

# VODENJE

v vzgoji in izobraževanju 1|2012

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**Paul Holdsworth Vodenje za učenje v okolju evropske skupnosti**

V prispevku umeščamo delo Evropske skupnosti na področju vodenja za učenje v širši kontekst njenega dela. S tem želimo doseči skupne cilje, in sicer izboljšati sisteme izobraževanja in usposabljanja, posebno pa izboljšati politiko podpore učiteljem, izobraževalcem učiteljev in vodjem šol.

*Ključne besede:* Evropska skupnost, vodenje za učenje

**Leadership for Learning in the European Community**

The paper presents the work of the European Community in the field of leadership for learning as part of a wider concept of its work. The aim is to reach common goals of improving education and training systems, in particularly the support policies for teachers, teacher educators and school leaders.

*Keywords:* European Community, leadership for learning

VODENJE 1|2012: 3-13

Tatjana Devjak **Evropski socialni sklad in nadaljnje izobraževanje in usposabljanje v vrtcih: primer projekta »Reggio Emilia«**

V prispevku obravnavamo pomen projektov Evropskega socialnega sklada in Ministrstva za šolstvo in šport na profesionalni razvoj strokovnih delavcev v vrtcu v luči projekta »Profesionalno usposabljanje strokovnih delavcev za izvajanje elementov posebnih pedagoških načel koncepta Reggio Emilia na področju predšolske vzgoje v letih 2008–2013«. V prispevku so predstavljeni različni pogledi na predšolsko vzgojo s poudarkom na Reggio Emilia vzgojnem pristopu in analiziran pomen nadaljnega izobraževanja in usposabljanja za profesionalno rast strokovnih delavcev v vrtcu. V zaključku prispevka analiziramo vlogo vodstva, vodenja in upravljanja vrtca pri doseganju ciljev zagotavljanja kakovostnega dela na področju predšolske vzgoje, pomen ravnatelja/-ice in projekta Reggio Emilia pri profesionalnem razvoju strokovnih delavcev v vrtcu in opišemo nekatere primere dobre prakse v vrtcih, ki so bili vključeni v projekt.

*Ključne besede:* nadaljnje izobraževanje in usposabljanje, projekt Reggio Emilia, Evropski socialni sklad, profesionalni razvoj, vodenje in upravljanje, predšolska vzgoja

**European Social Fund and in-Service Training in Kindergartens: The Case of »Reggio Emilia« Project**

The paper presents the importance of the European Social Funds and the Ministry of Education and Sport projects in the professional development of teachers in kindergartens from the »Professional Training of teachers for the Performance of the Elements of Special Pedagogical Principles of the Reggio Emilia Concept in Pre-School Education in the Years 2008–2013« project's point of view. A number of different views of pre-school education with particular emphasis on the Reggio Emilia approach are presented with an analysis of the importance of in-service training for the professional development of teachers in kindergartens. In the conclusion we analyse the role of leaders, leadership and kindergarten management in achieving the goals of providing quality pre-school education as well as the role of head teachers and the Reggio Emilia project in the professional development of kindergarten teachers. Some good practice cases of kindergartens in the project are presented.

*Keywords:* in-service training, Reggio Emilia project, European Social Fund, professional development, management and leadership, pre-school education

VODENJE 1|2012: 15–32

**Melita Moretti    Zadovoljstvo učiteljev z odnosi v šoli v povezavi z vodenjem**

Šole za potrebe načrtovanja svojih dejavnosti in povečanja vpisa učencev spremljajo zadovoljstvo staršev, učencev, učiteljev in drugih, njihova pričakovanja in do katere mere jih šola izpolnjuje. V prispevku predstavljamo del raziskave, v kateri smo obravnavali povezanost med posameznimi dejavniki vodenja šole in zadovoljstva učiteljev. Rezultati raziskave kažejo večji razkorak med oceno pomembnosti in dejanskim stanjem večine kazalnikov zadovoljstva učiteljev z vodenjem, ki smo jih vključili v raziskavo. Ugotovitve kažejo potrebo po spremembah v obstoječi praksi znotraj profesionalnih in zakonodajnih okvirov in glede na možnosti posamezne šole.

