



Šola za ravnatelje



REPUBLIKA SLOVENIJA  
MINISTRSTVO ZA IZOBRAŽEVANJE,  
ZNANOST IN ŠPORT



EVROPSKA UNIJA  
EVROPSKI  
SOCIALNI SKLAD

**I. MEDNARODNA ZNANSTVENA KONFERENCA  
VODENJE V VZGOJI IN IZOBRAŽEVANJU:**

# **Mreženje kot podpora vodenju za učenje na različnih ravneh**

**Povzetki referatov in interaktivnih delavnic**

**7. in 8. april 2021,  
izvedba na daljavo,  
v sodelovanju z Arnesom**

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Mreženje kot podpora vodenju za učenje na različnih ravneh**

POVZETKI REFERATOV IN INTERAKTIVNIH DELAVNIC

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**Uredili:** Petra Weissbacher in Branka Likon

**Lektorirali (slovenski jezik):** Lena Vastl in Katja Arzenšek Konjajeva

**Prevedle in lektorirale (angleški jezik):** Branka Božič, Romana Mlačak, Mihaela Zavašnik

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## LEKTORJI IN PREVAJALCI:

Lena Vastl

mag. Katja Arzenšek Konjajeva

Branka Božič

Romana Mlačak

dr. Mihaela Zavašnik

## RECENZENTI:

mag. Katja Arzenšek Konjajeva, *Šola za ravnatelje*

dr. Tatjana Ažman, *Šola za ravnatelje*

dr. Mateja Brejc, *Šola za ravnatelje*

dr. Majda Cencič, *Pedagoška fakulteta, Univerza na Primorskem*

mag. Sebastjan Čagran, *Šola za ravnatelje*

dr. Matej Černe, *Ekonomska fakulteta, Univerza v Ljubljani*

dr. Barbara Grah, *Ekonomska fakulteta, Univerza v Ljubljani*

mag. Lidija Goljat Prelogar, *Šolski center Kranj, Strokovna gimnazija*

dr. Dejan Hozjan, *Pedagoška fakulteta, Univerza na Primorskem*

dr. Milena Ivanuš Grmek, *Pedagoška fakulteta, Univerza v Mariboru*

dr. Mojca Juriševič, *Pedagoška fakulteta, Univerza v Ljubljani*

mag. Andreja Lenc, *Cmepius*

mag. Branka Likon, *Šola za ravnatelje*

mag. Peter Markič, *Šola za ravnatelje*

dr. Marija Pevec, *OŠ Savsko naselje*

mag. Vlasta Poličnik, *Šola za ravnatelje*

dr. Jana Žnidaršič, *Ekonomska fakulteta, Univerza v Ljubljani*

dr. Mihaela Zavašnik, *Šola za ravnatelje*

## PROGRAMSKI ODBOR:

mag. Branka Likon, *Šola za ravnatelje – programska vodja*

mag. Katja Arzenšek Konjajeva, *Šola za ravnatelje*

dr. Vladimir Korošec, *Šola za ravnatelje*

dr. Sandra Penger, *Ekonomska fakulteta, Univerza v Ljubljani*

dr. Alan J. Daly, *Univerza v Kaliforniji, ZDA*

## ORGANIZACIJA:

Petra Weissbacher in Anja Sagadin Bedrač, *Šola za ravnatelje*

Za pomoč pri izvedbi konference se zahvaljujemo Davidu Vrtinu in Matiji Čuferju iz Arnesa.



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I. MEDNARODNA ZNANSTVENA KONFERENCA VODENJE V VZGOJI IN IZOBRAŽEVANJU

## Mreženje kot podpora vodenju za učenje na različnih ravneh

7. in 8. april 2021, izvedba na daljavo, v sodelovanju z Arnesom

Šola za ravnatelje aprila 2021 organizira *prvo mednarodno znanstveno konferenco Vodenje v vzgoji in izobraževanju*, kjer v središče postavljamo *mreženje znotraj vzgojno-izobraževalnih zavodov* in iščemo odgovore na vprašanje, kako lahko z vodenjem spodbujamo nastajanje in širjenje mrež za izboljševanje učenja. Središče raziskovanja premikamo od raziskovanja različnih oblik sodelovanja med posameznimi udeleženci in raziskovanja skupnosti učenja *k raziskovanju mrež, ki nastajajo s povezovanjem med udeleženci znotraj organizacije*. To so lahko mreže posameznih udeležencev ali skupin na različnih nivojih, kot na primer: strokovni sodelavci, učenci v razredu, strokovni organi, ki se povezujejo med seboj, in podobno. Na mreženje znotraj organizacij vpliva tudi mreženje med organizacijami. Prispevki o takšnem mreženju naj bodo usmerjeni na predstavitev njegovih učinkov na procese vzpostavljanja povezav med udeleženci znotraj vzgojno-izobraževalnega zavoda. Tudi mreže za izboljševanje učenja na različnih nivojih znotraj organizacije so lahko medsebojno povezane. Tako mreženje strokovnih sodelavcev lahko vpliva na sodelovanje učencev in njihovo mreženje.

S temo konference spodbujamo predstavitve raziskav, usmerjenih k osnovnim raziskovalnim vprašanjem: *Kako vodenje vpliva na vzpostavljanje mrež? in Kako vodenje prispeva k širjenju mrež?*. Ob tem spodbujamo razpravo o različnih oblikah povezovanja, ki presegajo izmenjavo informacij ali izmenjavo idej in predstavljajo *povezovanje za skupno raziskovanje, eksperimentiranje, inovacije in razvoj vodenja za učenje*. Prispevki naj jasno predstavljajo povezave med udeleženci mrež, in sicer z opisom *vsebine, zaradi katere se povezujejo*. To je lahko na primer večja aktivnost pri pouku ali večja motiviranost za učenje in raziskovanje, razvijanje ustvarjalnosti, kritičnega mišljenja, timskega dela ali pa učinkovito učenje. Poleg povezovanja udeležencev mrež naj prispevki predstavljajo *tudi oblike dela*, ki so usmerjene v preizkušanje načinov učenja, razpravo in posledično izboljševanje procesa učenja in poučevanja. Vodenje vzgojno-izobraževalnih zavodov je vse bolj usmerjeno v izboljševanje procesa učenja in sooblikovanje kulture organizacije, ki spodbuja sodelovanje. Različne *formalne in neformalne mreže, ki se v vzgojno-izobraževalni organizaciji vzpostavljajo in širijo, pa lahko predstavljajo podporo vodenju za učenje na različnih ravneh*.

Predstavite lahko:

- *Mreženje otrok, učencev, dijakov, študentov, varovancev in drugih, ki z učenjem iz različnih virov razvijajo prečne veščine ali specifične kompetence. Predstavite lahko npr. tutorstvo, povezovanje učencev različnih ali enakih starosti in podobno.*
- *Mreže strokovnih delavcev za izboljšanje procesa učenja in poučevanja kot vzpostavljanje povezav med njimi v različnih oblikah, na primer: medsebojne (kolegialne) hospitacije, medpredmetne ure ali sklope, mentorstva učiteljem začetnikom, učne sprehode, senčenja strokovnih sodelavcev, povezovanje strokovnih delavcev različnih strok (na primer: razrednih učiteljev z logopedi, s socialnimi pedagogi ali posameznimi učitelji strokovnih predmetov). Sem uvrščamo tudi vpliv mednarodnega sodelovanja učiteljev v različnih aktivnostih (mobilnost, strateška partnerstva) na vzpostavljanje povezav med udeleženci znotraj vzgojno-izobraževalne institucije.*
- *Mreže, v katerih se vzpostavljajo povezave med različnimi timi, na primer: povezave med aktivni, oddelčnimi učiteljskimi zbori, povezovanje timov z različnimi nalogami (za kakovost, šolskih razvojnih timov, timov za zdrav življenjski slog ...) med seboj ali z drugimi aktivni, timi in oddelčnimi učiteljskimi zbori.*
- *Različne oblike mreženja, prek katerih se vodstvo šole povezuje s strokovnimi organi šole, svetom šole ali svetom staršev in ki so usmerjene v izboljšave, evalvacijo in zagotavljanje kakovosti procesa učenja in poučevanja. Pri tem lahko predstavite tako vsebino povezovanja kot oblike dela.*
- *Vpliv na oblikovanje in širjenje mrež različnih udeležencev znotraj vzgojno-izobraževalnih zavodov, ki ga imata povezovanje in sodelovanje z zunanjimi strokovnjaki oz. institucijami, ki s svojim delovanjem sooblikujejo prostor vzgoje in izobraževanja (npr. predstavniki MIZŠ, ŠR, ZRSS, Pedagoškega inštituta, CSD, fakultet in drugih).*
- *Vpliv na oblikovanje in širjenje mrež različnih udeležencev znotraj vzgojno-izobraževalnih zavodov, ki ga ima povezovanje s podjetji ali z drugimi institucijami s področja gospodarstva in širšega družbenega okolja.*



# PROGRAM SREČANJA

## Sreda, 7. april 2021

|             |  |  |
|-------------|--|--|
| 13.00-14.00 | <b>Uvodni pozdrav in nagovor</b>   | dr. Vladimir Korošec, direktor Šole za ravnatelje in dr. Miha Lovšin, Ministrstvo za izobraževanje, znanost in šport |
|             | <b>Kako mreženje prispeva k uspešnejšemu vodenju? Pregled mednarodnih dobrih praks</b> | dr. Sandra Penger, Ekonomska fakulteta, Univerza v Ljubljani   |
| 14.00-14.15 | <b>Odmor</b>   |  |
| 14.15-15.45 | <b>Predstavitve referatov 1</b>  |  |
| 15.45-16.00 | <b>Odmor</b>   |  |
| 16.00-17.30 | <b>Predstavitve referatov 2</b>  |  |
| 17.30-17.45 | <b>Odmor</b>   |  |
| 17.45-19.15 | <b>Boljši skupaj: razumevanje povezovanja za izboljšave v vzgoji in izobraževanju</b>  | dr. Alan J. Daly, Univerza v Kaliforniji, San Diego, ZDA in dr. David Vannasall, Vodja združenih okrožij šol Arkadia |
|             | <b>Upravljanje učinkovitega mreženja: krepitev profesionalnega zaupanja sodelavcev</b> | dr. Leonid Nakov, Ekonomska fakulteta, Univerza Sveti Ciril in Metod Skopje, Severna Makedonija                      |

I. mednarodna znanstvena konferenca vodenje v vzgoji in izobraževanju:  
**MREŽENJE KOT PODPORA VODENJU  
ZA UČENJE NA RAZLIČNIH RAVNEH**  
Povzetki referatov in interaktivnih delavnic

## Četrtek, 8. april 2021

|             |  |   |
|-------------|--|---|
| 13.00-14.00 | <b>Mreženje z umetno inteligenco</b>   | dr. Blaž Zupan, Fakulteta za računalništvo in informatiko, Univerza v Ljubljani |
| 14.00-14.15 | <b>Odmor</b>   |   |
| 14.15-15.45 | <b>Predstavitve referatov 3</b>  |   |
| 15.45-16.00 | <b>Odmor</b>   |   |
| 16.00-17.30 | <b>Predstavitve referatov 4</b>  |   |
| 17.30-17.45 | <b>Odmor</b>   |   |
| 17.45-18.45 | <b>Možnosti za raziskovanje vzgojno-izobraževalne prakse – vloga in pomen mreženja strokovnih delavcev</b> | dr. Milenko Ž. Kundačina, zaslužni profesor Univerze v Hercegovini, Mostar      |





## RAZPORED PREDSTAVITEV PRISPEVKOV

### PREDSTAVITEV REFERATOV 1, sreda, 7. april 2021, 14.15-15.45

|  |  |   |
|--|--|---|
| <b>1. SKUPINA</b>  | Primož Bevc, OŠ Savsko naselje   | <b>NOČ V KNJIŽNICI – MREŽENJE NA RAZLIČNIH RAVNEH</b>   |
|  | Tina Pajnik, OŠ Vide Pregarc   | <b>MREŽENJE STROKOVNIH DELAVCEV V ŠOLI IN MED ŠOLAMI TER VPLIV UČNIH SPREHODOV NA SAMOREFLEKSIJO UČITELJEV</b>  |
|  | Sonja Strgar, OŠ Antona Martina Slomška Vrhnika  | <b>VPLIV UČNEGA SPREHODA NA POVEZOVANJE MED STROKOVNIMI DELAVCI</b>   |
|  | Marjeta Terbovšek, OŠ Vransko-Tabor  | <b>POEZIJA BREZ MEJA: PREVAJALSKA DELAVNICA V OKVIRU PROJEKTA ERAZMUS+ KOT PRIMER MREŽENJA DIJAKOV RAZLIČNIH NARODNOSTI</b>                             |
| <b>2. SKUPINA</b>  | Dana Božič, Gimnazija Moste  | <b>VPLIV MREŽENJA RAVNATELJEV NA VZPOSTAVITEV IN ŠIRITEV MREŽENJA STROKOVNIH DELAVCEV ŠOLE</b>  |
|  | Vesna Breznik, OŠ Jožeta Hudalesa Jurovski Dol   | <b>KARIERNA ORIENTACIJA - SODELOVANJE ŠOLSKIH DELEŽNIKOV IN OKOLJA</b>  |
|  | Tina Plahutnik, OŠ Frana Albrehta Kamnik   | <b>VPLIV MREŽENJA V AKTIVU RAVNATELJEV NA MREŽENJE STROKOVNIH DELAVCEV PRI HOSPITACIJAH</b>   |
|  | Romana Epih, Vrtec Medvode   | <b>POSVETOVALNICA ZA STARŠE "SKUPAJ ZMOREMO, JAZ ZATE, TI ZAME"</b>   |
| <b>3. SKUPINA</b>  | Natalija Kotar, OŠ Brinje Grosuplje  | <b>MREŽENJE STROKOVNIH DELAVCEV ZA BRALNE MREŽE UČENCEV</b>   |
|  | Melita Jakelj, OŠ Simona Gregorčiča Kobarid  | <b>VPLIV POVEZOVANJA VRTCA IN OSNOVNE ŠOLE Z UDELEŽBO VZGOJITELJEV IN UČITELJEV PRI PROCESU RAZVIJANJA PISEMNOSTI</b>                                   |
|  | Katarina Grom, OŠ Vižmarje - Brod  | <b>BRALNO MREŽENJE NA SREDNJI ZDRAVSTVENI ŠOLI LJUBLJANA</b>  |
| <b>4. SKUPINA</b>  | Lidija Butina, Srednja zdravstvena šola Ljubljana  | <b>RAZISKOVANJE MREŽENJA STROKOVNIH DELAVCEV ZA RAZVIJANJE KOMPETENCE PODJETNOSTI IN SPODBUJANJE INOVATIVNIH METOD PRI POUKU</b>                        |
|  | Lidija Goljat Prelogar, Šolski center Kranj, Strokovna gimnazija                                 | <b>RAVNATELJEVA VLOGA V PROJEKTU POGUM (KREPITEV KOMPETENCE PODJETNOSTI V OŠ IN SPODBUJANJE PROŽNEGA PREHAJANJA MED IZOBRAŽEVANJEM IN OKOLJEM V OŠ)</b> |
|  | Justina Erčulj, Šola za ravnatelje   | <b>Z MREŽENJEM DIJAKOV IN PROFESORJEV DO INOVATIVNOSTI PROCESA UČENJA IN POUČEVANJA</b>   |
|  | Marko Primožič, OŠ Ivana Groharja Škofja Loka  | <b>Z MEDNARODNIM MREŽENJEM DO POVEZOVANJA UČITELJEV V ŠOLI ZA RAZVOJ KURIKULA NA PODROČJU UMETNE INTELIGENCE (PRIMER ŠC VELENJE, SLOVENIJA)</b>         |
| <b>5. SKUPINA</b><br>(predstavitve bodo v angleškem jeziku)  | Mateja Potočnik, Srednja zdravstvena šola Ljubljana  | <b>Z MEDNARODNIM MREŽENJEM DO POVEZOVANJA ŠOL V REGIJI ZA RAZVOJ KURIKULA NA PODROČJU UMETNE INTELIGENCE</b>  |
|  | Nataša Meh Peer, Šolski center Velenje, Elektro in računalniška šola                             | <b>RAZVOJ KURIKULA NA PODROČJU UMETNE INTELIGENCE PRILAGOJENEGA EVROPSKIM SREDNJIM ŠOLAM - UNIVERZA IN POVEZOVANJE PARTNERSKIH ORGANIZACIJ</b>          |
|  | Justina Čivilytė in Edgaras Kelertas, Regijski center za poklicno izobraževanje Panevezys, Litva | <b>RAZVOJ SOCIALNEGA PODJETNIŠTVA SKOZI MREŽENJA NA ŠOLI (V PROJEKTU SLEKET)</b>  |
|  | dr. Francisco Bellas, Univerza v Coruñi, Španija   |   |
|  | Blanca Lopez, Montse Iglesias, Srednja šola CPI A Xunqueira, Fene-Coruña, Španija                |   |
|  | Miran Papež, Šolski center Velenje   |   |
| Yonko Bushnyovski, Državna poslovna šola, Sofija, Bolgarija  |  |   |
| Lucian Maleş, Raluca Luliana Suciú in Elena Deleanu, Srednja tehniška šola "Mihai Băcescu" Fălticeni, Romunija (učenci od 10. do 19. leta) |  |   |



