

VODENJE

v vzgoji in izobraževanju 3|2012

Pogledi na vodenje

- 3 Vodenje za učenje: pristop
k izboljšanju učenja učencev in učiteljev
Tony Townsend
- 17 Zunanja evalvacija v šolah in vrtcih
Mateja Brejc in Andrej Koren
- 37 Na poti razvijanja kompetence učiti se učenja
Branka Likon

Izmenjave

- 53 Kaj lahko povezovanje staršev prinese slovenskemu šolstvu
Anton Meden
- 61 Medsebojne hospitacije kot strategija vodenja za učenje
*Metka Debeljak, Ciril Dominko, Tatjana Gombač, Jelena Keršnik,
Karla Krajnik in Majda Vehovec*
- 77 Pomen listovnika za karierni razvoj
Jana Podobnik-Kožič
- 87 Profesionalni razvoj vzgojitelja kot način zagotavljanja kakovosti v vrtcu
Martina Žnidaršič
- 105 Spodbujanje socialnega vedenja na šoli
Brigita Gregorčič
- 117 **Povzetki | Abstracts**
- 125 **Recenzenti | Reviewers**

Tony Townsend

Vodenje za učenje: pristop k izboljšanju učenja učencev in učiteljev

Raziskovanje učinkovitosti in izboljšav v šolah je postalo vpliven, čeprav tudi izpodbijan sklop pojmovanj o šolah in o tem, kako utegnejo vplivati na življenje svojih učencev. Prvotni model »črne skrinjice«, ki je količinsko opredeljeval vložke in rezultate brez pravega oziranja na dogajanje v črni skrinjici šolskih procesov, se čedalje bolj izpopolnjuje. V sestavku utemljujem, da so s človeškim učenjem povezane tri osnovne prvine: naloga, ki jo je treba izpolniti, razmerje moči, vzpostavljeno med ljudmi, ki nalogo uresničujejo, in okolje, v katerem dejavnost poteka. Pokažem tudi, da se lahko vodja teh prvin loteva na dva načina – eden vodi do pozitivnih pristopov k učenju, drugi pa ustvarja okolje, v katerem je učenje oteženo. Vse kaže, da se drugi način izvaja v Združenih državah z okoljem, ki je nastalo s politiko zakona No Child Left Behind, jaz pa utemljujem, da k bolj pozitivnemu pristopu verjetneje vodi vodenje za učenje. Zato se bom oprl na podatke, zbrane z nedavno študijo v Združenih državah.

Ključne besede: vodenje za učenje, učenje učencev in učiteljev, dosežki učencev

Leadership for Learning: An Approach to Improving Student and Teacher Learning

School effectiveness and school improvement research has become an influential, though contested, set of understandings about schools and how they might impact on the lives of their students. The initial 'black box' model, which quantified inputs and outputs without really considering what happened within the black box of school processes has become increasingly more sophisticated. I argue in this paper that there are three basic elements associated with human learning, the task to be accomplished, the power relationships established between the people undertaking the task and the environment in which the activity takes place. I also argue that there are two ways of approaching these elements as a leader, one that leads to positive approaches to learning and the other that creates an environment where learning is made more difficult. The latter approach seems to be happening in the United States under the policy environment created by No Child Left Behind Act, whereas I argue that Leadership for Learning is more likely to lead to a more positive approach. To do this I will draw on data collected from a recent study in the United States.