*Ključne besede:* šolstvo, vodenje, zadovoljstvo, ravnatelj, učitelj

**Teacher Satisfaction with School Relationships with Regard to Leadership**

For the purposes of planning their activities and increasing student enrollment, schools monitor the satisfaction of parents, students, teachers and other stakeholders, their expectations and the extent to which they are met at the school. The paper presents part of a research linking factors of school leadership with teacher satisfaction. Results show a greater disparity between the importance and actual state of the most indicators of teacher satisfaction with leadership that were part of research. Results also indicate a need for changes in existing practice within professional and legislative frameworks and with regard to possibilities of each schools.

*Keywords:* education, leadership, satisfaction, school leader, teacher

VODENJE 1|2012: 33-48

Justina Erčulj,  
Stanislava  
Frangž,  
Saša Markovič,  
Silva Jančan

### **Vzajemno svetovanje kot oblika profesionalnega razvoja ravnateljev**

V okviru vseživljenjskega izobraževanja ravnateljev smo razvili program Razvoj ravnateljevanja, v katerega se vključujejo udeleženci po desetih letih ravnateljevanja. Del programa izvajamo v obliki vzajemnega svetovanja. Čeprav gre za razmeroma nov pristop v profesionalnem razvoju ravnateljev, se je v praksi pokazalo, da zagotavlja številne možnosti za izboljševanje prakse vodenja. V prispevku opredelimo njegove temeljne značilnosti, osrednji del pa je namenjen ugotovitvam iz evalvacij udeležencev in mentorice skupin. Izkazalo se je, da je bilo vzajemno svetovanje zelo pozitivna izkušnja, ki jo kaže vnašati tudi v druge programe usposabljanja ravnateljev.

*Ključne besede:* profesionalni razvoj ravnateljev, vzajemno svetovanje, evalvacija programa

### **Peer Coaching As a Form of Professional Development of Head Teachers**

In the framework of head teachers' lifelong learning, the program School Leadership Development has been introduced for head teachers with at least ten years' of leadership experiences. Peer coaching is one of the elements of the program. Although this is a relatively new approach in the professional development of head teachers, practice proves that it offers many opportunities for improving leadership practices. In this paper we define the characteristics of the program and describe the key findings from the evaluation of peer coaching carried out by participants and mentors. The results indicate that peer consultation has been a very positive experience therefore it should be widely introduced in the training programs for school leaders.

*Keywords:* professional development of school leaders, peer coaching, program evaluation

VODENJE 1|2012: 49–63

## Irena Hlača **Vodenje za učenje v šolski praksi**

V prispevku opisujemo in utemeljujemo pomen ravnateljve skrbi za učenje. Med cilji sistema vzgoje in izobraževanja v Republiki Sloveniji je navedeno tudi zagotavljanje optimalnega razvoja posameznika in zagotavljanje kakovostne izobrazbe. Iz tega izhaja, da je pomembna ravnateljeva naloga tudi ustvarjanje dobrih pogojev za učenje. Z namenom izboljšati kakovost poučevanja opredeljujemo ravnateljevo vlogo v usmerjenosti v učenje, povezovanju dejavnosti na vseh ravneh, oblikovanju skupnosti učečih se strokovnjakov, vključevanju strokovnih razprav o učenju ter zagotavljanju drugih orodij, s katerimi učitelj razvija kakovost učenja učencev. V prvem delu prispevka navajamo nekaj teoretičnih izhodišč o vodenju za učenje ter predstavitev programa Vodenje za učenje. V drugem delu prikazujemo, kako smo v praksi šole teorijo vnašali v konkretne aktivnosti področij vodenja za učenje: v aktive, spremljanje pouka z medsebojnimi hospitacijami, strokovno izobraževanje, sestanke učiteljskega zbora, šolske skupnosti ... Prispevek zaključujemo z navedbo nekaterih dejavnosti iz programa vodenja šole za mandatno obdobje 2011 do 2016.