**PREDSTAVITEV REFERATOV 2, sreda, 7. april 2021, 16.00-17.30**

|  |  |  |
|--|--|--|
| 1. SKUPINA<br>(predstavitve bodo v angleškem jeziku)                           | Aleksander Jeršič, OŠ Draga Kobala Maribor   | <b>MREŽENJE V TIMIH ZA SODELOVANJE S PARTNERSKIMI ŠOLAMI V TUJINI IN VPLIV TEGA MREŽENJA NA VZPOSTAVLJANJE POVEZAV MED ZAPOSLENIMI</b>                     |
|  | Marie Källström, Angleška šola v Upplands Väby, Švedska  | <b>Z MEDNARODNO MOBILNOSTJO DO MREŽENJA V ŠOLI ZA RAZVOJ DIGITALNIH KOMPETENC</b>  |
|  | Katja Arzenšek Konjajeva, Šola za ravnatelje   | <b>REFLEKSIJA NI ILUZIJA: POVEZOVALNE NITI MREŽENJA</b>  |
|  | Sari Valimaa, Osnovna šola Kriivari School, Paimio, Finska,  |  |
|  | Mariana Negrilla, Osnovna šola Școala Gimnazială Nr. 29 Mihai Viteazul, Constanța, Romunija (učenci od 7. do 16. leta) |  |
| Aleš Črnko, Srednja tehniška šola Gjøvik, Norveška (učenci od 16. do 20. leta) | <b>RAZLIČNI VIDIKI MREŽENJA V VIZ V SRBIJI</b>   |  |
| Radojka Djordjević, OŠ Milan Blagojević, Lučani                                |  |  |
| Saša Jevtić, OŠ Dragomir Marković, Kruševac                                    |  |  |
| Biljana Nišavić, Gimnazija Takovski ustanak, Gornji Milanovac                  |  |  |
| Lazar Čikiriz, OŠ Branislav Petrović, Slatina                                  |  |  |
| 2. SKUPINA<br>(predstavitve bodo v srbskem jeziku)                             | Branko Maksimović, Tehnična šola Čačak   | <b>POVEZOVANJE RAVNATELJEV IN STROKOVNIH DELAVCEV ZA KAKOVOSTNO DELO TIMOV V ŠOLI</b>  |
|  | Suzana Simeunović, vrtec Moje detinjstvo, Čačak  |  |
|  | Snežana Pavlović, Ministrstvo za izobraževanje, znanost in tehnološki razvoj Republike Srbije                          |  |
|  | Gorica Stanojević, Center za učenje, izobraževanje in razvoj ustvarjalnosti MINA, Čačak, Srbija                        |  |
| 3. SKUPINA   | Tatjana Ažman in Mihaela Zavašnik, Šola za ravnatelje  | <b>SENČENJE KOT ORODJE MREŽENJA ZA KARIERNI RAZVOJ RAVNATELJA</b>  |
|  | Monika Mithans in Milena Ivanuš Grmek, Univerza v Mariboru, Pedagoška fakulteta  | <b>SPECIALNI PEDAGOG IN NJEGOVO SODELOVANJE Z VODSTVOM ŠOLE NA PODROČJU UČENJA IN POUČEVANJA</b>   |
|  | Ana Mlekuž, Pedagoški inštitut   | <b>DEJAVNIKI SODELOVALNE KULTURE NA ŠOLAH TER ZADOVOLJSTVO UČITELJEV S SVOJIM POKLICEM: KAJ NAM KAŽEJO PODATKI RAZISKAVE TALIS 2018</b>                    |
|  | Erna Žgur, Univerza v Ljubljani, Pedagoška fakulteta   | <b>ŠTUDIJSKA PRAKSA KOT OBLIKA MREŽENJA V JAVNIH ZAVODIH</b>   |
|  | Majda Cencič, Univerza na Primorskem, Pedagoška fakulteta  | <b>NEKATERE MOŽNOSTI AKCIJSKEGA RAZISKOVANJA ZA MREŽENJE</b>   |
| 4. SKUPINA<br>(del predstavitve bo v angleškem jeziku)                         | Urška Štremfel in Ana Kozina, Pedagoški inštitut   | <b>SOCIALNE, ČUSTVENE IN MEDIKULTURNE KOMPETENCE STROKOVNIH DELAVCEV KOT TEMELJ POZITIVNEGA RAZVOJA MLADIH IN IZGRADNJE VKLJUČUJOČE (ŠOLSKE) SKUPNOSTI</b> |
|  | Markus Ammann, Inštitut za izobraževanje učiteljev in šolske raziskave, Univerza v Innsbrucku, Avstrija                | <b>MNOGI VIDIKI VODENJA V IZOBRAŽEVANJU</b>  |

**PREDSTAVITEV REFERATOV Z INTERAKTIVNO DELAVNICO, sreda, 7. april 2021**

|             |  |  |
|-------------|--|--|
| 14.15-15.45 | Branko Slivar in Brigita Žarkovič Adlešič, Zavod RS za šolstvo | <b>ALI JE MREŽENJE KOT PERPETUUM MOBILE MOGOČE?</b>    |
| 16.00-17.30 | Justina Erčulj in Mateja Brejc, Šola za ravnatelje             | <b>VODENJE UČENJA Z MREŽENJEM: POGLEDI RAVNATELJEV</b> |



**PREDSTAVITEV REFERATOV 3, četrtek, 8. april 2021, 14.15-15.45**

|  |  |  |
|--|--|--|
| <b>1.<br/>SKUPINA</b>  | Marjetka Herodež, Šolski center Velenje, Elektro in računalniška šola                      | <b>Z MREŽENJEM DO POVEZOVANJA MATEMATIKE S POJAVI V OKOLJU</b>   |
|  | Petra Vačovnik, Šolski center Ravne, Srednja šola Ravne                                    | <b>MREŽENJE DIJAKOV IN UČITELJEV TER VPLIV SODELOVANJA ZUNANJIH SODELAVCEV</b>                                 |
|  | Darja Pirkmaier Maklin, Srednja frizerska šola Ljubljana                                   | <b>FLEKSIBILNO MREŽENJE ZA UČINKOVITEJŠE UČENJE NA RAZLIČNIH RAVNEH</b>  |
|  | Gabrijela Jošt, Šolski center Kranj, Srednja ekonomska, storitvena in gradbena šola Kranj  | <b>MEDPREDMETNO MREŽENJE KOT IZZIV ZA MEDSTROKOVNO SODELOVANJE</b>   |
| <b>2.<br/>SKUPINA</b>  | Ajda Kamenik, Strokovni izobraževalni center Ljubljana                                     | <b>INTERDISCIPLINARNOST KOT KAPITAL UČITELJEVEGA ZNANJA</b>  |
|  | Helena Boh, OŠ Muta  | <b>MREŽENJE UČITELJEV V UČEČI SE ORGANIZACIJI</b>  |
|  | Maja Šebjanič Oražem, OŠ Puconci   | <b>VPLIV RAZLIČNIH OBLIK MREŽENJA NA UČENJE UČITELJA ZAČETNIKA ZNOTRAJ ŠOLE</b>                                |
| <b>3.<br/>SKUPINA</b>  | Eva Zule, Ekonomska šola Ljubljana   | <b>VZPOSTAVITEV MREŽ NA ŠOLI KOT POSLEDICA SISTEMATIČNEGA VODENJA KAKOVOSTI</b>                                |
|  | Lidija Grmek Zupanc, Šolski center Kranj, Višja strokovna šola                             | <b>UČINKOVITE MREŽE V PROCESU ZUNANJE EVALVACIJE - PRIMER VIŠJE STROKOVNE ŠOLE ŠC KRANJ</b>                    |
|  | Igor Vulič, Elektrotehniško-računalniška strokovna šola in gimnazija Ljubljana             | <b>MREŽENJE V AKTIVU S CILJEM IZBOLJŠANJA PROCESA UČENJA</b>   |
|  | Maja Kovačič, Zavod RS za šolstvo, OE Kranj  | <b>MREŽENJE V OKVIRU RAZVOJNE NALOGE UVAJANJE FORMATIVNEGA SPREMLJANJA IN INKLUZIVNE PARADIGME (2018-2020)</b> |
| <b>4.<br/>SKUPINA</b><br>(predstavitve bodo v angleškem jeziku)  | Branka Likon, Šola za ravnateljce  | <b>S KREPITVIJO VEZI DO RAZVOJA MREŽ</b>   |
|  | Vesa Puhakka, Univerza v Oulu, Finska  |  |
|  | Jukka Miettunen, Digione, Oulu Finska  |  |
|  | Kalle Komulainen, Osnovna šola Metsokankaan koulu, Oulu, Finska (učenci od 7. do 15. leta) | <b>PREPLETANJE RAZLIČNIH MREŽ ZA »DOBRO UČENJE« IN »DOBRO ŽIVLJENJE«</b>                                       |
|  | Vesa Äyräs, Microsoft, Finska  |  |
| Niina Holopainen in Esa Rätty, Srednja šola Yhteiskoulun, Joensuu, Finska (učenci od 16. do 20. leta starosti) | <b>SOODVISNO SODELOVANJE UČITELJEV</b>   |  |





I. mednarodna znanstvena konferenca vodenje v vzgoji in izobraževanju:  
**MREŽENJE KOT PODPORA VODENJU  
 ZA UČENJE NA RAZLIČNIH RAVNEH**  
 Povzetki referatov in interaktivnih delavnic



#### PREDSTAVITEV REFERATOV 4, četrtek, 8. april 2021, 16.00-17.30

|   |   |   |
|---|---|---|
| <b>1.<br/>SKUPINA</b>   | Lovro Dretnik, Gimnazija Moste  | <b>MREŽENJE DIJAKOV IN UČITELJEV V OKVIRU PROJEKTHNIH DNI NA GIMNAZIJI MOSTE V LJUBLJANI</b>  |
|   | Petra Mastnak, Šolski center Velenje, Elektro in računalniška šola                | <b>MREŽENJE KOT PODPORA UČENJA ZGODOVINE NA DRUGAČEN NAČIN</b>  |
|   | Borut Stojilkovič, Zavod RS za šolstvo, OE Ljubljana                              | <b>TEKMOVANJE IZ ZNANJA GEOGRAFIJE KOT NAČIN MREŽENJA V SLOVENSKEM IN MEDNARODNEM PROSTORU</b>  |
|   | Tadeja Jeglič, OŠ Savsko naselje  | <b>MREŽENJE PRI POUČEVANJU PLAVANJA OD PRVEGA DO PETEGA RAZREDA DEVETLETKE</b>  |
| <b>2.<br/>SKUPINA</b>   | Tanja Kek, Biotehniški izobraževalni center Ljubljana                             | <b>OBLIKOVANJE IN KREPITEV MREŽ ZA IZBOLJŠANJE KAKOVOSTI NA PODROČJU DELA Z DIJAKI S POSEBNIMI POTREBAMI</b>                            |
|   | Andrej Gregorač, Vzgojni zavod Kranj  | <b>PREDSTAVITEV MREŽENJA V OBLIKI INTERVIJSKIH SREČANJ STROKOVNIH DELAVCEV</b>  |
|   | Maja Poljanšek, Cirus Kamnik  | <b>DAN EKSPERIMENTOV: PRIMER MREŽENJA UČENCEV OŠ CIRIUS KAMNIK</b>  |
|   | Petra Bukovec, OŠ Vavta vas   | <b>MREŽENJE STROKOVNIH DELAVCEV ZA VEČJO GIBALNO AKTIVNOST UČENCEV PRI POUKU</b>  |
| <b>3.<br/>SKUPINA</b><br>(del predstavitev bo v angleškem jeziku) | James Brightman, Mednarodna šola Carinthia, Avstrija                              | <b>VELIK POTENCIAL VIRTUALNIH PROFESIONALNIH UČEČIH SE SKUPNOSTI V ŠOLAH IN MED ŠOLAMI</b>  |
|   | Ursula Schatz, Mednarodna dvojezična šola Graz, Avstrija                          | <b>KAKO DELUJEMO? – PRIMER MEDPREDMETNEGA POVEZOVANJA</b>   |
|   | Natalija Mihelčič Gradišar, OŠ Stopiče  | <b>KOLEGIALNE HOSPITACIJE KOT UČINKOVITA OBLIKA MREŽENJA ZA USTVARJANJE INOVATIVNEGA UČNEGA OKOLJA IN RAZVOJ KOMPETENC 21. STOLETJA</b> |
|   | Nina Hladnik, Šolski center Kranj, Srednja ekonomska, storitvena in gradbena šola | <b>ETWINNING KOT NAČIN USPEŠNEGA MREŽENJA</b>   |
|   | Katarzyna Drabarek, Osnovna šola z integriranimi oddelki št. 6, Siedlce, Poljska  |   |

#### PREDSTAVITEV REFERATOV Z INTERAKTIVNO DELAVNICO, četrtek, 8. april 2021

|                    |   |   |
|--------------------|---|---|
| <b>14.15-15.45</b> | Suzana Plemenitaš, Osnovna šola Dobje                               | <b>MEDNARODNO SODELOVANJE IN SPODBUJANJE MREŽENJA STROKOVNIH DELAVCEV ZA IZBOLJŠANJE PRAKSE</b>                   |
|                    | Dušanka Mudrinič, Vrtec Maštolend, Novi Sad, Srbija                 |   |
| <b>16.00-17.30</b> | Morena Ravnić, Vrtec Maslačak, Pula, Hrvaška                        | <b>KAKO Z MREŽENJEM VZPODBUJATI DIGITALNO PISMENOST?</b>  |
|                    | Simon Konečnik, Šolski center Velenje, Elektro in računalniška šola |   |
|                    | Barbara Lesničar, Zavod RS za šolstvo, OE Maribor                   |   |
|                    | Herman Pušnik in Boris Ferik, Prva gimnazija Maribor                | <b>RAZVOJNI TIM NA PRVI GIMNAZIJI V MARIBORU: MREŽENJE PRI UVAJANJU FORMATIVNEGA SPREMLJANJA V PODPORO UČENJU</b> |



## PLENARNA PREDAVANJA

dr. **Sandra Penger**, Ekonomska fakulteta, Univerza v Ljubljani

### KAKO MREŽENJE PRISPEVA K USPEŠNEJŠEMU VODENJU? PREGLED MEDNARODNIH DOBRIH PRAKS

Predavanje bo osredinjeno na tri vsebinske sklope o vlogi mreženja za uspešno vodenje v dobi inovativnosti. V prvem delu bomo opredelili pomen mreženja v poslovnem svetu kot to citira vodilna Harvard Business Review. Sledil bo pregled relevantnih mednarodnih dobrih praks o mreženju v poslovnem svetu glede na najnovejše izsledke raziskav vodilnih mednarodnih šol na svetu za področje mreženja, in sicer: vidik London Business School, vidik Harvard Business School, vidik Kellogg School of Management ter vidik School of Business, Illinois Institute of Technology. V tretjem delu bomo predstavili vidik Univerze v Ljubljani, Ekonomske fakultete ter sklenili predstavitev z naborom priporočil za operativno, zasebno in strateško mreženje vodij v praksi. *Ključne ugotovitve prispevka so:* (1) Mreženje je neposredno in pozitivno povezano z uspešnostjo vodenja. (2) Graditi heterogena omrežja. (3) Omrežja moških vodilnih in ženskih vodilnih se razlikujejo. (4) Ne samo operativno in zasebno mreženje, temveč tudi strateško mreženje. (5) Avtentično vodenje je neposredno in pozitivno povezano z gradnjo omrežij v dobi inovativnosti.

### HOW CAN NETWORKING CONTRIBUTE TO SUCCESSFUL LEADERSHIP? OVERVIEW OF INTERNATIONAL GOOD PRACTICES

The lecture will focus on the role of networking in successful leadership in the innovation age. In the first part, the meaning of networking in the business world will be defined according to how it is quoted in the leading Harvard Business Review. In the second part, the overview of relevant international good practices in networking in the business world will be presented with a reflection on the latest research and views of the leading international schools for networking: London Business School, Harvard Business School, Kellogg School of Management and School of Business, Illinois Institute of Technology. In the third part, the view of the University of Ljubljana, Faculty of Economics will be presented. The presentation will be concluded by a set of recommendations for operational, personal and strategic networking of leaders in practise. *The key conclusions of the paper are:* (1) Networking is directly and positively connected to successful leadership. (2) Building heterogeneous networks. (3) The networks with male leaders differ from the networks with female leaders. (4) Not only operational and personal networking but also strategic networking. (5) Authentic leadership is directly and positively connected to building networks in the innovation era. bi inovativnosti.

dr. **Alan J. Daly**, Univerza v Kaliforniji, San Diego, ZDA

### BOLJŠI SKUPAJ: RAZUMEVANJE POVEZOVANJA ZA IZBOLJŠAVE V VZGOJI IN IZOBRAŽEVANJU

Živimo v vse bolj povezanem svetu, v katerem so naši odnosi in interakcije vse bolj pomembni za učne izide. Ta ideja temelji na vse večjem številu raziskav socialnih mrež in kaže na pomen socialnega kapitala v procesih sprememb. Čeprav se prizadevanja za izboljšave prikazana v številnih dokumentih in se njihovo uresničevanje spremlja z načrti in poročili, globoke ključne) (spremembe niso nujno posledica le-teh, ampak se dogajajo v odnosih med posamezniki znotraj naših socialnih mrež. Kot spoznavamo, procesi sprememb in izboljšav na koncu nastanejo in se vzdržujejo prek medosebnih odnosov, prav soodvisnost teh socialnih mrež pa nazadnje preoblikuje, vpliva in celo določa smer, hitrost in globino prizadevanj za



spremembe kot tudi nastajanje partnerstev. Različni vzvodi vplivajo na razvoj socialnih mrež znotraj šole in med šolami, takšne mreže lahko zato postanejo še bolj vključujoče in povezane. Analiza interakcij med učitelji nam ponuja številne možnosti za bolj poglobljeno razumevanje izobraževalnih procesov. Poleg tega naše raziskave kažejo, da so nastajajoče virtualne mreže zagotavljale občutek skupnosti in pripadnosti, zlasti med pandemijo. Zatorej je poznavanje povezav med nami, ko si prizadevamo izboljšati učne izide in vzpostavljati partnerstva, pomembno pri razumevanju, kako se spremembe dejansko zgodijo in kje lahko spodletijo tako v živo kot tudi v spletnih okoljih.