Keywords: leadership for learning, student and teacher learning, student achievement

VODENJE 3|2012: 3-16

Mateja Brejc,
Andrej Koren

Zunanja evalvacija v šolah in vrtcih

V prispevku razpravljamo o zunanji evalvaciji v okviru ugotavljanja in zagotavljanja kakovosti v izobraževanju ter predstavljamo rezultate evalvacije izvedb zunanje evalvacije v projektu Zasnova in uvedba sistema ugotavljanja ter zagotavljanje kakovosti vzgojno-izobraževalnih organizacij (KVIZ). V uvodnem delu je na podlagi teoretičnih izhodišč ter objavljenih raziskav in prakse v državah OECD in EU opredeljena zunanja evalvacija, predstavljene so dosedanje oblike zunanje evalvacije v Sloveniji in zasnova zunanjih evalvacij v projektu KVIZ. Evalvacija izvedb, ki so na devetih vrtcih in šolah potekale spomladi 2012 na osnovi zbranih podatkov z opazovanjem, analizo dokumentacije ter razgovori s predstavniki osmih evalviranih zavodov in 20 zunanjimi evalvatorji kaže, da so bile zunanje evalvacije skladno z zasnovo izvedene uspešno. Članek zaključujemo z razpravo o ugotovitvah, ki so pomembna osnova za pripravo na naslednje izvedbe, kažejo pa tudi okvire morebitne uvedbe zunanje evalvacije v slovenski šolski sistem.

Ključne besede: kakovost v vzgoji in izobraževanju, zunanja evalvacija, evalvacija, šola, vrtec

External Evaluation in Schools and Kindergartens

In the paper we discuss external evaluation in the framework of quality assessment and assurance in education and present the results of the evaluation of external evaluations in the project 'Design and introduction of a system of quality assessment and assurance in educational organizations (KVIZ).' In the introductory part we define external evaluation based on literature review, published research and practice in OECD and EU countries, present the forms of external evaluation currently existing in Slovenia and the design of external evaluation in project KVIZ. The evaluation of the external evaluations in 9 schools and kindergarten in spring 2012 based on data gathered by observation, documentary analysis and discussions with representatives of 8 schools, kindergartens and 20 external evaluators shows that the implementation was successful. In conclusion we discuss the findings that present a solid ground for further implementation as well as show the show the potential frame of introducing the external evaluation in the Slovenian school system.

Keywords: quality in education, external evaluation, evaluation, school, kindergarten

VODENJE 3|2012: 17–36

Branka Likon **Na poti razvijanja kompetence učiti se učenja**

Šola si prizadeva izboljšati proces učenja in poučevanja ter razvijati zmožnost učencev, da se učijo učiti. V ta namen se spodbuja samostojno učenje in kritično mišljenje na vseh ravneh, pri učencih, učiteljih in vodstvu šole. Učence usmerja in vodi k iskanju ustvarjalnih rešitev dejanskih ali namišljenih problemov z iskanjem informacij iz različnih virov ter njihovo kritično presojo. V prispevku so predstavljeni rezultati analize šolske dokumentacije (predvsem načrtov in poročil) z vidika aktivnosti, usmerjeni v izboljševanje procesov učenja. Analiza je pokazala, da so te aktivnosti na različnih ravneh vključene v delo šole. Posebna pozornost je namenjena iskanju rešitev za izboljševanje samostojnega učenja učencev. Podana so tudi priporočila, katere elemente je potrebno dodatno vključiti v načrtovanje in spremljavo oziroma evalvacijo učenja za njegovo izboljševanje.

Ključne besede: izboljšave procesa učenja in poučevanja, raziskava, načrtovanje in analiza aktivnosti za izboljševanje učenja, učiti se učenja

The Path of Developing Learning to Learn Competence

School seeks to improve the process of learning and teaching and to develop students' ability of learning how to learn. With this aim we encourage independent learning and critical thinking at all levels, students, teachers and school leaders. It directs and guides students to search for creative solutions to real or fictional problems by searching information from different sources and assessing it critically. This paper presents the results of an analysis of school documentation (especially plans and reports) in terms of activities aimed at improving the processes of learning. The analysis has shown that these activities are part of the school work at different levels. Focus is on the search for solutions to improve independent learning of students. Also included are recommendations, which elements need to be further included into the planning and monitoring or evaluation of learning in order to improve it.