*Ključne besede:* kakovost poučevanja, vodenje za učenje, strokovne razprave, medsebojne hospitacije, zaupanje

### **Leadership for Learning in School Practice**

The paper presents and argues the importance of a head teacher's care for learning. Among the goals of the education system in the Republic of Slovenia the assurance of optimal development of individuals and assurance of quality education are listed. It means that creating conditions for learning is one of head teacher's key responsibility. With the purpose of improving the quality of teaching we defined the role of head teacher in focusing on learning, linking activities at all levels of school performance, creating professional learning communities, including professional discussions about learning and provision of other tools teachers require to develop the quality of student learning. The first part of the paper sets the theoretical grounds of leadership for learning and presents the Leadership for learning program. The second part is a report of our efforts to implement theory of leadership for learning into actual activities of school practice: subject groups, peer classroom observation, professional training, meetings of teachers, school communities, etc. In the conclusion we present some activities written in the school management program for the mandate period of 2011 to 2016.

*Keywords:* quality of teaching, leadership for learning, professional discussions, peer classroom observations, trust

Liljana Plaskan **Evalvacija strokovnega aktiva – otrokov portfolio**

V vrtcu, v katerem opravljam delo ravnateljice, imamo oblikovane strokovne aktive, v katerih se strokovni delavci združujejo po posameznih vsebinah. V prispevku predstavljam izvedbo in ugotovitve manjše evalvacije dela enega izmed aktivov. Evalviram dejavnost vzgojiteljic – urejanje otrokovega portfolia, to so mape otrok, v katere vlagajo dokazila o otrokovem razvoju in dokumentirajo njihov napredek. Vzgojiteljice, ki izvajajo to dejavnost, se združujejo v aktivu, kjer si izmenjujejo izkušnje in si nudijo medsebojno podporo. Prikazujem prednosti in slabosti te dejavnosti, kako urejanje portfolia vpliva na otroke, na sodelovanje s starši in na profesionalni razvoj strokovnih delavcev. Podatki za evalvacijo so bili zbrani z različnimi metodami. Vidik staršev je pridobljen z anketnim vprašalnikom, vidik vzgojiteljic pa sem ugotavljala s skupinskim intervjujem in z individualnim intervjujem. Ugotovitve kombiniram z analizo dokumentacije, v tem primeru map otrok – portfoliev. Z analizo vseh pridobljenih podatkov primerjam vidik staršev in vzgojiteljic.

*Ključne besede:* vrtec, vodenje, strokovni aktiv, evalvacija, portfolio otroka

**Evaluation of Expert Team – Child'S Portfolio**

The kindergarten I lead has designed a number of expert groups in which expert workers coordinate by various scopes of operations. The article presents the execution and findings of a minor evaluation of a part of one such group. I evaluate the activity of pedagogues – the management of child portfolios (portfolios contain certificates of children's development and document their progress). Pedagogues that perform these duties work together in a group where they share experience and benefit from mutual support. I present the benefits and weaknesses of this activity, the influence of portfolio management on children and cooperation with adults and the professional development of employees. Data for evaluation was gathered using various methods. The viewpoint of parents was explored by means of a questionnaire while the opinions of pedagogues were established by group and individual discussions. Findings are combined with an analysis of documentation, in this case the child portfolios. By analyzing the acquired data I am able to compare the opinions of parents and pedagogues.

*Keywords:* kindergarten, management, expert group, evaluation, child portfolio

VODENJE 1|2012: 79–89

## Nives Počkar **Politika dela z nadarjenimi otroki**

V prispevku obravnavamo položaj nadarjenih otrok od vrtca do srednje šole, kako jih odkrivamo in razvijamo njihovo nadarjenost. Predstavljamo trenutno prakso dela z nadarjenimi, pomanjkljivosti v pedagoški praksi, možne rešitve in vlogo staršev nadarjenih otrok. V prispevku so navedena priporočila za izboljšanje prakse dela z nadarjenimi otroki na sistemski in šolski ravni. Priporočila so nastala kot rezultat projektnega dela skupine ravnateljic različnih vzgojno izobraževalnih zavodov v Programu Razvoj ravnateljstva. V prispevku poudarjamo, da je za uspešno delo z nadarjenimi otroci potrebno usposobiti strokovne delavce, ki naj razvijejo nove pristope dela, osveščati starše in širšo javnost, da so otroci različni in da morata vrtec in šola ustvariti take pogoje dela, da bodo svoje sposobnosti razvijali prav vsi.