## **BETTER TOGETHER: UNDERSTANDING THE ROLE OF RELATIONSHIPS IN EDUCATIONAL CHANGE**

We live in an increasingly connected world where our relationships and interactions are increasingly consequential for educational outcomes. This idea is grounded a growing body of social network research indicating the importance of social capital in change processes. Although many efforts at improvement are documented and monitored through plans and reports, deep change does not necessarily result from these formal plans and blueprints, but rather happens in the relationships between and among individuals within our social networks. Change processes and improvement, as we are coming to learn, ultimately emerge and are maintained through interpersonal relationships, and it is the interdependence of these social networks that may ultimately moderate, influence, and even determine the direction, speed, and depth of a change effort as well as the formation of partnerships. Various drivers influence the development of networks within and between schools and as such networks may become even more inclusive and connected. The analysis of interactions between teachers offers many possibilities to more deeply understand educational processes. Further, our work suggests that online networks, particularly during the pandemic, have arisen to provide a sense of community and belonging for many isolated educators. Taken on balance there is real value in recognizing the quality of social ties between and among all of us as we do the work of improving outcomes in education and building consequential partnerships is important in understanding how change really happens and where it can break down both in face to face and online settings.

dr. **Leonid Nakov**, Ekonomska fakulteta Skopje, Univerza Sveti Ciril in Metod Skopje, Severna Makedonija

## **UPRAVLJANJE UČINKOVITEGA MREŽENJA: KREPITEV PROFESIONALNEGA ZAUPANJA IN SODELOVANJA**

Na sodobne oblike povezovanja in soodvisnost med različnimi subjekti in ustanovami, strokovnimi združenji in raziskovalnimi centri vpliva predvsem usmeritev vodstva v skupno delovanje in razvoj učinkovitih mrež za sodelovanje. Njihov namen je zagotoviti dodano vrednost številnim procesom in načinu delovanja. Vsak poskus oblikovanja agilne in odzivne organizacije in institucije je načeloma odvisen od zmožnosti za spremembe, ki jo imajo sodelujoči partnerji v združenjih in mrežah, pa tudi od uporabe različnih tehnik za zagotavljanje konkurenčne prednosti, med katerimi imata še posebej v učinkovitih mrežah največji vpliv prilagodljivost in odpornost.

V »behaviorističnem ustroju« oz. organizacijski kulturi vsakega združenja in institucije je ob spodbujanju skupnih vrednot, prepričan, odnosov in pričakovanj ključnega pomena tudi usklajevanje temeljnih vedenjskih komponent zaupanja in spoštovanja preko sinergije in simbioze. Predpogoj za uvajanje trajnostnih sprememb in njihovo izvajanje v strokovni mreži subjektov in institucij je strokovno



razumevanje zaupanja in spoštovanja med člani mreže, kar zagotavlja doseganje strokovnih standardov za učinkovito sodelovanje in razumevanje. Poti sodelovanja v mreži, ki so jasno določene in poudarjene, zagotavljajo večjo vključenost, sodobno vodenje pa je v vsaki strokovni mreži usmerjeno v reševanje izzivov za zagotavljanje kakovosti.

## **MANAGING EFFECTIVE NETWORKING: ENHANCING PROFESSIONAL TRUST AND RESPECT**

Contemporary modalities of inter-connectivity and mutual dependence among various entities and institutions, professional associations and research centers are fundamentally driven by the managerial tendency for joint establishing and further development of effective cooperative networks, aimed at adding value inside numerous processes and behavior. Every attempt for introducing agile and responsive organizations and institutions is principally dependent on the change capability of partnering members within associations and networks, as well as on applying numerous techniques for their respective competitive advantage, among which, particularly at advanced networking, as most influential, are perceived the adaptability and resilience.

While promoting common values, beliefs, attitudes and expectations, within 'the behavioral constitution' of every association and institution, i.e. organizational culture, it is of a critical importance harmonizing, through synergy and symbiosis, the core constitutive behavioral components, implying to trust and respect. Professional understanding of trust and respect among network members leads to achieving professional standards for efficient cooperation and understanding, as a pre-condition for generating and implementing sustainable changes within the very professional network of entities or institutions. Promotion of enhanced and recognizable cooperative pathways generates higher network inclusion and critical-to-quality (CTQ) understanding of contemporary management challenges within every professional network.

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dr. **Blaž Zupan**, Univerza v Ljubljani, Fakulteta za računalništvo in informatiko

## **MREŽENJE Z UMETNO INTELIGENCO**

Umetna inteligenca se nam je, največkrat nevede, zavlekla v prav vse pore življenja. Že danes nam pomaga pri vožnji avtomobilov, nadzira delovanje pralnih in pomivalnih strojev, krmili pametne hiše, upravlja pametna mesta, regulira finančne tokove, snuje nova zdravila in morda celo vpliva na rezultate volitev. Hoteli ali ne, umetna inteligenca postaja gonilo industrijske revolucije v tem stoletju. Gonilo, o katerem večina nas ne ve ničesar, čeprav so koncepti umetne inteligence, vsaj ti, ki izhajajo iz analize podatkov in uporabljajo strojno učenje, lahko preprosti. Predstavljeno bo nekaj primerov uporabe umetne inteligence, njena vloga in nevarnosti v današnjem svetu. Izpostavljeno bo tudi vprašanje zastopanosti konceptov, na katerih temelji umetna inteligenca v šolah. Na enostavnem primeru iz sveta mode bo prikazano, kako je moč te koncepte predstaviti laikom in kako bi bilo možno v šolah pripraviti praktične delavnice, ki bi se izvedle v sklopu že obstoječih predmetov, kot so zgodovina, slovenščina, biologija, kemija, ali geografija. Za izvedbo tovrstnih delavnic je zaradi povezovanja vsebin različnih predmetov bistveno mreženje. Tako bi se na delavnici, izvedeni pri predmetu zgodovine, vključili sodelavci in koncepti s področja matematike in računalništva, morda tudi slovenščine in geografije. Pripravi tovrstnih delavnic koristi tudi vertikalno mreženje. Ključni indikator uspešnosti mreženja na predlaganih delavnic je njegova



širina (interdisciplinarni obseg) in globina (angažirani učenci in mentorji). Predstavili bomo, kako lahko izvedbo predlaganih delavnic podpremo s programskim orodjem Orange (<https://orange.biolab.si>), ki na enostaven način omogoča uporabo tehnik strojnega učenja in za katerega je že pripravljena vrsta spremljajočih učnih gradiv.

## NETWORKING WITH ARTIFICIAL INTELLIGENCE

Artificial intelligence is becoming, most often in the absence of our knowledge, almost omnipresent. It helps us drive cars, it monitors the operation of washing machines and dishwashers, controls smart homes, manages smart cities, regulates financial flows, designs new drugs, and perhaps even influences election results. If we like it or not, artificial intelligence is becoming the driving force of the industrial revolution in this century. The driving force that most of us know nothing about. The absence of knowledge about AI is, in fact, surprising. Namely, artificial intelligence concepts, at least those derived from data analysis and machine learning, are simple. The presentation will share some examples of the use of artificial intelligence, its role, and its dangers in today's world. We will address the problem of teaching concepts and uses of AI instead of teaching of details of AI algorithms. A simple example from fashion will show how these concepts can be presented to the lay audience. We will discuss how easy it could be to prepare practical workshops in schools within existing subjects such as history, Slovene language, biology, chemistry, or geography. Networking is essential for implementing such workshops as contents from different subjects need to be connected. For example, the workshop that showcases AI in history could include colleagues and concepts from mathematics and computer science, perhaps also from the Slovene language and geography. Such workshops could also benefit from vertical networking. The key indicator of networking success in the proposed workshops is its breadth (interdisciplinary scope) and depth (engaged students and mentors). We will present how a particular software tool called Orange (<https://orange.biolab.si>) from the University of Ljubljana can support such workshops. Orange enables the use of machine learning techniques in a simple way. There is already training material available for use in schools and at universities.

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dr. **Milenko Kundačina**, Univerza v Hercegovini, Mostar, Bosna in Hercegovina

## MOŽNOSTI ZA RAZISKOVANJE VZGOJNO-IZOBRAŽEVALNE PRAKSE – VLOGA IN POMEN MREŽENJA STROKOVNIH DELAVCEV

Prispevek predstavlja posebnosti raziskovanja prakse vzgoje in izobraževanja, ki jo uresničujejo ravnatelji in strokovni delavci s ciljem samoevalvacije vzgojno-izobraževalnih zavodov, izboljšanja kakovosti vzgojno-izobraževalnih procesov in višjih dosežkov učencev ter spreminjanja praks. Pri tem je pomembno tudi sodelovanje s fakultetami in institucijami, ki skrbijo za strokovno izpopolnjevanje strokovnih in vodstvenih delavcev v vzgoji in izobraževanju ter z uredništvu strokovnih in znanstvenih revij. Prispevek se usmerja v načine izbire raziskovalnega problema in spremljanje doseganja določenih standardov kakovosti, predvsem na področjih, kjer se izvaja samoevalvacija in zunanja evalvacija. Prispevek predstavlja in primerja raziskovalne pristope strokovnih delavcev: empirično-analitični, akcijski in kombinirani. Posebna pozornost je namenjena modelu akcijskega raziskovanja, ki je prepoznan kot del kritične epistemološko-metodološke usmerjenosti v pedagogiki, s poudarkom na kvalitativni in



strukturni analizi. Izpostavljen je pomen uporabe rezultatov med samo raziskavo kakor tudi spremljanje uresničevanja akcijskih načrtov in »merjenje« dosežkov učencev in kakovosti vzgojno-izobraževalnega procesa. Proces akcijskega raziskovanja predstavlja pot snovanja sprememb. Raziskovanje vzgojno-izobraževalne prakse je tako priložnost za pridobivanje povratne informacije o kakovosti dela in za zbiranje dokazov (dokumentiranje). Tako raziskovanje postane metoda samovrednotenja. Izhodišče akcijskega raziskovanja je vrednotenje in samovrednotenje procesov in načrtovanih dejavnosti, da bi se praksa lahko spreminjala in izboljševala. Raziskave strokovnih delavcev se primerjajo s prispevki, namenjenimi objavi, in prispevki za pridobitev akademskih nazivov..

### **POSSIBILITIES OF RESEARCHING EDUCATIONAL PRACTICE – THE ROLE AND IMPORTANCE OF PROFESSIONAL NETWORKING**

The paper discusses the particularities of researching educational practices by head teachers and expert associates with the aim of self-evaluating educational institutions, improving the quality of educational processes and outcomes, as well as changing educational practices. In this context, it is also important to cooperate with education faculties and centres for professional development of expert teaching and managerial staff in education, as well as editorial boards of professional and scientific journals. The paper also addresses ways to choose a research problem by analysing the realization of educational standards in certain areas where self-evaluation and external evaluation are implemented. It also analyses and compares research models utilized by practitioners: empirical-analytical, action and combined. Special emphasis is placed on the action research model that has been recognized as part of the critical epistemological-methodological orientation in pedagogy, with emphasis on qualitative and structural analysis. Attention is focused on the implementation of results during the research itself through action plan realization, and on measuring educational outcomes and the quality of educational processes. Research within the framework of educational practice is thus an opportunity to obtain feedback on the quality of work and to gather evidence (documentation). Thus, research becomes a method of self-evaluation. The basis of action research is evaluation and self-evaluation of processes and the realization of introduced activities aimed at changing and improving educational practice. Practitioners' research is compared with papers intended for publication, and papers written for the purpose of acquiring academic titles.

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# PREDSTAVITVE REFERATOV

PREDSTAVITEV REFERATOV 1, SREDA, 7. APRIL 2021, 14.15-15.45

## SKUPINA 1

Primož Bevc, OŠ Savsko naselje

### NOČ V KNJIŽNICI – MREŽENJE NA RAZLIČNIH RAVNEH

Na OŠ Savsko naselje vsako leto organiziramo dogodek Noč v knjižnici, ki omogoča neformalno mreženje na različnih ravneh šole. Predstavljena bo oblika neformalnega mreženja na šoli, ki se vzpostavlja v zadnjih desetih letih. Na dogodku Noč v knjižnici se oblikujejo tri mreže, ki se med seboj prepletajo. Prvo predstavlja dvajset učencev, navdušenih bralcev od drugega do petega razreda, ki se prvič povežejo v mrežo znotraj dogodka. Na dogodku se povezujejo, med seboj sodelujejo, ustvarjajo in pridobivajo transverzalne veščine, ki so zelo pomembne za uspešno delovanje v različnih življenjskih situacijah. Drugo mrežo sestavlja šest učencev tutorjev od šestega do devetega razreda. Znotraj svoje mreže se predhodno dogovorijo o oblikah in metodah dela na dogodku. V okviru svoje mreže razvijajo veščine sodelovanja, komuniciranja, reševanja problemov ter vodenja, kar prenašajo na mrežo pridnih bralcev. Tretjo mrežo pa tvori deset strokovnih delavcev. Njihova naloga je, da si na predhodnem srečanju razdelijo delo in zadolžitve ter določijo oblike in metode dela z učenci obeh mrež. Po vsakem dogodku izvedemo sumativno in empirično evalvacijo načina dela, pridobljenih veščin ter kompetenc s strani vseh deležnikov oz. vseh treh mrež. Na podlagi pridobljenih rezultatov ugotovljamo, da novi pedagoški pristopi in inovativna orodja zvišujejo motivacijo in veselje učencev do branja. Predstavitev rezultatov pa povečuje željo po sodelovanju v tem projektu tudi pri drugih strokovnih delavcih šole. Ta analiza nam omogoča, da lahko načrtamo cilje za prihodnje leto. Opisana oblika mreženja se je izkazala kot zelo učinkovita oblika vodenja. Sodelovanje znotraj mrež je iz leta v leto učinkovitejše, saj se tako učenci kot tudi strokovni delavci v okviru svojih mreženj vse bolj povezujejo. Na podlagi analize praktičnih izkušenj lahko trdim, da je mreženje, kot podpora vodenja za učenje na različnih ravneh, pomembno gonilo razvoja pozitivnih sprememb v vzgoji in izobraževanju. Z mreženjem bomo v okviru naše šole zagotovo nadaljevali.

### A NIGHT IN THE LIBRARY – NETWORKING AT VARIOUS LEVELS

Savsko naselje primary school organises a "Night in the library" event, which allows for informal networking on various levels within the school. This presentation focuses on the form of informal networking within Savsko naselje primary school, which has been in practice for the last ten years. The "Night in the library" event allows the formation of three networks, which are intertwined. The first network is formed by twenty students from grades 2 to 5, who are all avid readers and form the network for the first time through their participation in the event. The event allows them to establish relationships, to cooperate, create and gain transversal competences which are especially important for their successful response to many real-life situations. The second network is formed by six tutor students from grades 6 to 9. Within their network, they discuss the methods and forms of work at the event in advance while developing their cooperation, communication, leadership and problem-solving skills. These skills are then transferred to the avid reader group. The third network is formed by ten education staff members. Their task is to split the work and duties at a meeting which is organized beforehand. They also decide upon the methods and forms of work with students from both networks. After the event, the summative empirical evaluation comprising the assessment of the gained skills and competences of all the participants and networks is performed. The results show that new pedagogic approaches and innovative tools improve the students' motivation and their love for reading. The presentation of the results has increased the



I. mednarodna znanstvena konferenca vodenje v vzgoji in izobraževanju:  
**MREŽENJE KOT PODPORA VODENJU  
ZA UČENJE NA RAZLIČNIH RAVNEH**  
Povzetki referatov in interaktivnih delavnic





wish of other education staff members at the school to also participate in the event. The analysis allows the organizers to set objectives for the next year. The described form of networking has been proven as a successful form of leadership. The cooperation within networks is increasingly successful each year, as the students and teachers form more connections within their network. Based on the analysis of the practice it can be said that networking is an important driving force for positive change in education as it supports leadership of learning at various levels. Savsko naselje primary school will undoubtedly continue with its networking practice.

**Tina Pajnik**, OŠ Vide Pregarc in **Sonja Strgar**, OŠ Antona Martina Slomška Vrhnika

## **MREŽENJE STROKOVNIH DELAVCEV V ŠOLI IN MED ŠOLAMI TER VPLIV UČNIH SPREHODOV NA SAMOREFLEKSIJO UČITELJEV**

Prispevek predstavlja oblikovanje mrež z vzpostavljanjem povezav med strokovnimi delavci posamezne šole in oblikovanje mrež, v katere se vključujejo tudi strokovni delavci iz osnovnih šol. S pomočjo ankete so bili zbrani podatki za analizo. Vprašanja so naslavljala stališča učiteljev do učnih sprehodov in prepoznavanje slednjih kot priložnost za samorefleksijo. Poleg tega pa je sodelovanje strokovnih delavcev pri izvedbi učnih sprehodov lahko priložnost za izboljšanje lastne prakse ter posledično lastnega znanja. Anketo je izpolnilo 38 strokovnih delavcev iz treh osnovnih šol, ki so sodelovali v dogovorjenem timu opazovalcev pri izvedbi učnih sprehodov v različnih oddelkih vsak svoje šole. Predmet opazovanja se je določil na podlagi vizije šole, tekoče problematike, razvojnega načrta ali kazalnikov kakovosti. Opazovalni tim je po opravljenem sprehodu oblikoval povratno informacijo. Učni sprehodi so se izvajali tako v posameznih šolah kot tudi med šolami, zato smo z anketami želeli izvedeti, kako učitelji in vodstveni delavci doživljajo učne sprehode v različnih vlogah, koliko članov štejejo opazovalni timi, kakšne so prednosti in slabosti izvajanja učnih sprehodov na šolah ter kaj imajo šole ob spremljanju dela skozi učne sprehode skupnega. Udeleženci so po opravljenih učnih sprehodih rešili spletni vprašalnik, ki vsebuje devet vprašanj. Prispevek predstavlja dve obliki mrež, ki sta se oblikovali pri izvajanju učnih sprehodov: mreženje z vzpostavljanjem povezav med strokovnimi delavci ene šole in učne sprehode kot obliko mreženja, pri katerih sodelujejo strokovni delavci drugih šol. Predstavlja tudi ugotovitve ankete o tem, ali učitelji prepoznavajo učne sprehode kot priložnost za samorefleksijo in priložnost za izboljšanje lastne prakse ter posledično lastnega znanja. Izpostavlja tudi primerjavo spremljanja procesov učenja in poučevanja z učnimi sprehodi v različnih šolah. Učni sprehodi kot oblika mreženja spodbujajo razvoj šolskega prostora, omogočajo mreženje in deljenje dobrih praks, hkrati vodstveni delavci z oblikovanjem mreženja nudijo priložnost za soustvarjanje učenja in znanja.

