šol, učenci ptuj-ske osnovne šole in učenci Osnovne šole dr. Ljudevita Pivka (šola za učence s posebnimi potrebami); nastanjenih je tudi nekaj študentov. Razvoj usmerjamo v nove programe dela za področje skrbi za osebe s posebnimi potrebami, pomoči družinam pri vzgoji in izobraževanju otrok/mladostnikov in pomoč socialno izključenim. Z udeležbo na usposabljanjih za samoevalvacijo smo pridobili nova znanja na področjih določanja ciljev in prioritet na področju učenja, poučevanja in vzgojnega dela, načrtovanja izboljšav, izvajanja in spremljanja izboljšav, refleksije in poročanja, ugotavljanja in ukrepanja na osnovi podatkov. Na ravni dijaškega doma smo izdelali podroben načrt izboljšav za dva izbrana cilja. Prednostne usmeritve za šolsko leto 2010/2011 so izvajanje kazalcev kakovosti za redno vzgojno-izobraževalno delo v dijaškem domu ter razvoj vzgojne dejavnosti na področje dnevnega varstva učencev osnovnih šol v dijaškem domu.

Ključne besede: samoevalvacija, kazalci kakovosti, načrt izboljšav, samoevalvacijsko poročilo, dijaški dom

Self-Evaluation – a Path to Quality of Educational Work in Boarding School Ptuj

Boarding school Ptuj accommodates secondary and primary school pupils and pupils attending Primary School dr. Ljudevit Pivk (primary school for special needs pupils); there are also some students accommodated in the building. Three different curricula are carried out on everyday basis. We try to develop new programmes for special needs persons, programmes intended to help parents raise and educate their children and programmes for socially excluded persons. Attending the self-evaluation training sessions we learned new skills in the field of determining new goals, learning priorities, teaching and educational work, planning improvement, performing and monitoring improvement, reflecting and reporting, using data for further development. We made a detailed plan of improvement activities for the two chosen goals. Priorities for school year 2010/2011 are quality indicators for regular educational work in boarding school and development of educational activities for daily care of primary school pupils in boarding school.

Keywords: self-evaluation, quality indicators, improvement plan, self-evaluation report, boarding school

VODENJE 1|2011: 95–102

Saša F.
Kocijančič,
Darka Krmelj

Samoevalvacija v luči kakovosti

V prispevku je predstavljena pot do samoevalvacije in ugotavljanja kakovosti na tšc Kranj. Samoevalviranje se je na tšc Kranj začelo že s projektom Mak (2007) in se nadaljuje z Munus 2 (od 2008 naprej). Šolska komisija za kakovost je na tšc Kranj organizirana za obe srednješolski enoti (SIPŠ in SG). Do sedaj smo pregledovali zadovoljstvo dijakov s šolanjem, uspešnost projekta Skrbništvo, učenje in poučevanje, šolsko klimo, uspešnost dijakov na PUD, sodelovanje med šolo in gospodarstvom pri pripravi OK in PUD. Srečujemo se s problemom premajhnega interesa učiteljev za sodelovanje pri samoevalvaciji in pomanjkljivo osveščenostjo strokovnih delavcev o pomenu kakovosti na šolah. Trudimo se zvišati nivo znanj tudi med člani komisije za kakovost in vodstva na tem področju, kajti za tehnična področja želimo postati vodilna izobraževalna organizacija v regiji, kot smo zapisali v naši viziji. Torej je za nas postala kakovost nuja in ne posledica zakonodaje.

Ključne besede: samoevalvacija, kakovost, projektno delo, komisija za kakovost

Self-Evaluation in the Light of Quality

The article presents the path to self-evaluation and quality assurance in tšc Kranj. Self-evaluation in tšc Kranj was initiated by project 'Mak' (2007) and continued with 'Munus 2' (since 2008). School commission for quality in tšc Kranj was established for both secondary schools (SIPŠ and SG). Up to now we have been examining satisfaction of pupils, success of project 'Skrbništvo,' teaching and learning, school climate, pupils' achievement in PUD, cooperation between school and companies in preparing OK and PUD. Within the process we recognised problems of little interest of teachers to participate in self-evaluation and unawareness of the importance of quality in schools. We are trying to improve knowledge about quality among the members of school commission for quality and school management, as we would like to become the leading institution in technical fields in the region, which is also stated in our vision. Taking this into account quality has become a must for us not only an obligation defined in legislation.

Keywords: self-evaluation, quality, project work, school commission for quality

VODENJE 1|2011: 103–108