*Ključne besede:* nadarjeni otroci, učitelji, razvoj ravnateljstva, vrtec, šola

### **The Policy of Working with Gifted Children**

The paper presents the status of gifted children from kindergarten to secondary school along with how we identify them and develop their talents. Current practices of working with gifted children are presented, weaknesses of pedagogical practice, possible solutions and the role of parents. The paper lists the recommendations for improving practice of working with gifted children at a system and school level. The recommendations were developed as a result of project work of a group of head teachers in the framework of School Leadership Development program. The paper emphasizes that effective work with gifted children requires the training of teachers who should develop new approaches and raising awareness among parents and the wider public that all children are different and that schools and kindergartens should create conditions in which all children can develop their talents.

*Keywords:* talented children, teachers, school leadership development, kindergarten, school

VODENJE 1|2012: 91–100

Ivanka Stopar **Motiviranje sodelavcev za uvajanje sprememb v razredništvo**

V srednjih strokovnih in poklicnih šolah se v zadnjih letih povečuje število vzgojnih težav, vsako leto se soočamo tudi z vedno večjim osi-pom. Tako je tudi na obravnavani šoli, kjer smo, da bi zajezili težave in da bi jih vsaj začeli pravilno reševati, začeli sistematično spodbu-jati razrednike k spremenjenemu, bolj kvalitetnemu razredništvu. V prispevku poudarjamo, da je potrebno okrepiti vlogo razrednika, ga opolnomočiti, motivirati, spodbuditi in ustrezno nagraditi za eno naj-pomembnejših nalog, ki jih kot pedagog opravlja. Na ta način posledično pomagamo tudi ravnatelju, z ustreznim vodenjem oddelka in pravo komunikacijo pa vzpostavljamo kulturo in klimo šole, poveču-jemo njen ugled in opolnomočimo mlade za izzive 21. stoletja.

*Ključne besede:* razredništvo, motivacija in usposabljanje za razredništvo, sorazredništvo, opolnomočenje, vodenje

**Motivation of Teachers for Introducing the Change in Class Tutoring**

In recent years, vocational secondary schools have experienced a rise in the number of behavior related issues and an ever increasing rate of students drop out. In our school, we begun systematically stimu-lating class tutors to change and improve their practice in order to help stem the issues or at least begin resolving them in an appropriate manner. The paper emphasizes the need for strengthening the role of class tutors, to empower them, motivate and reward for one of their most important pedagogical tasks. Such an approach consequentially adds to school leadership, establishes a positive culture and climate in the school through appropriate classroom management and com-munication, improves school image and helps the youth in facing the challenges of the 21st century.

*Keywords:* class tutoring, motivation and training for class tutoring, class co-tutoring, empowerment, leadership

VODENJE 1|2012: 101–112

Vladimir Anžel,  
Stanislava  
Frangéž,  
Mojca Pajnič  
Kirn

### **Spremljanje učiteljevega dela**

V programu Razvoj ravnateljstva smo se ravnatelji vključili v projektno delo, ki omogoča izboljševanje prakse vodenja in medsebojno izmenjavo izkušenj. V prispevku predstavljamo področje spremljanja učiteljevega dela, ki smo ga v skupini obravnavali. Ravnatelji spremljamo delo učitelja celostno, kot osebnosti, ki deluje v različnih situacijah. Velikokrat gre tako za vsakodnevno spremljanje učiteljevega dela, ki ga ocenjujemo po občutku. V skupini smo zato na osnovi pregleda literature, domačih in tujih priporočil ter izkušenj iz lastne prakse opredelili kompetence učiteljev, ki lahko služijo kot osnova ravnateljem za spremljanje njihovega dela. V prispevku predstavljamo oblikovan nabor kompetenc učiteljev in predlagamo ravnateljem, kako ga lahko uporabijo pri svojem delu.

*Ključne besede:* spremljanje učiteljevega dela, kompetence, vodenje

### **Monitoring of Teachers' Work**

Head teachers in School Leadership Development program were involved in project work that enables improvement of leadership practice and exchange of experience. The paper presents the monitoring of teachers' work, which was discussed in our group. Head teachers monitor the work of teachers comprehensively, as personalities working in a number of different situations. In many cases, therefore, daily monitoring of teachers' work is based on feelings. In order to create a basis for head teachers to monitor teachers' work, we reviewed literature, national and international recommendations as well as experiences from our own practice and defined the set of teachers competencies. The list of teacher competences and suggestions for head teachers on how to use it in their work is presented and argued.

*Keywords:* monitoring of teachers work, competencies, leadership

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