### **NETWORKING OF PROFESSIONALS WITHIN AND BETWEEN SCHOOLS AND THE IMPACT OF LEARNING WALKS ON TEACHERS' SELF-REFLECTION**

The paper presents the formation of networks by establishing links between professionals of each school and the formation of networks, which also include school staff from primary schools. With a survey, data were collected for analysis. The questions addressed the attitudes of teachers towards learning walks and recognizing them as an opportunity for self-reflection. In addition, the participation of professionals in the implementation of learning walks can be an opportunity to improve their own practice and, consequently, their own knowledge. The survey was completed by 38 professionals from three primary





schools, who participated in an agreed team of observers in conducted learning walks in different subject groups of each of their schools. The subject of observation was determined on the basis of the school's vision, current issues, development plan or quality indicators. The observation team gave feedback after the learning walk. Learning walks were conducted both in individual schools and between schools, so we wanted to find out through surveys how teachers and leaders experience learning walks in different roles, how many members the observation teams have, what are the advantages and disadvantages of learning walks in schools and what schools have in common when they observe work through learning walks. After completing the learning walks, the participants solved an online questionnaire with nine questions. The paper presents two forms of networks that were formed in the implementation of learning walks: networking by establishing connections between professionals from one school and learning walks as a form of networking in which professionals from other schools participate. It also presents the findings of the survey on whether teachers recognize learning walks as an opportunity for self-reflection and an opportunity to improve their own practice and consequently their own knowledge. It also highlights the comparison of monitoring learning and teaching processes with learning walks in different schools. Learning walks as a form of networking encourage the development of the school environment, enable networking and sharing of good practices, while the leaders provide the opportunity to co-create learning and knowledge by creating networking.

Marjeta Terbovšek, OŠ Vransko – Tabor

## VPLIV UČNEGA SPREHODA NA POVEZOVANJE MED STROKOVNIMI DELAVCI

Kot enega izmed najbolj učinkovitih pristopov vodenja v vzgoji in izobraževanju se omenja distribuirano vodenje, ki v vodenje vključi različne udeležence, hkrati pa je to podpora ravnatelju. V prispevku bom predstavila vpliv učnega sprehoda na utrjevanje dobrih medsebojnih odnosov v kolektivu. Učni sprehod je oblika mreženje znotraj vzgojno-izobraževalnega zavoda. Gre za spremljanje pouka, ki nadomešča hospitacije. Menim, da se z učnim sprehodom oblikuje mreža strokovnih delavcev različnih strok, med katerimi se vzpostavijo zaupanje, sodelovanje in želja po strokovnem napredku. Cilj je izboljšanje samega procesa vzgoje in izobraževanja. Pri učnem sprehodu smo se povezovali ravnateljica, vzgojitelji, učitelji razrednega pouka, učitelji na predmetni stopnji in svetovalni delavci. V timu je sodelovalo 12 strokovnih delavcev. V dveh letih se je učni sprehod izvedel v desetih razredih oziroma skupinah. Vsak v timu se je lahko preizkusil v vlogi opazovalca in vlogi opazovanca. Pomembna je priprava na učni sprehod, ki vključuje sestavo opazovalnega lista in razdelitev nalog opazovalcev. Trije pari strokovnih delavcev z različnih področij petnajst minut opazujejo interakcije med učenci, učiteljem in učenci, izdelke, zvezke ... Najpomembnejša pa je evalvacija po učnem sprehodu, med katero se razvije diskusija vseh sodelujočih, po njej pa je moč izpostaviti močna področja in nove izzive. Ta oblika mreženja omogoča vertikalno povezovanje med vrtcem ter razredno in predmetno stopnjo. Odpirajo se pomembna strokovna vprašanja in »rušijo« pred sodki, ki so posledica nepoznavanja posameznih področij dela v šolstvu. Svoje trditve lahko podkrepim s podatki, ki jih pridobivam preko pogovorov, ki sem jih opravila z 12 strokovnimi delavci. Izpostavili so, da jih je povratna informacija spodbujala in jim vlivala samozavest pa tudi nakazala, kaj je potrebno še izpopolniti v lastni praksi. Vzpostavi se večja miselna povezanost med strokovnimi delavci v timu. Krepi se spoštovanje in zaupanje med kolegi po vsej vertikali, od vrtca do predmetne stopnje. Razvija se želja po širjenju prakse. Ravnatelj krepi svojo stopnjo zaupanja v sodelavce, sodelavci bolj zaupajo ravnatelju.



## **IMPACT OF LEARNING WALK ON THE RELATIONSHIPS BETWEEN EDUCATION PROFESSIONALS**

Distributed leadership has been found as one of the most effective approaches to leadership in education, as it involves other staff in leadership and it offers support to the head teacher. This paper presents the impact of learning walks on the establishing of good interpersonal relationships among staff. The learning walk is a method of connecting staff members within an educational institution. It is a way of monitoring of teaching that replaces observation. It is believed that the learning walk establishes a network of different education professionals, connected through mutual trust, cooperation and a desire for professional progress. The goal is to improve the process of education. During the learning walk, we connected the head teacher, pre-school teachers, primary school teachers, subject teachers and counsellors. The team consisted of 12 professionals. In the course of two years, the learning walk was carried out in ten classes, i.e. groups. Each of the team members was able to try out the roles of an observer and the observed. It is important to prepare the learning walk, which includes the composition of the observation sheet and the distribution of tasks to the observers. Three pairs of professionals from different fields observe for fifteen minutes the interactions among students, between the teacher and students, as well as their work, notebooks. . . The most important activity is the evaluation after the learning walk in the form of a discussion among all participants when strengths and challenges are highlighted. This method allows for a vertical connection between the kindergarten, the lower and upper school levels. Important professional issues arise and there is a "break down" of prejudices, resulting from lack of experience in individual areas of work in school education. These arguments are supported with the data obtained through interviews with twelve education professionals. They pointed out that the feedback encouraged them and gave them confidence, but also indicated weak points that still need to be improved in their work. Additionally, greater intellectual connection has been established among the professionals in the team. There has also been an increase in respect and trust among colleagues along the whole vertical organizational structure, from kindergarten to the subject level. Also, there is a desire to spread this practice. The head teacher has more trust in other colleagues, and the colleagues have more confidence in their head teacher.

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**Dana Božič**, Gimnazija Moste

## **POEZIJA BREZ MEJA: PREVAJALSKA DELAVNICA V OKVIRU PROJEKTA ERAZMUS+ KOT PRIMER MREŽENJA DIJAKOV RAZLIČNIH NARODNOSTI**

Prispevek predstavlja mreženje dijakov različnih maternih jezikov v okviru delavnice iz prevajanja poezije na temo "meje". Gimnazija Moste je v okviru projekta Erasmus+ v Ljubljani gostila dijake iz treh držav. Izziva sta bila proučiti vzpostavljanje povezav med slovenskimi in tujimi dijaki pri razvijanju sodelovalnih kompetenc in spoznavanju, kako koncept "meje" dojemajo različne narodnosti v času begunske krize, ter kako vidijo sobivanje v družbi, ne glede na narodno pripadnost. Po uvodni frontalni predstavitvi ciljev delavnice in viharjenju možganov ob besedi "borders", so dijaki v skupinah v svoj jezik prevajali angleško različico pesmi Borisa A. Novaka "Borders", pri čemer so si dijaki delo znotraj skupin razdelili sami. Vodja delavnice in sodelujoča učiteljica sta opazovali, v kolikšni meri so bili dijaki aktivno vključeni



v proces mreženja, koliko in kako so bili drug drugemu vir poučevanja in učenja, v kolikšni meri so bili učenci samostojni pri delu ter spretni pri zastavljanju smiselnih vprašanj. Razvidno je bilo, da so dijaki prevzeli različne vloge, medtem ko so se usklajevali o zapisu: brskanje po slovarjih, sprotni zapisovalci "v grobem", "pisar" končne verzije za računalnikom. Skupine so nato prebrale svoje prevode, pesmi pa so si dijaki tudi izmenjali: slovenski dijaki so prebrali poljski prevod itd. Mreženje je odigralo ključno vlogo, ko so se morali še prej pri maternih govorcih naučiti pravilne izgovorjave in intonacije: dijaki so si "učitelje" poiskali sami, pri čemer so razvijali timsko delo, kompetence podjetnosti in osebnostne kompetence ter komunikacijske spretnosti v angleščini ter, ponekod prvič, v drugih evropskih jezikih. Mreženje ocenjujem kot primerno, smiselno in koristno obliko za medsebojno ozaveščanje o človekovih pravicah, o spoštljivem odnosu med različnimi kulturami, prav tako pa tudi o razreševanju konfliktov med njimi. Delavnica je bila izjemno dobro sprejeta tako med tujimi in našimi dijaki kot tudi njihovimi učitelji, kar smo izvedeli iz pogovora s sodelujočimi po samih delavnicah.

### **POETRY WITHOUT BORDERS: A TRANSLATION WORKSHOP WITHIN THE ERASMUS+ PROJECT AS AN EXAMPLE OF MULTINATIONAL STUDENT NETWORKING**

This contribution presents the networking of students of different mother tongues in a translation on the topic of "borders". The general secondary school Gimnazija Moste hosted students from three European countries in Ljubljana as part of the Erasmus+ project. The challenges were to examine how links were established between students while developing collaborative competencies, reflecting on the concept of "border" and understanding how it is perceived by different nationalities, but also how they see multi-ethnic coexistence in society. After an introduction and a brainstorming session on the word "borders", the students translated the English version of Boris A. Novak's poem "Borders" into their language. The lead teacher of the workshop and the other participating teacher observed the extent to which students were actively involved in the networking process, how much and how they were a source of teaching and learning to each other, the extent to which students were independent at work and skilled in asking meaningful questions. It could be observed that in the groups, the students delegated different roles to each other: browsing the dictionary, roughly writing the translation on paper, writing the final version on the computer. The groups then read their translations and exchanged poems but they had to first learn the correct pronunciation and intonation from the native speakers. The students sought out "tutors" themselves, developing teamwork, entrepreneurship and personality competencies, and communication skills in English and also in other European languages. Student networking emerged as an appropriate, sensible and beneficial method in raising awareness of human rights, of a respectful relationship between different cultures, as well as of resolving conflicts between them, which today is of paramount importance. The workshop was extremely well received both by foreign and our students as well as their teachers, as transpired after the workshop in a feedback session with the participants.

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## SKUPINA 2

**Vesna Breznik**, OŠ Jožeta Hudalesa Jurovski dol

### **VPLIV MREŽENJA RAVNATELJEV NA VZPOSTAVITEV IN ŠIRITEV MREŽENJA STROKOVNIH DELAVCEV ŠOLE**

Obstaja mnogo opredelitev mreženja, skupno pa jim je vzpostavljanje stika z namenom pridobitve informacij, nasveta ... oz. je pojmovano kot sredstvo za doseg uspeha. Vsekakor to pride do izraza, ko govorimo o mreži ravnateljev, ki omogoča mreženje strokovnih delavcev znotraj šole. Kot novoizvoljena ravnateljica sem vstopila v več mrež ravnateljev, ki jih želim predstaviti s prispevkom: mreža ravnateljev pod okriljem Zavoda RS za šolstvo OE Maribor, mreža novoizvoljenih ravnateljev in morebitnih kandidatov za ravnatelje v okviru Šole za ravnatelje in mreža kolegija ravnateljev osrednjih Slovenskih goric. V okviru vseh teh mrež ravnateljev se pridobivajo znanja o vodenju, smernice za strokovno delo ter novosti, ki jih kot ravnateljica vnašam v zavod oz. obstoječo šolsko prakso. Predvsem pridobljene smernice za kakovostnejšo strokovno delo so tiste, ki vplivajo na vzpostavitev in širitev mreže strokovnih delavcev znotraj šole. V našem zavodu se to najpogosteje prične z imenovanjem ožjega tima strokovnih delavcev, ki z izvajanjem posameznih dejavnosti bodisi z učenci bodisi s preostalim kolektivom preizkušajo uspešnost vnesene novosti in vzpostavljajo mrežo stikov, ki presega pridobivanje informacij, nasvetov, temveč skupaj izvajajo in evalvirajo dejavnosti. Po vsaki izvedeni dejavnosti sledi evalviranje znotraj tima in poročanje kolektivu na mesečnih pedagoških konferencah. Najpogosteje je eno šolsko leto tisti čas, ki obsega postopnost uvajanja spremembe od načrtovanja v timu, izvajanja, evalviranja, dokumentiranja, poročanja do odločitve, da se novost razširi na delo v celotnem kolektivu oz. šolski praksi. Moja naloga je, da to vzpodbujam, spremljam in podpiram. Na srečanjih ravnateljev poteka izmenjava podatkov o obsegu vnašanja novosti za izboljšanje pouka in višjih dosežkih učencev. Le-to poteka v določenih časovnih obdobjih z analizo opravljenega dela s celotnim kolektivom, ugotavljanjem doseženega stanja in načrtovanjem dela naprej, da se doseže zastavljen cilj. Na vseh srečanjih – mrežah- ravnateljev najpogosteje pride do novih idej, zamisli, ki lahko izboljšajo šolsko prakso (npr. novi projekti, dejavnosti ...); ravnateljeva odgovornost pa je, da to zna predati kolektivu, ga vzpodbujati in podpirati ter s tem omogočati kakovostnejšo sodelovanje ter doseganje uspeha.

### **IMPACT OF HEAD TEACHERS' NETWORKING ON THE ESTABLISHMENT AND EXPANSION OF NETWORKING OF SCHOOL PROFESSIONALS**

There are many definitions of networking, all of which have some common points such as establishing relationships with the aim of obtaining information, advice, etc., or it is a means to achieve success. This is most definitely useful when talking about the network of head teachers which allows for the networking of school professionals within a school. As a newly-elected head teacher I joined several networks which I would like to present in the article: Network of head teachers under the auspices of the National Education Institute of the Republic of Slovenia, Maribor regional unit, Network of newly-elected head teachers and potential candidates for head teachers in the framework of the National school for leadership in education and Network of the board of head teachers in the central area of Slovenske gorice. In the head teachers' networks, we learn about leadership, receive guidelines for professional work and information about new developments, and as a head teacher, I introduce all of that into the existing school practice. The obtained guidelines for improving the quality of professional work considerably impact the establishment and expansion of the network of professionals within a school. In our school, the process usually starts with the appointment of a core team of professionals who test the efficiency of the introduced novelty, either by carrying out individual activities with pupils or with other colleagues and thus setting up the network of contacts that exceeds the obtaining of information, advice and is



focused on joint implementation and evaluation of activities. Each implemented activity is followed by evaluation within the team and reporting to other colleagues at monthly teachers' conferences. In most cases, one academic year is the framework in which a change is gradually introduced, namely from the stage of planning by the team, implementation, evaluation, documentation, reporting, to the stage of deciding that the novelty should be applied to the entire staff or introduced into school practice. My task is to encourage, monitor, support. At the meetings of head teachers, we exchange the data about the implemented improvements in the teaching and learning process and about raising student achievements. This is carried out in certain periods and includes analysis of the work with the whole staff, establishment of the achieved conditions and planning future activities aimed at achieving our goal. At all meetings - networks of head teachers', some ideas are usually introduced on how to improve school practice (e.g. new projects, activities, etc.) and it is the head teacher's responsibility to share all of that with their colleagues, to encourage and support them and thus promote better cooperation and success.

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Tina Plahutnik, OŠ Frana Albrehta Kamnik

## **KARIERNA ORIENTACIJA - SODELOVANJE ŠOLSКИH DELEŽNIKOV IN OKOLJA**

Prispevek prikazuje karierno orientacijo na OŠ Frana Albrehta od obdobja, ko se je s tem ukvarjala le svetovalna delavka, do danes, ko na področju karierne orientacije vsako leto sodeluje okrog dvajset strokovnih delavcev (učiteljev), prav toliko srednjih šol in podjetij ter tri osnovne šole. Karierna orientacija terja multidisciplinarni pristop, ki učencem omogoča, da pridobijo več in bolj poglobljene informacije o poklicih, šolah in trgu dela. Strokovni delavci soustvarjajo program poklicne vzgoje, sodelujejo pri načrtovanju in izvajanju dejavnosti. Pri snovanju vsebin in izvedbi se povezujemo s starši, osnovnimi šolami iz občine Kamnik, srednjimi šolami ter s podjetji in organizacijami iz lokalnega okolja, vključimo tudi učence. Učitelji med seboj in z učenci razpravljamo o aktivnostih, predstavljamo dobre prakse ter iščemo rešitve za aktualne izzive. Pri pripravi vsebin karierne orientacije sodelujejo svetovalna delavka in učitelji. Tako z dejavnostmi dosegajo cilje pri predmetu slovenščina in likovna umetnost. Razredniki v okviru poklicne vzgoje spoznavajo učence. Medsebojno sodelovanje pri načrtovanju, izvajanju in evalviranju dejavnosti pozitivno vpliva na motiviranost sodelavcev za sodelovanje, na vzpostavljanje in negovanje dobrih medosebnih odnosov med učitelji, med učitelji in učenci, in nenazadnje tudi na nadaljnje sodelovanje s podjetji, organizacijami in šolami. Vzpostavljeno je medsebojno zaupanje ter prostor za večkratno izmenjavo izkušenj in idej vseh članov mreže. Mreža se širi in spreminja na osnovi opazovanja, intervjujev in posvetovanja z vsemi deležniki. Učenci v okviru dejavnosti krepijo prečne veščine, predvsem sodelovanje in komunikacijske veščine, delo z viri in raziskovanje, kritično mišljenje. Širijo socialno mrežo in obzorja. Učitelji s sodelovanjem na tem področju krepimo sodelovalno kulturno na šoli ter profesionalno in osebno rastemo.

## **CAREER ORIENTATION – COLLABORATION OF SCHOOL STAKEHOLDERS AND SOCIAL ENVIRONMENT**

This article presents career orientation at Fran Albreht primary school. It shows career orientation since it was first done only by the school counsellor up to now when there are around twenty professionals from our school, the same number of secondary schools and companies and three primary schools from the local community, that are involved in career orientation every year. Career orientation requires a



multidisciplinary approach, that enables students to get quality information about professions, schools and labour market. Professionals co-create career education and participate in the planning and outsourcing services. The school cooperates with parents, students, local companies, secondary schools and local primary schools. The teachers discuss the activities with each other and with students, the school presents good practices and looks for solutions to solve current challenges. The career orientation activities are planned by the school counsellor and the teachers. This enables the achievement of goals at two school subjects (Slovene language and Art). For the class teacher this is an opportunity to get to know the students better. Cooperation in planning, implementing and evaluating activities has a positive effect on the motivation of employees to participate. There is also a positive effect on establishing and nurturing good interpersonal relationships between teachers, between teachers and students and, last but not least, a positive effect on further cooperation with companies, organizations and schools. We establish mutual trust and space for multiple exchanges of experiences and ideas for all members of the network. The network is expanding and changing through observation, interviews and consultations with all stakeholders. As a part of the activities, students strengthen transversal skills, especially cooperation and communication skills, working with sources, researching and critical thinking. They expand their social network and their horizons. The teachers strengthen the collaborative culture in our school and grow professionally and personally.