Keywords: improvements in the process of learning and teaching, research, planning and analysis of the activities to improve learning, learning to learn

VODENJE 3|2012: 37-51

Anton Meden **Kaj lahko povezovanje staršev prinese slovenskemu šolstvu**

Starši imajo na podlagi mednarodnih in nacionalnih dokumentov pravico in dolžnost vzgajati in izobraževati svoje otroke. Dejavnosti vzgoje in izobraževanja na institucionalni ravni izvajajo vzgojno-izobraževalne organizacije. Delovanje le-teh staršem ne odvzame pravice in dolžnosti do izobraževanja in vzgoje otrok. Na delo vzgojno-izobraževalnih organizacij imajo starši določen vpliv. V Sloveniji ZOFVI določa, kakšne pristojnosti imajo starši do šol. Zgodovina nacionalne starševske organizacije v Sloveniji je kratka, medtem ko imajo »stare« članice EU na tem področju že več desetletij izkušenj. V članku so predstavljeni primeri organiziranosti nacionalnih starševskih organizacij v nekaterih evropskih državah ter cilji in priložnosti Zveze aktivov svetov staršev Slovenije.

Ključne besede: starši, svet staršev, nacionalne starševske organizacije, povezovanje staršev

What Parent Networks Can Bring to the Slovenian School System

Based on international and national documents parents have the right and the obligation to bring up and educate their children. Educational activities on institutional level are conducted by educational organizations. The work of these, however, does not withdraw parents' rights and obligations towards the education and upbringing of their children. Parents have a certain influence on the work of the educational institutions. In Slovenia the school law (ZOFVI) determines which competences parents have towards the school. The history of national parental organizations in Slovenia is short, whereas the 'old' Member States of the EU have already decades of experience in this field. The paper presents examples of the organization of national parenting organizations in several European countries and the objectives and opportunities of the Association of the Active Parent Councils of Slovenia.

Keywords: parents, parent council, national parent organizations, parent networks

VODENJE 3|2012: 53–60

Metka Debeljak,
 Ciril Dominko,
 Tatjana Gombač,
 Jelena Keršnik,
 Karla Krajnik,
 Majda Vehovec

Medsebojne hospitacije kot strategija vodenja za učenje

V članku predstavljamo prakso medsebojnih hospitacij, ki so potekale v okviru programa Vodenje za učenje, in sicer na štirih osnovnih in dveh srednjih šolah. V prvem delu smo opisali, zakaj smo se odločili prav za to področje izboljševanja prakse vodenja. Posebno pozornost namenjamo opisu priprav sodelavcev na medsebojne hospitacije, saj smo skozi teorijo in prakso ugotovili, da je to najpomembnejši del v celotnem procesu prav tako kot tudi povratna informacija. Odločili smo se, da predstavimo še po eno izkušnjo iz osnovne in eno iz srednje šole, članek pa zaključujemo s povzetki evalvacij na šolah.

Ključne besede: ravnatelj, vodenje za učenje, medsebojne hospitacije, povratna informacija

Peer Observation as Strategy of Leadership for Learning

In the paper we present the practise of teacher peer observation held in the program Leadership for Learning in 4 primary and 2 secondary schools. In the first part we describe why we decided for exactly this field for improvement of leadership practise. Particular attention is paid to the description of how to prepare the staff for the observation, as we found in theory and practice that this is the most important part of the entire process besides the feedback. We decided to present only one experience from primary and one from secondary school, the article however concludes with summaries of the evaluations in the schools.