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**Romana Epih**, Vrtec Medvode

## **VPLIV MREŽENJA V AKTIVU RAVNATELJEV NA MREŽENJE STROKOVNIH DELAVCEV PRI HOSPITACIJAH**

Mreženje med ravnatelji aktiva z namenom izmenjave dobre prakse, predstavlja izboljšavo pri pedagoškem vodenju ter ustvarja možnosti različnih povezav med strokovnimi delavci. V prispevku se osredotočam na mreženje znotraj aktiva ravnateljev različnih občin in vpliv le-tega na mreženje strokovnih delavcev in hospitacije v našem zavodu. Oblikuje se mreža ravnateljev glede na interes posameznika in mreža aktiva strokovnih delavcev v enoti, kjer poteka hospitacija. Večinoma se vključuje od 5 - 8 strokovnih delavcev aktiva enote, kot izvajalci ali sodelujoči pri pripravi. V aktivu se sami dogovorijo kdo bo izvajalec. Letno se pripravi od 3 - 5 hospitacij v različnih zavodih. Na spremljanje se povabi od 3-5 ravnateljev. Po opravljeni hospitaciji poteka pogovor - evalvacija. Tovrstne hospitacije ustvarjajo dobro klimo v posameznih enotah vrtca, ker se strokovni delavci v sami pripravi na dejavnost med sabo povezujejo, si delijo mnenja in izkušnje, kar je odlično za timsko delo. Po hospitaciji se opravi evalvacija tudi med strokovnimi delavci na ravni enote. V prispevku predstavljam pozitivne učinke tovrstnega sodelovanja na delo strokovnih delavcev, in sicer na temelju zapisov o skupni evalvaciji, dokumentaciji posameznega strokovnega delavca, zapisnikih aktiva, letnih pogovorih in razgovorih z ravnatelji. Namen je vzpodbujati profesionalni razvoj tako strokovnih delavcev kot gostujočih ravnateljev. V prispevku podrobneje predstavljam mreženje v aktivu ravnateljev z namenom izboljšanja procesa hospitacij. Izmenjava dobre prakse med zavodi, s hospitacijami ravnateljev, omogoča širjenje znanja in uporabe instrumentov spremljanja, za potrditev dela strokovnih delavcev. Hospitacija temelji na strokovnih izhodiščih, ki se udejanjajo tudi skozi povratno informacijo ob evalvaciji. Ravnatelji ob strokovni razpravi preverimo svoje instrumente spremljave in jih nadgradimo. Ključni cilj tovrstnih hospitacij za gostujoče ravnatelje je, da vidimo več različnih pristopov in kritičnih vrednotenj - evalvacij po spremljavi, kar se kot pozitivna praksa prenese v svoje zavode. Uporabimo lahko nov instrumentarij, ga prilagodimo ali dobimo potrditev, da delamo dobro.



## THE INFLUENCE OF NETWORKING IN THE PROFESSIONAL LEARNING COMMUNITY OF HEAD TEACHERS ON THE NETWORKING OF PROFESSIONAL STAFF IN PEER OBSERVATIONS

Networking between head teachers in a professional learning community group for the purpose of exchanging good practice represents an improvement in pedagogical leadership and creates opportunities for various connections between professional staff. In this article, I focus on networking within the professional learning community of head teachers from different municipalities and its impact on the networking of professional staff and peer observations in our institution. A network of head teachers is formed according to the interest of each individual, and a network of subject group members in the unit where peer observations take place. Mostly, 5 to 8 professional staff of the subject group are involved as creators or participants in the preparation. The subject group agrees on who will implement each activity. Annually, 3 to 5 peer reviews are prepared in various institutions. 3 to 5 head teachers are invited to follow up. After the peer observation, evaluation takes place through a conversation. Such observations create a good climate in individual units of the kindergarten because the professional staff connect with each other in the preparation for the activity, they share opinions and experiences which is great for teamwork. After the observation, an evaluation is also performed among the professional staff at the unit level. In this paper, I present the positive effects of this kind of cooperation on the work of professional staff, based on records of joint evaluation, documentation of individual professional staff, records of working groups, annual interviews and interviews with head teachers. The aim is to encourage the professional development of both professional staff and visiting head teachers. In this article, I present the networking in the professional learning community of head teachers in order to improve the process of peer observations. The exchange of good practice between institutions with the observations of head teachers enables the dissemination of knowledge and the use of observation instruments to confirm the work of professional staff. Observation of educational work is based on professional expertise, which is also realized through feedback during the evaluation. In the expert discussion, the head teachers check their observation instruments and upgrade them. The key goal of such educational observations of visiting head teachers is to see several different approaches and critical follow-up evaluations, which are transferred to their institutions as a positive practice. We can use new tools, adapt them or get confirmation that we are doing well.

Natalija Kotar, OŠ Brinje Grosuplje

## POSVETOVALNICA ZA STARŠE "SKUPAJ ZMOREMO, JAZ ZATE, TI ZAME"

Kot eden večjih izzivov se pojavlja zagotavljanje enakovredne vključenosti vseh učencev v proces učenja in poučevanja. Pogosto se pri starših in pri otrocih s posebnimi potrebami, zaradi dodatnih izzivov in podpore pri različnih posebnih potrebah, razvijajo občutki, ki jih starši in otroci enakovrednega izobrazbenega standarda ne poznajo. V takih primerih iščejo rešitve tako starši in učitelji in vse pogosteje ugotavljamo, da skupaj zmoremo več. Prispevek predstavlja vzpostavljanje povezav med starši in strokovnimi delavci v okviru podporne skupine za starše, ki se je oblikovala pred petimi leti na podlagi zaznane potrebe staršev otrok s posebnimi potrebami po pogovoru in sodelovanju. Analiza dela skupine za starše v šolskem letu 2019/20 temelji na refleksijah vključenih strokovnih delavk in pregledu zapisnikov 3 srečanj podporne skupine za starše imenovane Posvetovalnica za starše "Skupaj zmoremo, jaz zate, ti zame". Izvajanje predavanj na izbrane teme in klepetalnico vodita specialna pedagoginja in socialna



pedagoginja. Predstavljene so teme predavanj v izbranem šolskem letu in odziv staršev. Prispevek pa se osredotoča na prikaz interakcij v mreži, ki se vzpostavlja med samimi starši ter med starši in strokovnimi delavci v okviru klepetalnice. Vključevalo se je od 5 do 10 staršev. Ugotovitve pokažejo, da je takšno sodelovanje presevalo obliko, kjer starši izpostavljajo posamezne težave, ampak so v okviru skupine starši in strokovni delavci skupno sodelovalno iskali rešitve za izpostavljene težave. Predstavljenih bo nekaj primerov. Refleksije svetovalnih delavk odkrivajo, da je s takšno obliko dela uspelo vzpostaviti okolje, kjer je lahko potekal zaupen pogovor in aktivno poslušanje drug drugega. Bilo je vzpostavljeno zaupanje. Sodelujoči so razvijali zmožnost poslušanja in vživljanja v izzive posameznika ter medsebojne pomoči in opogumljajoče podpore. Predstavljeno oblikovanje mreže se je izkazalo kot priložnost, da starši in učitelji spregovorijo o izzivih in si izmenjajo izkušnje o (so)delovanju in (so)oblikovanju ciljev izobraževanja in vzgoje za učence. Obenem pa je to priložnost za zagotavljanje vključenosti staršev v delo v šoli, kadar je to mogoče.

### **A COUNSELLING SESSION FOR PARENTS – “WE CAN DO THIS TOGETHER - YOU FOR ME AND I FOR YOU”**

One of the biggest challenges is equal inclusion of all students in the educational process. Due to the fact that the special needs children face extra challenges and need more help with basic tasks, feelings unknown to those whose children go to regular school often arise in parents of children with special needs. In such cases, both parents and teachers find that we can do more if we work together. The article presents the forming of connections between parents and teachers/other school employees through the means of a parents' support group formed 5 years ago on the special needs children's parents' initiative to communicate and cooperate more. The analysis of the work within the parents' support group in 2019/20 is based on the reflections of the educators who were included in the group and on the reports of 3 meetings of the support group called "counselling sessions for parents", which follows the motto "We can do this together - you for me and I for you". The lectures and workshops with selected topics were facilitated by a special needs educator and social pedagogue, who lead the support group. A brief parents' response to different topics within the lectures is also presented in the article, but the focus is mainly on the establishment of a network of interactions between parents and our educators through the conversational support group. Between 5 and 10 parents were included in the presented results. The findings show that this type of cooperation between the parents and the school goes beyond parents simply presenting problems. The parents, teachers and other pedagogues jointly find solutions for these problems. A few such cases will be pointed out in the presentation. The reflections of the educators included in the parents' support group reveal that this type of collaboration managed to establish a trustful environment, where all the participants were encouraged to develop their emphatic skills of listening on one hand and help or support each other on the other. Forming such a network was found to be a good opportunity for the parents and the teachers to speak up about the challenges they face on daily basis and exchange their own views on setting educational goals for their students/children. At the same time, the group has also proven that it offers a chance for the parents to be included in the educational process of their children whenever that is possible.

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## SKUPINA 3

Melita Jakelj, OŠ Simona Gregorčiča Kobarid

### **MREŽENJE STROKOVNIH DELAVCEV ZA BRALNE MREŽE UČENCEV**

Šola raste z dobrimi učitelji in motiviranimi učenci, kakovost pa se gradi iz raznolikosti in medsebojnega sodelovanja, usmerjenega v skupni cilj. Prispevek predstavlja analizo vzpostavljanja mreže strokovnih delavcev za iskanje učinkovitih metod in oblik učenja ter poučevanja od šolskega leta 2013/14 do danes. Mreža se je vzpostavila spontano. Naš izziv so bili učenci s slabše razvito tehniko branja in odporom predvsem do glasnega branja. Želeli smo to preseči in najti način, da bi učenci v branju začeli uživati. Cilj mreženja je postal ustvarjanje priložnosti za medgeneracijsko branje, z namenom razvijanja bralnih veščin in profila poslušalca. Mreži štirih učiteljev podaljšanega bivanja, ki so oblikovali starostno mešane skupine učencev in jim dodelili vloge bralca in poslušalca z izvajanjem trikrat tedensko v mirnem kotičku, se je v naslednjih letih priključevalo tri do pet razrednih učiteljev. Po dogovoru so učence bralce mešano vključevali v ure pouka. Knjižničarka je v mrežo medgeneracijskega branja v knjižnici vključevala predmetno stopnjo in uvedla urice fantovskega branja. Pridružil se je tudi vrtec, oblikovalo se je mreženje učencev bralcev nižjih razredov z otroci poslušalci starejših skupin vrtca. Motivacijo za branje smo vzdrževali tudi z večjezičnim branjem znanih pravljic, katere so učencem brali zaposleni. Z mreženjem različnih strokovnih profilov smo ustvarjali spodbudno učno okolje, glasno branje je dobilo drugačen pomen, učenci bralci so postajali vzorniki, poslušalci pa njihova izvrstna spodbuda in motivacija. Rezultate smo sproti evalvirali, sledili ciljem in kazalnikom. Pozitivni učinki so vidni. Raven bralne pismenosti se viša, več imamo izposojenih enot v knjižnici, učenci uspešnejše rešujejo naloge, ki so povezane z višjo bralno pismenostjo. Z evalvacijskimi vprašalniki za učence ugotovljamo visoko stopnjo zadovoljstva, veselje do branja raste, v glasnem branju se počutijo bolj suvereni, dobro pa se počutijo tudi v vlogi poslušalca. Strokovni delavci v svojih evalvacijah navajajo zaznavanje, da njihovo povezovanje v predstavljene mreže učinkovito vpliva na vzpostavljanje raznovrstnih mrež pri učencih in njihovo motivacijo za branje in učenje.

### **NETWORKING OF PROFESSIONALS FOR STUDENT READING NETWORKS**

Schools grow with good teachers and motivated students. The school quality is built on diversity and cooperation, aimed at a common goal. This paper presents an analysis of how a spontaneous network of professionals intending to find effective methods and forms of learning and teaching has been formed from the school year 2013/14 to the present. Our focus was on students with less developed reading techniques who dislike reading, especially out loud. We wanted to help students to start enjoying reading. This networking aimed to create an opportunity for intergenerational reading, and to develop the listener's reading skills and profile. The network started with four after school care teachers, who put together groups of different age students and assigned each a role of a reader and a listener, getting together three times a week in a peaceful corner. In the following years, three to five class teachers joined the network. The librarian invited students over the age of 12 to the library's intergenerational reading network and introduced boys' reading lessons. Kindergartens joined in, and we formed a network of younger student readers with groups of more senior kindergarten listeners. We maintained students' reading motivation by reading well-known fairy tales in different languages to them. By mixing different areas of expertise, we created a stimulating learning environment and redefined reading aloud; the readers became role models, and listeners became their encouragement and motivation. We evaluated the results on an ongoing basis, following the goals and indicators. The positive effects are evident. The level of reading literacy is rising; more books get borrowed from the library, and students are more



successful at solving higher reading literacy tasks. Evaluation questionnaires for students show a high level of satisfaction, the general joy of reading is growing, they feel more confident in reading aloud, and they enjoy the role of a listener. In their evaluations, professionals state that their integration into the presented networks effectively influences the establishment of diverse networks in students and their motivation for progress.

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dr. **Katarina Grom**, OŠ Vižmarje – Brod

## **VPLIV POVEZOVANJA VRTCA IN OSNOVNE ŠOLE Z UDELEŽBO VZGOJITELJEV IN UČITELJEV PRI PROCESU RAZVIJANJA PISMENOSTI**

V slovenskem izobraževalnem prostoru ni natančno opredeljeno povezovanje med vrtcem in osnovno šolo na področju razvijanja pismenosti. Kurikulum za vrtce (1999) predvideva povezovanje med prvim in drugim starostnim obdobjem predšolskih otrok, ohlapno pa izpostavi povezovanje s šolo, ob čemer ne opredeli na katerih področjih, s kakšno intenziteto in na kakšen način naj bi se to izvajalo. Dodatno kurikulum izpostavi, da predšolsko obdobje ni namenjeno pripravi otrok na naslednjo stopnjo vzgoje in izobraževanja. Namen raziskave je bil na osnovi načrtovanja vzpostaviti vertikalno vez med vrtcem in osnovno šolo na področju razvijanja predopismenjevalnih spretnosti pri predšolskih otrocih in prvošolcih, kar so zagotovili vzgojitelji in učitelji, s ciljem izboljšati predopismenjevalne dosežke otrok, ki kot temelj služijo začetnim bralnim dosežkom prvošolcem. Povezovanje strokovnih delavcev je bilo načrtovano, vzpostavljeno in evalvirano za potrebe boljših dosežkov otrok na področju razvijanja pismenosti in je vključevalo: (i) izobraževanje z nevroedukacijskimi vsebinami; (ii) opredelitev področij za načrtno in sistematično razvijanje predopismenjevalnih spretnosti; (iii) izdelavo didaktičnega materiala namenjenega razvijanju predopismenjevalnih spretnosti in začetnemu opismenjevanju; (iv) časovno izvedbo predopismenjevalnih spretnosti (v) uvajanje začetnega opismenjevanja, (vi) izmenjavo praktičnih izkušenj in mnenj strokovnih delavcev ter (vii) evalvacijo. V raziskavi je bil uporabljen kvantitativni raziskovalni pristop, kjer je bila uporabljena kavzalno-eksperimentalna metoda empiričnega pedagoškega raziskovanja. Podatki so bili v vzdolžni študiji zbrani z neslučajnostnim vzorcem, v katerega je bilo vključenih več kot 400 otrok predšolskega in začetnega šolskega obdobja v starosti 5–7 let. Rezultati so na osnovi učinkov zasnovanega in implementiranega mreženja vzgojiteljev ter učiteljev pokazali pomembno povezavo med razvijanjem predopismenjevalnih spretnosti in bralnimi dosežki otrok prvega razreda. Ugotovitve raziskave pojasnjujejo, da bi z načrtnim strokovnim povezovanjem med (i) vzgojno-izobraževalnima zavodoma, vrtcem in osnovno šolo, ter z zavzetim (ii) povezovalnim delom strokovnih delavcev, lahko dosegli boljše rezultate na področju predopismenjevalnih spretnosti in začetnega branja otrok ob koncu prvega razreda osnovne šole.

### **THE IMPACT OF CONNECTING KINDERGARTEN AND PRIMARY SCHOOL THROUGH PRE-SCHOOL TEACHERS AND SCHOOL TEACHERS BOTH PARTICIPATING IN THE PROCESS OF LITERACY DEVELOPMENT**

The relationship between kindergarten and primary school as regards literacy development is not clearly defined in Slovenian education. The Kindergarten Curriculum (1999) envisages a link between the first and the second age group of preschool children, but only loosely indicates a connection with the school, without defining the areas, intensity and methods of this connection. In addition, the curriculum



points out that the preschool period is not intended to prepare children for the next level of education and schooling. The purpose of the research was to plan the establishment of a vertical link between kindergarten and primary school in the field of developing pre-literacy skills in preschool children and first graders, which was then implemented by preschool teachers and school teachers in order to improve children's pre-literacy achievement correlated with later early reading achievement of first graders. The process of connecting the educational staff was planned, implemented and evaluated in order to improve children's achievement in the field of literacy development, and included the following activities: (i) neuroeducation; (ii) identification of areas for planned and systematic development of pre-literacy skills; (iii) designing didactic materials for development of pre-literacy skills and early literacy; (iv) implementation of pre-literacy skills (v) introduction of early literacy development, (vi) exchange of practical experience and opinions of educational staff, and (vii) evaluation. The research employed a quantitative approach with the causal and experimental method. A non-probability sampling, which included over 400 preschool and early primary school children aged 5 to 7, provided data for the longitudinal research. Based on the effects of the planned and implemented networking of preschool teachers and teachers, the results indicated an important correlation between the development of pre-literacy skills and reading achievements of first graders. According to the research findings, better results could be achieved in the field of pre-literacy skills and early reading of children at the end of the first elementary school class through (i) establishing of planned and professional contacts between the two educational institutions: kindergarten and primary school, and through (ii) dedicated and united efforts of the educational staff.

Lidija Butina, Srednja zdravstvena šola Ljubljana

## **BRALNO MREŽENJE NA SREDNJI ZDRAVSTVENI ŠOLI LJUBLJANA**

Branje je odlična priložnost za sodelovanje na več ravneh. Da bi dijakom približali in osmislili knjigo, se različni udeleženci pri bralnih dejavnostih čim bolj mrežimo. Mreženje pomeni ne samo hitrejšega prenosa znanja, izmenjave izkušenj in mnenj, ampak se ob tem tudi vzpostavljajo sodelovanje in povezovanje ter dobri medosebni odnosi. Med seboj smiselno povezujemo teme, motive, ideje, pri tem spontano sodelujejo dijaki med seboj, dijaki s profesorji, profesorji s profesorji, dijaki iz različnih razredov in letnikov med seboj ter vsi, ki jih zanima posebej ena ali kar več različnih knjig, tj. književnih del. V prispevku natančneje predstavljamo takšno bralno mreženje in sodelovanje v dveh šolskih letih: med dijaki v razredu v prvem in drugem letniku, npr. ob besedilih Romeo in Julija ter Krst pri Savici, natančno predstavimo medpredmetno povezovanje ob besedilih Zločin in kazen, Dogodek v mestu Gogi (sodelovanje profesorice slovenščine s svetovalno delavko in povezovanje s psihologijo), Gospa Bovary, Dva koraka po mokri mivki, Ne domišljaj si! (sodelovanje profesorice slovenščine s profesorico strokovnih predmetov), v bralnem klubu (štirje meseci, štiri knjige – sodelovanje med dijaki iz različnih letnikov in s profesorji) in na literarni urici z znanim slovenskim književnikom Knjižna infuzija. Tako nastajajo različne mreže, v katerih sodelujejo posamezniki v skupinah, npr. razred, lahko različni udeleženci iz različnih razredov ali pa profesorji. S tovrstnimi dejavnostmi načrtno, občasno tudi spontano na naši šoli ustvarjamo bralno-sodelovalno klimo, v katero se vključujejo bralci, občasni bralci, nekoč bralci, ki so dejavnost začasno opustili, in celo nekateri, ki so se do vpisa na našo šolo imeli za nebralce. Na izboljšanje bralne klime in dvig bralne kulture je vplivalo dveletno mreženje, ki smo ga opazovali, učinke pa dokazujemo z anketo in intervjuji.



## READING NETWORKING AT THE SECONDARY SCHOOL OF NURSING LJUBLJANA

Reading is a great opportunity for collaboration on multiple levels. In order to encourage students to read more, various participants in reading activities try to network as much as possible. Networking leads to not only a faster transfer of knowledge, exchange of experience and opinions, but also cooperation, connections and good interpersonal relationships. We sensibly connect topics, motives and ideas. During the process there is a lot of cooperation among the participants. Students spontaneously cooperate with each other and their teachers, teachers cooperate with other teachers, students from different classes and grades cooperate with each other. Furthermore, everyone who is particularly interested in one or more books, i.e. literary works, contributes to networking. This paper presents in more detail such reading networking and participation over the period of two school years: networking among students in class in the first and second year, e.g. with the texts *Romeo and Juliet* and *The Baptism on the Savica*, in detail the presentation of interdisciplinary connection is made with the texts: *Crime and Punishment*, *Event in the City of Goga* (cooperation of a Slovene language teacher with a school counsellor with reference to psychology), *Mrs. Bovary*, *Two Steps on Wet sand*, *Don't Imagine* (cooperation of a Slovene language teacher with a professional subject teacher, cooperation in a reading club (four months, four books – cooperation between students from different grades and teachers) and in a literary session called *Knjižna infuzija* with a well-known Slovene writer. In this way various networks are created with students participating in groups, e.g. as a class or individually, and teachers. With such activities we systematically, occasionally also spontaneously create a reading-collaborative climate at our school including readers, occasional readers, former readers who temporarily abandoned the activity, and even some who considered themselves non-readers before they became students of our school. The improvement of the reading climate and the rise of the reading culture are the result of a two-year networking that was observed and is proven by a survey and interviews.

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### SKUPINA 4

mag. **Lidija Goljat Prelogar**, Šolski center Kranj, Strokovna gimnazija

## RAZISKOVANJE MREŽENJA STROKOVNIH DELAVCEV ZA RAZVIJANJE KOMPETENCE PODJETNOSTI IN SPODBUJANJE INOVATIVNIH METOD PRI POUKU

V prispevku je predstavljen primer mreženja strokovnih delavcev, ki se medsebojno povezujejo za razvijanje kompetence podjetnosti in spodbujanje inovativnih metod dela z dijaki. Raziskava se osredotoča preučevanje mreženja strokovnih delavcev, ki so se skozi delovanje v različnih timih na različne načine povezovali med seboj s ciljem izboljšave kakovosti pouka. V manjši gimnaziji, z dvajsetčlanskim učiteljskim zborom, so se povezali strokovni delavci v: projektne time, in sicer tim za podjetnost, tim za



inovativne metode in oblike dela z dijaki ter tim za kakovost. S tem so se znotraj šole oblikovale mreže strokovnih delavcev, ki so se povezovali med seboj, hkrati pa so se vsi povezovali tudi z ravnateljico, ki s ciljem uresničevanja razvojnih prioritete šole aktivno sodeluje in spremlja delo vseh timov. Raziskovalna metoda je bila opazovanje delovanja timov s spremljanjem njihove dejavnosti, poleg tega pa je bila opravljena tudi analiza pregleda šolske dokumentacije, in sicer pedagoškega poročila, letnega delovnega načrta ter zapisnikov timov v zadnjem koledarskem letu. Ugotovitve kažejo, da se je na nivoju učiteljskega zbora v različne time povezovalo 50 % strokovnih delavcev. Od tega jih je v enem timu sodelovalo 25 %, v dveh timih 10 % in v treh timih 10 %. 50% strokovnih delavcev ni sodelovalo v nobenem timu. Kljub temu pa se je 65 % vseh strokovnih delavcev povezovalo v mreže občasno oz. po potrebi. Vsi trije timi so nekajkrat v šolskem letu svoje delo in primere dobre prakse predstavili celotnemu učiteljskemu zboru. Med šolskim letom je bilo veliko povezovanja strokovnih delavcev, ki presega povezovanje v treh timih, občasno v mreže vključujejo tudi drugi strokovni delavci, in sicer k načrtovanju izvedbe medpredmetnih učnih ur in izvajanju projektnih oblik dela, pa tudi k izvajanju kolegijskih hospitacij. Predstavljene bodo različne oblike povezovanja. Mreženje med strokovnimi delavci za razvijanje kompetence podjetnosti in inovativnih metode dela bo predstavljeno tudi grafično, na koncu pa tudi z evalvacijo ter izpostavljenimi področji za izboljšave.

## **RESEARCHING THE NETWORKING OF TEACHERS WITH AN AIM TO ENCOURAGE THE DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE AS WELL AS INNOVATIVE TEACHING METHODS**

The article presents a case study of networking of teachers who work in different teams with the aim to encourage the development of the entrepreneurial competence as well as innovative teaching methods. The research focuses on the study of collaboration among teachers who were working in different teams with a common goal to improve the quality of learning. The case study presents a smaller grammar school with twenty members of teaching staff who were joined in the following teams: the Entrepreneurship team, the Innovative teaching team and the Quality assurance team. The teaching staff collaborated with each other and with the head teacher who actively participated in teams' activities and followed-up their work. The study was conducted as an observation of teams' activities, while also making an analysis of school documents such as the Annual Pedagogical Report, the Annual School Plan as well as the minutes and reports of all of the teams in the past year. The results show that 50% of the education staff collaborated in different teams, whereas 25% participated in only one team, 10% in two teams and only 10% in three teams. 50% the education staff were not members of any teams. Despite the latter, 65% of all the education staff would occasionally (depending on the necessity) participate in teams. All teams would present their work as well as examples of good school practice to the entire teaching staff at least once a year. During the academic year there would be a lot of collaboration beyond the networking of teachers in the three teams, since also other members of the teaching staff were joining the networks in planning the cross-curricular lessons or project work activities while they were performing peer observations. Thus, different types of team collaboration will be presented while networking among the teaching staff will also be shown in a graphic form. Finally, the evaluation of team work and the improvement areas will be presented.

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dr. **Justina Erčulj**, zunanja sodelavka Šole za ravnateljice in **Marko Primožič**, OŠ Ivana Groharja Škofja Loka

## **RAVNATELJEVA VLOGA V PROJEKTU POGUM (KREPITEV KOMPETENCE PODJETNOSTI V OŠ IN SPODBUJANJE PROŽNEGA PREHAJANJA MED IZOBRAŽEVANJEM IN OKOLJEM V OŠ)**

Projekt POGUM (Krepitev kompetence podjetnosti v OŠ in spodbujanje prožnega prehajanja med izobraževanjem in okoljem v OŠ) se izvaja v slovenskih osnovnih šolah od leta 2017. Nosilec projekta je Zavod RS za šolstvo, v njem sodeluje 120 osnovnih šol in še 8 konzorcijskih partnerjev. Namen projekta je razviti, preizkusiti in implementirati model spodbujanja kompetence podjetnosti v osnovnih šolah s ciljem opolnomočiti šolajoče in strokovne ter vodstvene delavce s kompetenco podjetnosti. Pri izvedbi projekta se izvaja mreženje znotraj šol, med šolami ter med šolami in zunanjimi konzorcijskimi partnerji. V prispevku bodo predstavljeni potenciali mreženja in značilnosti učečih se skupnosti, pri čemer bo poudarjena vloga ravnatelja pri oblikovanju učeče se skupnosti v šoli (mreženje znotraj šole) in pri povezovanju med šolami. Razvojni tim, nosilec projekta, ustvarja mreže in povezave med sodelavci pri izvedbi različnih dejavnosti. Predstavljen bo tudi primer mreženja z zunanjimi konzorcijskimi partnerji pri usklajevanju dejavnosti in predstavitev o urejanju prostorov v šoli. OŠ Ivana Groharja Škofja Loka kot izbrana kot razvojna šola podpira 4 šole pri načrtovanju in pri izvedbi projektnih dejavnosti, kar je še en primer mreženja. Delovanje mrež bo analizirano glede na naslednje dejavnike (Muijs 2003): raven formalnosti, velikost mreže, pogostost srečanj in globine interakcij. Posebej bo poudarjena ravnateljeva vloga. Zato bodo ob predstavitvi prakse v šoli podani tudi predlogi za delo ravnatelja pri oblikovanju mrež v šoli, z zunanjimi partnerji in med šolami.

### **THE HEAD TEACHER'S ROLE IN THE PROJECT POGUM (STRENGTHENING THE ENTREPRENEURSHIP COMPETENCE AND PROMOTING FLEXIBLE TRANSITION BETWEEN EDUCATION AND PRIMARY SCHOOL ENVIRONMENT)**

The project POGUM – "COURAGE" (Strengthening the entrepreneurship competence and promoting flexible transition between education and primary school environment) has been going on in primary schools in Slovenia since 2017. It is coordinated by The National Education Institute Slovenia. 120 schools and 8 project partners participate in this project. Its main aim is to develop, pilot and implement the model of strengthening entrepreneurship competence in primary schools with the goal to empower the pupils, teachers and head teachers with the entrepreneurship competence. During the project, the networks within schools, among schools as well as between schools and external project partners are being created. In this paper, the potentials of networking and some features of learning communities will be presented with the focus on head teachers' role in creating the learning community (networking within school) and developing networks among schools. The school development team as the project coordinator in the school, creates networks and connections between teachers to perform various activities. Further on, an example of networking with external project partners in coordination of activities and presentation of arranging school premises will be presented. Primary School Ivan Grohar Škofja Loka as one of the selected developmental schools supports 4 other schools in planning and implementing the project activities. This is another example of networking. The functioning of networks will be analysed according to the following criteria (Muijs 2003): level of formality, size of networks, frequency of meetings and depth of interactions. Focus will be given to the head teacher's role. Therefore, some suggestions for head teacher's activities in the development of networks within school, among schools and with external partners will close the presentation.



Mateja Potočnik, Srednja zdravstvena šola Ljubljana

## Z MREŽENJEM DIJAKOV IN PROFESORJEV DO INOVATIVNOSTI PROCESA UČENJA IN POUČEVANJA

V sodobni šoli je smiselno in utemeljeno mreženje, ki omogoča boljše doseganje ciljev pri učenju in poučevanju. Ena izmed možnosti je oblikovanje različnih izobraževalnih mrež, tako med dijaki kakor tudi med profesorji različnih predmetov. Na Srednji zdravstveni šoli Ljubljana že nekaj let izvajamo projekt Z znanjem do zdravja. V tem projektu sodelujemo učitelji vseh splošnih in strokovnih predmetov skupaj z dijaki vseh štirih letnikov. Po skupinah in temah načrtujemo, oblikujemo in izvajamo delavnice za učence osnovnih šol. Gre za sodelovanje na več ravneh. Med učitelji, med dijaki in učitelji ter med dijaki iz različnih razredov in letnikov. Oblikujejo se posamezni timi, ki izmenjujejo svoje znanje in ga prenašajo izven matične ustanove – iz srednje šole v osnovno. Tako nastaja mreža prenosa znanja. V tem prispevku bom predstavila sodelovanje dveh učiteljic (zdravstvene nege in matematike) in mreženje dijakov pred izvedbo medpredmetne delavnice z naslovom Hranilne vrednosti na kvadrat, ki sva jo pripravili članici dveh različnih strokovnih aktivov, pripravljali in vodili pa so jo štirje dijaki tretjega in štirje četrtega letnika. Na šestih srečanjih sva učiteljici oblikovali potek delavnice in izdelali gradivo, v katerem sta se prepletali dve strokovni področji. Tako pripravljeno delavnico sva predstavili sodelujočim dijakom, ki so gradivo in načrt pregledali ter ga preizkusili med seboj. Dijaki so na več skupnih srečanjih sami oblikovali in izvedli končni potek delavnice za osnovnošolce, pri čemer so uporabljali metodo razgovora in metodo preizkusa delovnih listov. Z anketo, intervjuji in opazovanjem vseh dijakov pri pripravi na delavnico sva ugotovili, da med njimi prihaja do mreženja, in sicer ne samo med dijaki posameznega letnika, pač pa med vsemi. Dijaki so bili enkrat v vlogi vodje, drugič pa v vlogi udeležencev. S tem so drug drugemu omogočili, da so postajali bolj samozavestni in na koncu, kot uspešen tim, odlično izvedli delavnico.

### NETWORKING OF STUDENTS AND TEACHERS FOR INNOVATION IN TEACHING AND LEARNING

In a modern school, networking is meaningful and justified since it enables better achievement of goals in both learning and teaching. One option is to create different educational networks, both among students and among teachers of different subjects. At the Secondary School of Nursing in Ljubljana, we have been conducting the project With Knowledge to Health for several years. Teachers of all general and professional subjects participate in this project together with students of all four grades. In groups we plan, design and conduct workshops covering different topics for primary school pupils. It is about cooperation on several levels; among teachers, between students and teachers, and among students from different classes and grades. Individual teams are formed to exchange their knowledge and transfer it outside their institution - from secondary school to primary school. This is how a knowledge transfer network is created. In this paper I will present the cooperation of two teachers (Nursing and Mathematics) and networking of students before carrying out an interdisciplinary workshop titled Nutritional values squared. The workshop was prepared by two teachers of different subjects and led by four third graders and four fourth graders. In six meetings, the teachers designed the course of the workshop and produced material where the two professional areas were intertwined. We then presented the workshop to the participating students, who reviewed the plan and the learning material and tested it with each other. At several joint meetings the students designed and carried out the final part of the workshop for primary school pupils using the interview method and the method of testing worksheets. Through a survey, interviews and observation of all the participating students in the phase of workshop preparation, we found that there was networking among them, not only among students of the same year but among all of them. Each student played both roles, the role of a leader and the role of a participant. By doing so they allowed each other to become more confident and, in the end, conducted the workshop perfectly as a successful team.



## SKUPINA 5

dr. **Nataša Meh Peer**, Šolski center Velenje, Elektro in računalniška šola

### **Z MEDNARODNIM MREŽENJEM DO POVEZOVANJA UČITELJEV V ŠOLI ZA RAZVOJ KURIKULA NA PODROČJU UMETNE INTELIGENCE (PRIMER ŠC VELENJE, SLOVENIJA)**

Prispevek predstavlja povezovanje Univerze v Coruñi s šestimi srednjimi šolami v Evropi. Projekt temelji na zamisli, da se v srednje šole uvaja algoritemsko razmišljanje dijakov in razvija uporabo in ustvarjanje postopkov umetne inteligence, kar postaja ena od prioritet Evropske unije, saj s prihodom 4. industrijske revolucije to prinaša znanja in kompetence, nujna ob znanjih na določenem strokovnem področju. Učenje poteka s pomočjo izobraževalnega robota. Prvi korak k učenju inteligentne robotike je ustvarjanje orodij, ki jih učitelji in dijaki lahko uporabljamo v naših domovih, šolah in laboratorijih. Na Šolskem centru Velenje smo povezali učitelje različnih strokovnih področij: a) računalništva – programiranja, b) mehatronike – robotike, c) elektrotehnike – krmiljenje programirljivih naprav, ki so v interakciji z resničnim okoljem (Internet of Things). Učitelji zaradi interdisciplinarnega povezovanja vsebin različnih strokovnih predmetov med sabo sodelujejo, se mrežijo znotraj šole in na spletnih delavnicah s partnerji drugih šol. Sodelovanje na šoli poteka v okviru mesečnih srečanj (triletnega projekta), kjer ob učnih enotah strokovno razpravljajo, se dopolnjujejo, pojasnjujejo svoje pristope, razvijajo nova orodja, aktivne povezave, ki imajo za rezultat različne metode, oblike ter načine dela z dijaki in oblikujejo končni produkt – priročnik za učitelje. Uspešnost mreženja je v interdisciplinarnemu pristopu tudi zaradi aktualnosti in privlačnosti. Takšno mreženje vpliva na aktivno sodelovanje dijakov, ki v skupini povezujejo svoja posebna znanja in tudi drugačen način dela dijakov, saj se dijaki mrežijo med sabo. Posebej zanimivo pa je, da dijaki in učitelji za učenje kot centralni tehnološki element uporabljajo svoje pametne telefone.