Keywords: head teacher, leadership for learning, observations, feedback

VODENJE 3|2012: 61–75

Jana
Podobnik-Kožić

Pomen listovnika za karierni razvoj

Prvi korak v načrtovanju karierne poti je samoanaliza, ki je ključna za razumevanje naših interesov, spretnosti in vrednot. Pomembno je, da vsak posameznik ugotovi, kje je, kaj želi v prihodnosti doseči in si zastavi kratkoročne in dolgoročne cilje. Profesionalni razvoj zaposlenih je ključni dejavnik razvoja avtonomnega vrtca. Na svoji profesionalni poti sledimo mnogim avtorjem, ki poudarjajo pomen kritične refleksije za osebno rast in profesionalni razvoj. Želimo si, da bi urejanje listovnika strokovne delavce spodbujalo k nenehni rasti od začetnika do eksperta. V članku predstavljamo, kaj o listovniku menijo strokovni delavci in kaj vodstvo vrtca ter kako lahko rezultate analize pridobljenih podatkov uporabimo. Predvsem se trenutno srečujemo z izzivi, kako strokovne delavce motivirati in spodbujati k urejanju listovnika ter prinašanju le tega na letni pogovor. Želimo ozavestiti pomen vodenja listovnika v povezavi s kariernim oz. profesionalnim razvojem.

Ključne besede: listovnik, načrt profesionalnega razvoja, kratkoročni cilji, dolgoročni cilji, refleksija

Importance of the Portfolio in Career Development

The first step in career planning is self-analysis which is crucial for understanding our interests, skills and values. It is important that everyone finds out where he stands, what he wants to achieve in the future and that he sets himself short and long term goals. Professional development of employees is a key factor for the development of an autonomous kindergarten. On our professional path we follow many authors who underline the importance of critical reflection for personal growth and professional development. We wish that organizing the portfolio encourages teachers to a continuous growth from beginner to expert. In this paper we present what teachers and leader in a kindergarten think about the portfolio and how we can use the results of the analysis. At the moment we primarily face the challenge on how to motivate teachers and how to support them in organizing their portfolio. We would like to raise awareness to the importance of portfolio in relation with professional or career development.

Keywords: portfolio, plan of professional development, short-term goals, long term goals, reflection

VODENJE 3|2012: 77-85

Martina
Žnidaršič

Profesionalni razvoj vzgojitelja kot način zagotavljanja kakovosti v vrtcu

Profesionalni razvoj vzgojiteljev in uresničevanje kakovosti vzgojno-izobraževalnega dela in s tem uresničevanje pedagoških načel so ključnega pomena v sodobnih paradigmah predšolske vzgoje. Zato nas je v raziskavi zanimalo uresničevanje področja profesionalnega razvoja kot del kakovosti v vrtcu. Ugotovili smo, da je razumevanje profesionalnega razvoja vzgojitelja zelo različno, v večini vzgojiteljice to pojmujejo kot prizadevanje za kvalitetno in ustvarjalno delo. Večina vzgojiteljic je izpostavila, da jih vodstvo vrtcev ne spodbuja k izobraževanju. Zaskrbljujoče je dejstvo, da veliko vzgojiteljic poudarja večjo pomembnost delovne dobe v primerjavi z izobrazbo in različnimi strokovnimi izobraževanji. Delež vzgojiteljic, ki niso odprte za sprejemanje znanja od svojih sodelavk, nam odpira vrsto vprašanj predvsem z vidika aktivnega sodelovanja med njimi. Tako smo preko raziskave preverili uresničevanja področij kakovosti v vrtcu, pridobljeni podatki pa ponujajo nova izhodišča za spreminjanje pedagoškega dela, kar seveda tudi ponuja možnosti, izhodišča za kakovostno vodenje vrtca.

Ključne besede: vzgojitelj, profesionalni razvoj, kakovost, vrtec

Professional Development of Educators As a Way to Ensure Quality in Kindergarten

Professional development and the implementation of quality of educational work and thereby the implementation of pedagogical principles are of key importance in the modern paradigms of pre-school education. The implementation in the area of professional development as part of quality in kindergarten was therefore of special interest for us in a study. We found that the understanding for professional development differs widely among the educators; the majority considers it as an effort for high quality and creative work. The majority of educators pointed out that the kindergarten leadership does not encourage them to further education. Worrying is the fact that many educators emphasize more the importance of acquired time in service as compared to education and further in-service training. The proportion of teachers who are not open to adopting knowledge from their colleagues, opens up a wide range of questions particularly in terms of their active cooperation among each other. Through this research we verified implementation in the area of quality in kindergarten; the data however offer a new starting point for changing the pedagogical work, which of course also offers opportunities and a starting point for quality leadership in kindergarten.