### **WITH INTERNATIONAL NETWORKING TO INTERCONNECTION OF TEACHERS FOR DEVELOPING AN ARTIFICIAL INTELLIGENCE CURRICULUM ADAPTED TO EUROPEAN HIGH SCHOOLS (CASE OF SCHOOL CENTRE VELENJE, SLOVENIA)**

The contribution presents the networking of University of A Coruña (UDC) in Spain with six secondary schools around Europe. The project is based on the idea that the algorithmic student thinking is introduced into the upper secondary education as well as using and creating artificial intelligence approaches. This has become one of the priorities of the European Union and has emerged as a result of the fourth Industrial Revolution, which encourages knowledge and competencies becoming a necessity along with the professional knowledge in particular fields. Learning is being carried out by means of an educational robot. Thus, the first step towards learning about intelligent robotics is the creation of tools, which teachers and students can use at home, in schools, or in the laboratories. At the School Centre Velenje the teachers covering different professional areas were connected in: a) computer engineering – programming, b) mechatronics – robotics, c) electrical engineering – control of programmable devices, which interact in the real environment (Internet of Things). These teachers within the school established ties and collaborated, following the interdisciplinary approach and connected the content of different courses. They also established ties with teachers from partnering organizations. The networking within the school is based on monthly meetings (in the frame of a three-year project), where teachers discuss different approaches within teaching units and develop new tools. Their active interactions result in new teaching methods and new pedagogical and didactical approaches. The final product is going to be a textbook





with teaching units for the teacher and with activities for students. The effectiveness of networking is strongly influenced by interdisciplinary approach, as well as actuality and attractiveness of the content and methods. The described networking and its results impact the active participation of students and as a consequence the student networks are developing. Within the project it is especially interesting that the students and the teachers use their smartphones as a central technological element for learning.

Justina Čivilytė in Edgaras Kelertas, Regijski center za poklicno izobraževanje Panevezys, Litva

## Z MEDNARODNIM MREŽENJEM DO POVEZOVANJA ŠOL V REGIJI ZA RAZVOJ KURIKULA NA PODROČJU UMETNE INTELIGENCE

Mreženje je ključni dejavnik za uspešno in kakovostno izobraževanje v katerikoli šoli v Evropi. Skoraj nemogoče je poiskati šolo ali drugo izobraževalno organizacijo, ki ni vključena v mreženje z drugimi šolami ali socialnimi partnerji, bodisi v svoji državi ali izven nje. Ne glede na raven izobraževanja šole (osnovno ali srednje šolstvo, univerza) v Litvi sodelujejo druga z drugo. Ravno tako je potrebno poudariti, da sodelovanje in mreženje ni prisotno samo znotraj izobraževalnih institucij, ampak tudi z organi lokalnih oblasti, združenji in gospodarstvom, saj vsi ugotavljajo, da je takšno sodelovanje koristno. Tako so na primer karierno svetovalne storitve in predstavitve možnosti zaposlovanja v lokalnih podjetjih pomembne za ohranjanje mladih v državi in da se ne izgublja delovna sila, še posebej, ker postaja populacija v Litvi in Evropi starejša. Regija Panevėžys si je med strateškimi cilji postavila postati center robotike v državi ali celo v baltskih državah. Zaradi tega šole v regiji implementirajo različne projekte, ki se osredotočajo na izpostavljenе izzive. Dodaten vidik mreženja in sodelovanja je vključevanje v mednarodne projekte in aktivnosti, kjer se lahko najde navdihujoče dobre prakse, ki se jih lahko prilagodi in implementira v svoji državi. Ravno tako pa se lahko deli svoje izkušnje in znanje. Javni zavod za poklicno in strokovno izobraževanje in usposabljanje v Panevėžysu, ki zagotavlja tako strokovno izobraževanje kot tudi splošno srednje izobraževanje, je aktiven udeleženec v različnih evropskih projektih znotraj Interreg in Erasmus+ programov. Projekti izboljšujejo kakovost učenja in poučevanja, krepijo mreže in omogočajo zavodu, da postaja bolj moderna in privlačna izobraževalna institucija.

### CONNECTING SCHOOLS IN A REGION FOR DEVELOPING AN ARTIFICIAL INTELLIGENCE CURRICULUM THROUGH NETWORKING

Networking is a key factor for successful and qualitative education at any school around Europe. It is almost impossible to find the school or any other educational institution not networking with other schools or with social partners either inside or outside their country. The schools in Lithuania cooperate with each other no matter what the educational level they are – primary, secondary, vocational or university. As well it is necessary to mention that there is cooperation and networking not only within educational institutions but also with local government bodies, associated structures and businesses because everybody finds this cooperation beneficial. For example, building career services and presenting job opportunities in local companies is important in order to keep young people in the country and not to lose labor force especially when the population in Lithuania and the whole Europe is getting older. It is worth mentioning that Panevėžys region has set strategic goals to become a center of robotics in the country or even in the Baltic states so that is why our school is implementing various projects focused on this challenging goal. Another aspect of networking and cooperation is participation in international projects and activities



where one can find inspiring good practices that could be adapted and implemented in other countries as well as sharing experience and knowledge. Public institution Panevėžys vocational education and training centre which provides vocational education as well as general and secondary education, is an active participant in various European projects within Interreg and Erasmus+ programmes. Participation helps to improve teaching quality and build own networks as well as enables the school to become a modern and attractive educational institution.

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dr. **Francisco Bellas**, Univerza v Coruñi, Španija in **Blanca Lopez** in **Montse Iglesias**, Srednja šola CPI A Xunqueira, Fene-Coruña, Španija

## **RAZVOJ KURIKULA NA PODROČJU UMETNE INTELIGENCE PRILAGOJENEGA EVROPSKIM SREDNJIM ŠOLAM – POVEZOVANJE UNIVERZE S PARTNERSKIMI ORGANIZACIJAMI**

Prispevek predstavlja projekt AI+ (<http://aiplus.udc.es>). To je projekt K201 Erasmus+, ki ga vodi španska Univerza v Coruñi. V projektu sodeluje 6 evropskih srednjih šol. Najprej je opisana motivacija za projekt AI+ ter njegov pomen glede na Akcijski načrt za digitalno izobraževanje 2021-2027, ki ga je sprejela Evropska komisija. Projekt je osredotočen na razvoj kurikula na področju umetne inteligence, ki je prilagojen srednješolskemu izobraževanju v Evropi. Ekipe Univerze v Coruñi za izvedbo projekta prispevala strokovno poznavanje umetne inteligence, partnerske šole pa svoje strokovno znanje o poučevanju s pomočjo tehnologije v teh časih. Dobra komunikacija med partnerji je tako v projektu ključnega pomena. Predstavljene bodo aktivnosti mreženja v skladu s prvotnim načrtom, čeprav je bilo nekatere treba prilagoditi zaradi pandemije. Namen aktivnosti je bil preko sodelovanja dijakov okrepiti njihovo motiviranost in posledično njihovo učenje. Na koncu bo šolski center CPI A Xunqueira, ki je član projekta AI+, predstavil svoj pogled na to, kako te izmenjave izkušenj vplivajo na učence. Okrepi se njihovo samospoštovanje, izboljšajo se njihove osnovne veščine glede na vsebino projekta, še posebej v tej fazi srednješolskega izobraževanja. Predstavili bodo, kako v načrt aktivnosti usposabljanja kot globalno izkušnjo vključiti učence in celotno učno skupnost. Povzeli bodo izjemno uspešne aktivnosti mreženja in predstavili, kako se jih lahko prilagodi trenutnemu stanju.

### **DEVELOPING AN ARTIFICIAL INTELLIGENCE CURRICULUM ADAPTED TO EUROPEAN HIGH SCHOOLS – CONNECTING UNIVERSITY AND PARTNERING ORGANIZATIONS**

The contribution will focus on the AI+ project (<http://aiplus.udc.es>). It is a K201 Erasmus+ project, led by the University of Coruña (UDC) in Spain, with the participation of 6 secondary schools around Europe. At first the motivation behind the AI+ project and its relevance in the Digital Education Plan 2021-2027 of the European Commission is described. The project is focused on the development of an Artificial Intelligence (AI) curriculum adapted to high school education in Europe. With that aim the UDC team provides its expertise in AI while the partner schools provide their expertise in technology teaching. Quality communication between partners is a key aspect. Regarding networking activities, those considered in the original plan will be described, although some of them have been updated due to the pandemic. The networking activities included plans to increase students' motivation by working together and consequently their learning. Finally, the CPI A Xunqueira, which is member of the AI+ project, will present its general vision of how this exchange of experiences enriches the students by reinforcing their



self-esteem and improvement in basic skills about the specific content of the project, especially at this stage of Secondary Education. The CPI A Xunqueira partner will also explain how to involve students and the rest of the educational community in the design and planning of the training activities as a global experience. They will summarize the most outstanding networking activities and will give their point of view of how to adapt them to the current situation.

**Miran Papež**, Šolski center Velenje, **Yonko Bushnyovski**, Državna poslovna šola, Sofija, Bolgarija in **Lucian Maleş, Raluca Luliana Suci**u in **Elena Deleanu**, Srednja tehniška šola "Mihai Băcescu" Fălticeni, Romunija

## RAZVOJ SOCIALNEGA PODJETNIŠTVA SKOZI MREŽENJA NA ŠOLI (V PROJEKTU SLEVET)

Predstavitev se osredotoča na različne vrste mrež in projekt SLEVET (Student-driven Leadership Skills Development Programme in VET Schools), ki je namenjen vzpodbujanju socialnega podjetništva na šolah. Socialno podjetništvo je v šolah premalo poznano, omogoča pa razvijanje ključnih kompetenc dijakov, pridobivanje praktičnih veščin ter delovanje v dobro šole in v korist lokalne skupnosti. V okviru Erasmus+ projekta SLEVET smo skušali razvijati vodstvene in podjetniške sposobnosti dijakov z izvajanjem praktičnih delavnic po načelu medvrstniške pomoči starejših dijakov mlajšim. Prispevek najprej predstavlja mreženje med partnerji oz. povezovanje različnih organizacij iz 5 različnih držav pri pripravi mednarodnega projekta. Prispevek temelji na opazovanju in analizi aktivnosti projekta v šolskih letih 2018/2019 in 2019/2020. Nato na primeru Šolskega centra Velenje prikazuje, kako je mreženje med šolami in med dijaki (z aktivno vlogo dijaške skupnosti) omogočilo izvedbo praktičnih delavnic za dijake. Po načelu generacijskih kohort so bile oblikovane delovne skupine, v katerih so starejši dijaki izvajali praktične delavnice skupinam mlajših dijakov. Na ta način je prišlo do mreženja, oziroma vzpostavljanja povezav med starejšimi dijaki za pripravo in izvajanje delavnic. Na delavnicah so udeleženci skozi različne naloge izpopolnjevali svoje voditeljske in podjetniške sposobnosti, poleg teh pa tudi druge pomembne veščine, kot so razpolaganje s časom in denarjem, medsebojna komunikacija, načrtovanje, delo v skupini in druge. Tako je prihajalo do mreženja med starejšimi in mlajšimi dijaki. Ob vrednotenju rezultatov projekta SLEVET so dijaki omenili pridobivanje različnih izkušenj, ki jih bodo lahko izkoristili v prihodnosti, npr. pri kasnejši zaposlitvi, vodstvu mladinskih skupin, upravljanju lastnega podjetja ipd. Na koncu bo predstavljen načrt povezovanja z osnovnimi šolami za predstavitev rezultatov posameznega partnerja in izmenjavo dobrih praks.

### DEVELOPMENT OF SOCIAL ENTREPRENEURSHIP THROUGH NETWORKING IN SCHOOLS (WITHIN SLEVET PROJECT)

The presentation is focused on different networks and project SLEVET (Student-driven Leadership Skills Development Programme in VET Schools), with an aim to encourage social entrepreneurship within schools. Social entrepreneurship is not well known in schools, and yet it enables the development of key competences of students as well as gaining practical skills and contributes to welfare of a school and of a local community. Within the framework of Erasmus+ project SLEVET, the leadership and entrepreneurship competences were intended to be developed by organizing practical workshops with a peer to peer approach with older students assisting the younger ones. Firstly, the networking of



partnering organizations, the interconnections between different organizations from five countries during the development of the project is presented. The presentation is based on observation and analysis of project activities in the school years 2018/19 and 2019/20. Secondly, the article presents the case of School Centre Velenje showing how the networking between schools and between students, with an active participation of students' community, enabled practical workshops for students. The working groups were formed according to the generation cohorts, older students carried out practical workshops for the groups of younger students. That led to networking and establishing ties between older students with an aim to prepare and carry out the workshops. The participants had different assignments for developing leaderships and entrepreneurial competences and some skills, such as time management and financial management, communication, planning, teamwork etc. In that way, the networking between older and younger students developed. During the evaluation of project SLEVET results, the students exposed the importance of gained experiences that they could use in the future, i.e. employment, leadership of youth groups, or running their own enterprise. At the end, the plan of cooperation with primary schools will be presented in order to disseminate results of individual partners and exchange good practice.

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## PREDSTAVITEV REFERATOV 2, SREDA, 7. APRIL 2021, 16.00-17.30

### SKUPINA 1

Aleksander Jeršič, OŠ Draga Kobala Maribor

## MREŽENJE V TIMIH ZA SODELOVANJE S PARTNERSKIMI ŠOLAMI V TUJINI IN VPLIV TEGA MREŽENJA NA VZPOSTAVLJANJE POVEZAV MED ZAPOSLENIMI

Prispevek predstavlja mreženje med strokovnimi delavci na šoli. Temelji na izkušnjah spodbujanja in sodelovanja strokovnih sodelavcev pri uresničevanju ciljev razvojnega načrta skozi sodelovanje posameznih timov, ki vodijo sodelovanje s tremi partnerskimi šolami v tujini, v Avstriji, Srbiji in na Švedskem. Med cilji sodelovanja so: učencem približati druge kulture, jezike, pridobiti nova prijateljstva, povečati medkulturne kompetence, krepitev socialnih veščin, pridobivanje digitalnih kompetenc. Namen sodelovanja je tudi vzpostavljanje medsebojnih povezav med strokovnimi delavci in razvoj medkulturnih in digitalnih kompetenc zaposlenih. Na šoli se je izoblikovala gosta mreža povezav med zaposlenimi. Na to sodelovanje v veliki meri vpliva mreženje v timih za sodelovanje s partnerskimi šolami. Prispevek predstavlja analizo povezovanja strokovnih delavcev na šoli v različnih timih. Na podlagi opazovanj delovanja timov in evalvacij na kolegiju ravnatelja je predstavljeno vzpostavljanje interakcij v vsakem od treh timov, tako glede pogostosti kot glede vsebine. Predstavljen je tudi vpliv delovanja posameznega tima na povezovanje drugih strokovnih delavcev šole predvsem pri vnašanju aktivnosti za razvoj medkulturnih in digitalnih kompetenc učencev. Prvi tim (Avstrija) je nastala spontano in nima formalnega vodje. Drugi tim (Srbija) je nastala na pobudo ravnatelja. Njen vodja skrbi za pretok informacij in komunikacijo z ostalimi timi. Stalni člani so štirje. Pri posameznih nalogah se število sodelavcev poveča. Tretji tim (Švedska) vodi koordinatorica prvih Erasmus+ projektov, v katerih smo sodelovali s to šolo. Člani tima so aktivni udeleženci evropskih projektov. Timi po opravljenih aktivnostih pridobljeno znanje predstavijo ostalim. Dobre prakse se vnašajo v vsakdanje delo strokovnih delavcev. Vsak član posameznega tima je hkrati tudi član še dveh strokovnih aktivov. Hkrati na šoli zelo dobro teče komunikacija ob pomoči IKT tehnologije. Predstavitelj mreženja in njegovih učinkov v prispevku temelji na podatkih, ki so pridobljeni na podlagi opazovanja, poročil, analize dokumentacije in opravljenih razgovorov s strokovnimi delavci.

### **NETWORKING IN TEAMS FOR COOPERATION WITH PARTNER SCHOOLS ABROAD AND THE IMPACT OF NETWORKING ON THE ESTABLISHMENT OF INTERACTIONS AMONG EDUCATION STAFF MEMBERS**

The article presents networking among school education staff. It is based on the experience of encouragement and cooperation among teachers in achieving the goals of the development plan through the cooperation of individual teams that cooperate with three foreign partner schools in Austria, Serbia, and Sweden. Some of the cooperation goals are: to raise students' awareness about other cultures and languages, to gain new friendships, to increase multicultural competence, to strengthen social skills, to acquire digital competences. The purpose of the cooperation is also to establish mutual interactions among teachers and to develop their multicultural and digital competencies. Therefore, a dense network



of interactions between education staff has been formed at the school. This cooperation is greatly influenced by networking in collaboration teams with partner schools. The article presents the analysis of networking of teachers within different teams. Based on observations of team performance and evaluations at the headteacher's board, the interactions in each of the three teams are presented, both in terms of frequency and content. It also presents how operation of an individual team affects the connecting of other education staff members at a particular school, especially in the introduction of activities for the development of multicultural and digital competencies of students. The first team (Austria) was formed spontaneously and has no formal leader. The second team (Serbia) was formed on the initiative of the headteacher. Its leader takes care of the flow of information and communication with other teams. There are four standing members. The number of members is increased for individual tasks. The third team (Sweden) is led by the coordinator of the first Erasmus + projects in which we cooperated with this school. The members of the team are active participants in the European projects. After completing all the activities, the teams present the acquired knowledge to the others. Good practice is introduced into the daily work of education staff members. Each member of an individual team is also a member of two other subject area groups. The communication supported by ICT technology is also very good at the school. The presentation of networking and its effects is based on data obtained from observations, reports, documentation analysis and interviews with education staff members.