Keywords: educator, professional development, quality, kindergarten

Brigita
Gregorčič

Spodbujanje socialnega vedenja na šoli

V prispevku predstavljamo, kako smo ugotavljali, ali se učenci na naši šoli med seboj razumejo, sprejemajo in si zaupajo ter kolikšen pomen dajemo zaželenemu, sprejemljivemu oz. socialnemu vedenju. Ugotovitve kažejo, da se strokovni delavci nekoliko bolj kot starši zavedajo pomena socialnega in čustvenega razvoja otrok v obliki medvrstniškega druženja ter tega, kako veliko pomeni učencem, da so s strani sošolcev vključeni v dejavnost, pogovor, igro, da so razumljeni, ko imajo težave, da jih drugi sprejemajo. Starši vidijo svoje otroke v primerjavi s strokovnimi delavci kot bolj socialno zrele in odgovorne. Menijo, da se njihovi otroci ne poslužujejo tako pogosto verbalnega ali fizičnega nasilja oz. izključevanja sošolca s poskusom osamitve kot so to ocenili strokovni delavci ter da bi morali otroke v šoli za primerno vedenje pogosteje pohvaliti. V zaključku predstavljamo dejavnosti, s katerimi načrtujemo izboljšanje vedenja učencev in medsebojnih odnosov.

Ključne besede: socialno vedenje, vrstniki, medsebojni odnosi, osnovna šola

Encouraging Social Behaviour in School

In this paper we present how we determined, whether students in our schools have an understanding towards each other, accept and trust each other and how much importance we give to desired, accepted or social behavior. The findings show that we teachers are slightly more aware than parents of the importance of the social and emotional development of children in form of peer socializing as well as of how much it means to students to be involved along with their classmates in activities, conversation, play, to be understood when they have problems, to be accepted by the others. As compared to teachers parents see their children as more socially mature and responsible. They do not think that their children are using that often verbal or physical violence or exclusion towards their classmates trying to isolate them as teachers evaluated and think that children should be praised at school for good behavior more often. In conclusion, we present the activities by which we plan to improve the behaviour of students and their interrelationships.

Keywords: social behavior, peers, relationships, primary school

VODENJE 3|2012: 105–116

Zahvala recenzentom

Posameznikom, ki so vložili svoj čas, trud in znanje v recenzije enega ali več člankov za 10. letnik (številke 1/2012, 2/2012 in 3/2012) revije *Vodenje v vzgoji in izobraževanju*, se iskreno zahvaljujemo za sodelovanje.

Tatjana Ažman, *Šola za ravnatelje*

Marjetka Bizjak, *Srednja tehniška in poklicna šola Trbovlje*

Mateja Brejc, *Šola za ravnatelje*

Justina Erčulj, *Šola za ravnatelje*

Breda Forjanič, *Združenje ravnateljic in ravnateljev vrtcev Slovenije*

Olga Jukič, *Ministrstvo za izobraževanje, znanost, kulturo in šport*

Alen Kofol, *Združenje ravnateljic in ravnateljev osnovnega
in glasbenega šolstva Slovenije*

Andrej Koren, *Šola za ravnatelje*

Doroteja Lešnik Mugnaioni, *Šola za ravnatelje*

Ivanka Oblak, *Šola za ravnatelje*

Polona Peček, *Šola za ravnatelje*

Nives Počkar, *Društvo ravnateljev srednjih šol, višjih šol
in dijaških domov Slovenije – Ravnatelj*

Vlasta Poličnik, *Šola za ravnatelje*

Cveta Razdevšek Pučko, *Pedagoška fakulteta, Univerza v Ljubljani*

Alojz Širec, *Šola za ravnatelje*

Klemen Širok, *Univerza na Primorskem*

Nada Trunk Širca, *Univerza na Primorskem*