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**Marie Källström**, Angleška šola v Upplands Våby, Švedska

## **Z MEDNARODNO MOBILNOSTJO DO MREŽENJA V ŠOLI ZA RAZVOJ DIGITALNIH KOMPETENC**

Ta prispevek predstavlja mreženje znotraj šole, na katerega vpliva mreženje s šolami iz različnih držav. Angleška šola v Upplands Väsby na Švedskem se vključuje v številne projekte Erasmus+ programa. V okviru teh se izvajajo izmenjave učencev in učiteljev. Šola v različnih projektih sodeluje z Osnovno šolo Draga Kobala Maribor. Prvi projekti so bili usmerjeni v izboljšanje učenja in poučevanja s poudarkom na razvoju digitalnih kompetenc. Poleg intenzivnega sodelovanja med šolami je bilo zelo pogosto tudi povezovanje učiteljev in učencev v posamezni šoli. Predstavljeno je vzpostavljanje povezav med učitelji z namenom razvoja digitalnih kompetenc. Najprej so nastajale manjše mreže okoli posameznih učiteljev, ki so se pozneje širile. Povezovanje učiteljev v posamezni šoli in z učitelji drugih šol je prispevalo k ustvarjanju skupnega znanja in izobraževalnih nasvetov. Učitelji in strokovni delavci so z medsebojnimi obiski spoznali izobraževalne sisteme različnih držav, poleg tega pa so delili didaktične pristope in metode dela, ideje o vodenju razreda in o tem, kaj je mogoče uresničevati v svoji šoli. Mreženje je zelo učinkovito za deljenje idej in znanja, poleg tega pa lahko prinese na površje področja kjer obstajajo skupni izzivi in kjer so lahko naslovljeni posamezni problemi in poteka razprava o različnih rešitvah. Nekaj primerov bo predstavljeno v prispevku. Na koncu lahko pridemo do sklepa, da je učitelj v razredu vedno učitelj, ne glede na to, v kateri državi, bodisi na Švedskem, v Španiji ali Sloveniji, saj bodo interakcije zelo podobne. Angažiranost in veselje do poučevanja in učenja je univerzalno.

### **NETWORKING FOR DIGITAL COMPETENCE DEVELOPMENT THROUGH INTERNATIONAL MOBILITY**

The paper presents networking within school, which is influenced by networking between schools from different countries. An English school in Upplands Väsby, Sweden, has successfully engaged in a number



of collaborations and projects within the Erasmus program. Within these projects were the exchanges of teachers and students. The school has been collaborating with the Primary school Drago Kobal Maribor. The first projects were directed in improvements in teaching and learning with the emphasis on the development of digital competence. Alongside the intensive collaboration between schools, teachers of individual schools often interconnected with each other. The establishment of connections between teachers with an aim to develop digital competences is presented. At first, small networks around individual teachers, which became wider later, were created. The connections between teachers in individual schools and teachers of other schools contributed to the creation of common knowledge and sharing of educational tips. Teachers and professionals learnt about educational systems of different countries through mutual visits. Professionals also shared teaching techniques, classroom management skills and sparked ideas to spin off and bring to their own schools. Networking is very effective for sharing ideas and knowledge, but it can also surface areas of shared concern where a particular issue could be addressed and a discussion about different solutions could take place. Some examples will be presented. It can be concluded that a teacher remains a teacher once you put him/her in a classroom. No matter whether it is Sweden, Spain, or Slovenia the teachers will interact pretty much in the same way. The engagement and love for teaching are universal.

mag. **Katja Arzenšek Konjajeva**, Šola za ravnatelje, **Sari Valimaa**, Osnovna šola Kriivari School, Paimio, Finska, **Mariana Negrila**, Osnovna šola Școala Gimnazială Nr. 29 Mihai Viteazul, Constanța, Romunija in **Aleš Črnko**, Srednja tehniška šola Gjøvik, Norveška

## REFLEKSIJA NI ILUZIJA: POVEZOVALNE NITI MREŽENJA

V vzgojno-izobraževalnih zavodih se učitelji in drugi strokovni sodelavci povezujejo na različne načine. Opazovanje v določenem časovnem obdobju pokaže, da se povezave med posamezniki spreminjajo, in sicer ne samo po obsegu. Povezave so različne tako glede vsebine, zaradi katere se strokovni delavci povezujejo, prav tako pa so različne oblike oz. načini dela pri takšnem povezovanju. Za uresničevanje ciljev LDN se sodelavci pogosto povezujejo za izmenjavo informacij ali gradiv, primerov dobre prakse. Redko pa se strokovni sodelavci povezujejo za skupno načrtovanja in izvedbo pouka. Enega od pomembnih izzivov predstavlja povezovanje za refleksijo. Predstavili bomo mreženje v učečih se skupnosti, oblikovanje mreže ravnateljev in učiteljev v Sloveniji, na Norveškem, Romuniji in na Finskem. Skladno s Sengejevimi petimi elementi v učeči se organizaciji bomo predstavili gradnjo učeče se skupnosti in razvoj mrež od ideje, ki se je porodila na ravni mednarodnega sodelovanja do izvedbe na ravni šole. Predstavljena bo metoda senčenja, dajanja povratne informacije, opazovanja in refleksije, kar je bilo izhodišče za izvedbo učnih sprehodov v osnovni šoli in razvijanja učeče se skupnosti in hkrati skrb za izboljšavo dosežkov učencev in profesionalnega razvoja zaposlenih. Učni sprehodi so v zadnjih letih nov, inovativen pristop pri spremljavi pouka v Sloveniji. Gre za kratke, opazovalne sprehode, kjer opazovalec ali več njih spremlja določeno sekvenco pedagoškega dela obveznega ali razširjenega programa po v naprej pripravljenem scenariju opazovanja. Tako dobi opazovalec, ki ni nujno ravnatelj, vpogled v delo učitelja. Ravnatelj kot opazovalec z učnimi sprehodi na hiter način pride do več informacij, večkrat lahko obišče strokovnega delavca z različnimi učnimi skupinami v različnih situacijah. Prav tako ravnatelj raziskuje lastno prakso vodenja pri delu s strokovnimi delavci. Učni sprehodi so tako način pridobivanja podatkov za nenehen profesionalni razvoj strokovnih delavcev in tudi opazovalcev ter izboljšanje prakse učenja v celotnem zavodu. Predstavitev bo usmerjena v izmenjavo idej na mednarodnem sodelovanju, ki omogoča ustvarjanje skupnega znanja.



## REFLECTION IS NOT AN ILLUSION: CONNECTING THREADS OF NETWORKING IN A LEARNING ORGANIZATION

Teachers and other professionals in educational institutions are connected in various ways. The observation over time shows the alternation of ties between individuals, and not only quantity of ties. The relationships differ not only considering content, but also considering the way of work when they collaborate. The professionals quite often interact with each other for exchange of information and resources as well as for exchange of examples of good practice following the aim to realize the goals of yearly work plan. However, they rarely collaborate in co-planning and co-teaching. One of important challenges is networking in terms of work reflection. We will talk about networking in learning communities, the creating of a network of headteachers and teachers in Slovenia, Norway, Romania and Finland. Considering Senge's five elements in the learning organization, we will outline the construction of a learning community and the development of networks from the viewpoint of international cooperation to the implementation at school level. We will develop the method of shadowing, feedback, observation and reflection as the starting point in performing learning walks in primary school and the development of a learning community, while at the same time ensuring the improvement of pupils' achievements and professional development of employees. In recent years, learning walks have been a new, innovative approach amongst various lesson-observation methods in Slovenia. These are short, observational walks where the observer or several of them monitor a certain sequence of the compulsory or extended programme according to a pre-prepared observation scenario. Thus, an observer, who is not necessarily a headteacher, gets an insight into the teacher's work. The headteacher, as an observer, can get more information with quick-time learning walks, and he/she can observe teacher's work several times in various learning situations and different groups. The headteacher also explores his/her own management practice when working with teachers. Learning walks are thus a way of obtaining data for the continuous professional development of teachers and observers and improving learning practices throughout the institution. The presentation will focus on the exchange of ideas in international cooperation, building together on the knowledge and know-how.

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### SKUPINA 2

**Radojka Djordjević**, OŠ Milan Blagojević, Lučani, **Saša Jevtić**, OŠ Dragomir Marković, Kruševac, **Biljana Nišavić**, Gimnazija Takovski ustanak, Gornji Milanovac, **Lazar Ćirkiz**, OŠ Branislav Petrović, Slatina, **Branko Maksimović**, Tehnična šola Čačak, **Suzana Simeunović**, vrtec Moje detinjstvo, Čačak, Srbija

## RAZLIČNI VIDIKI MREŽENJA VZGOJNO-IZOBRAŽEVALNIH ZAVODOV V SRBIJI

Prispevek vključuje predstavitev šestih primerov mreženja v vzgojno-izobraževalnih zavodih v Srbiji. Primer Osnovne šole Milan Blagojević Lučani izpostavlja pomen mreženja s šolami iz različnih držav v Evropi. V času izvajanja projektov mobilnosti so se učitelji vključevali v hospitacije/opazovanje pouka. Primer Osnovne šole Dragomir Marković Kruševac se osredotoča na razvoj posameznih kompetenc učiteljev in učencev, med drugim digitalnih in multikulturnih. Primer Gimnazije Gornji Milanovac izpostavlja sodelovanje s šolami iz drugih držav skozi »negovanje multikulturnosti« in izmenjave učencev, kar omogoča napredek učenja jezikov, kultur in zgodovine tako učiteljev kot učencev. Primer Osnovne šole Branislav Petrović Slatina predstavlja sodelovanje z lokalno skupnostjo in profesionalnimi združenji





in športnimi društvi. Takšno sodelovanje vpliva na razvoj pedagoško-didaktičnih kompetenc učiteljev. Primer Srednje Tehnične šole Čačak se osredotoča na vpliv mreženje s šolami, univerzami in podjetji iz različnih držav na razvijanje digitalnih in multikulturnih kompetenc učiteljev in učencev. Izpostavlja tudi pomen interdisciplinarnega pristopa. Na koncu pa vrtec Moje detinjstvo Čačak predstavlja mreženje s strokovnimi združenji, kakor tudi mreženje v projektih mobilnosti, ki je spodbuda za izobraževanje in usposabljanje strokovnih delavcev. Rezultat mreženja je, da strokovni delavci postajajo avtorji seminarjev in strokovnih člankov in da aktivno sodelujejo na javnih tribunah.

## DIFFERENT ASPECTS OF SCHOOL AND KINDERGARTEN NETWORKING IN SERBIA

This contribution includes the presentation of six cases of networking within educational institutions in Serbia. The case of Primary school Milan Blagojević Lučani exposes the importance of networking with schools from different countries in Europe. During the mobility projects, the teachers were engaged in class observation. The case of Primary school Dragomir Marković Kruševac focuses on the development of selected teachers' and students' competences, among others digital and multicultural competences. The case of Grammar school from Gornji Milanovac points out the collaboration with schools from different countries through the "nurturing multiculturalism" and student exchange and also the development of teachers' and students' language, culture and history learning. The case of Primary school Branislav Petrović, Slatina presents the collaboration with the local community, professional associations and sports societies. That kind of collaboration influences the development of teachers' pedagogical and didactical competences. The case of Technical secondary school Čačak focuses on the networking with schools, universities and companies from different countries and its influence on the development of students' and teachers' digital and multicultural competences. It also exposes the importance of the interdisciplinary approach. Finally, the pre-school institution Moje detinjstvo, Čačak presents the networking with the professional associations as well as networking within mobility projects as an incentive for professional education and training. The networking result is that professionals in kindergartens became the authors of seminars and articles as well as they actively participate in public tribunes.

Snežana Pavlović, Ministrstvo za izobraževanje, znanost in tehnološki razvoj Republike Srbije

## POVEZOVANJE RAVNATELJEV IN STROKOVNIH DELAVCEV ZA KAKOVOSTNO DELO TIMOV V ŠOLI

Prispevek predstavlja vlogo ravnatelja, ki znotraj vzgojno-izobraževalnega zavoda usmerja povezovanje učiteljev in strokovnih delavcev v time s ciljem spremljanja vzgojno-izobraževalnih procesov in posledičnega izboljšanja kot tudi doseganja višjih dosežkov učencev. V zvezi s tem se poudarja, da ravnatelj povezuje time znotraj ustanove in je hkrati povezan s številnimi timi izven ustanove. Predano povezuje skupnost učiteljev, strokovnih delavcev, učencev, staršev, lokalno skupnost, ministrstvo in druge partnerje. Nadalje je opredeljeno kakovostno delo učiteljev in strokovnih delavcev v timu ter poudarjen pomen interakcije med člani tima. Na ravni šole se oblikujejo različni timi, od razvojnih do akcijskih, katerih cilj je doseči najvišjo raven kakovosti dela ustanove. V Srbiji ravnatelji oblikujejo veliko število zakonsko predpisanih timov. Delo timov se evidentira in določi v letnem delovnem načrtu zavoda, medtem ko rezultate dela ob koncu šolskega leta oceni svet šole. Ravnatelj je odgovoren za celotno koordinacijo in spremljanje dela. V ospredju je vprašanje: Kako se lahko oblikuje uspešna skupina učiteljev in strokovnih delavcev, ki bo delovala kot dober tim, spodbujala načela timskega dela in vedno močno podpirala ravnatelja? Timsko delo daje moč in oporo vsakemu dobremu vodenju, a je tudi delo, ki ga



ni možno opraviti hitro, enostavno, brez napak ali neuspehov. Vzpostavitev tima ni zgolj oblikovanje skupine ljudi, ki dobi določene zadolžitve. Njegov nastanek in razvoj je dolgotrajno in zahtevno delo, pri katerem se oblikuje skupina ljudi, ki je motivirana, strokovna, socialno občutljiva in ustanovljena, da deluje v duhu zaupanja in harmonije. Poleg tega se s časom razvija in povezuje z drugimi timi. Interakcija med člani skupine je izjemno pomembna in se razvija postopno, kar prispeva k boljšim rezultatom tima in večji kakovosti ustanove. S pomočjo nekaj priporočil, ki jih zagovarjajo strokovnjaki s področja osebnega razvoja in veščin, bomo poskusili razkriti, koliko traja potovanje do oblikovanja tima.

### **CONNECTING PROFESSIONALS AND HEAD TEACHERS FOR QUALITY WORK OF TEAMS IN SCHOOL**

The paper presents the role of the head teacher who directs the association of teachers and professionals into teams within the educational institution with the aim of monitoring educational processes and consequently improving them as well as achieving better student outcomes. In this context, it is pointed out that head teachers connect teams within the institution, while at the same time being connected with many teams outside the institution. They are dedicated to connecting the community of teachers, professionals, students, parents, the local community, the ministry and other partners. Furthermore, the quality work of teachers and professionals in the team is defined, and the importance of interactions between team members is highlighted. At the school level, various teams are formed, from development to action-oriented, which aim to achieve the highest level of quality of work of the institution. In Serbia, head teachers form a large number of teams prescribed by law. The activities of teams are recorded and planned by the Annual Work Plan of the institution, and the results of this work are evaluated by the School Board at the end of the school year. The head teacher is responsible for overall coordination and monitoring. The focus is on the question: How can one form a successful group of teachers and professionals who will function as a good team, promote teamwork principles and always give strong support to the head teacher? Teamwork represents the strength and support of every good management, but it is also a job that cannot be done quickly, easily and without mistakes or failures. Team formation and development do not simply mean to form a group of people who need to be given certain tasks, but it is a long and difficult job of bringing together a group of people who are motivated, professional, socially sensitive and organised to work in the spirit of trust and harmony and who gradually connect with other teams. Interactions between team members are very important and develop over time, thereby contributing to better team results and higher quality of work of the institution. A few recommendations advocated by experts in the field of personal development and skills are provided so as to reveal how long the team formation journey takes.

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**Gorica Stanojević**, Center za učenje, izobraževanje in razvoj ustvarjalnosti MINA, Čačak, Srbija

### **MOŽNOSTI POVEZOVANJA IN MREŽENJA V VZGOJI IN IZOBRAŽEVANJU**

Prispevek govori o možnosti mreženja in povezovanja tako zaposlenih v predšolskih organizacijah, osnovnih in srednjih šolah, kakor tudi povezovanja vzgojno-izobraževalnih organizacij v formalnem in neformalnem izobraževanju. Mreženje na vseh nivojih v državi in mreženje na globalnem nivoju doprinaša k razvoju kompetenc zaposlenih v izobraževalnih organizacijah in tudi izboljševanju pouka. Prispevek predstavlja



vlogo Centra za učenje, izobraževanje in razvoj kreativnosti MINA v povezovanju ravnateljev šol, ter tudi v povezovanju učiteljev, strokovnih delavcev, vzgojiteljev in drugih zaposlenih v izobraževalnih organizacijah. Center spodbuja povezovanje ravnateljev šol in predšolskih organizacij, kakor tudi vseh delavcev v prosveti preko njihove aktivne vloge v različnih oblikah strokovnega izobraževanja in spopolnjevanja ter izmenjave primerov dobre prakse. Strokovni delavci z mreženjem razvijajo svoje kompetence, najprej s svojega strokovnega področja in tudi kompetence za poučevanje in učenje, za podporo razvoju osebnosti otrok in učencev ter kompetence za medsebojno sodelovanje. Takšno mreženje je med drugim usmerjeno k izboljševanju kompetenc ravnateljev za analizo kakovosti pouka ter sodelovanja učiteljev in strokovnih delavcev. Teme in načini dela na seminarjih so določene po predmetnih področjih, vendar razdeljene tudi glede na kompetence in prioritete/prednosti. Mreženje doprinaša k prepoznavanju in podpori strokovnjakov določenih področij, organizaciji mednarodnih srečanj, izmenjavi idej in primerov dobre prakse ter negovanju in razvijanju multikulturalnosti otrok in strokovnih delavcev. Vseživljenjsko učenje dobi pravi smisel, če je proces povezovanja stalen in je viden preko močnih strokovnih združenj vzgojiteljev, učiteljev in strokovnih sodelavcev – psihologov, pedagogov, tajnikov, vodij računovodstva in ravnateljev izobraževalnih organizacij. Na ta način Ministrstvo za izobraževanje določene države lahko dobi prave partnerje pri izdelavi strategij izobraževanja, izmenjavi zakonskih in podzakonskih aktov, sodelovanja s starši in lokalno skupnostjo, pripravi učbenikov in učnih pripomočkov, izobraževanju odraslih in strokovnem usposabljanju. Z napredkom tehnologije je mreženje postalo še hitrejše, lažje in enostavnejše. Internetno povezovanje zaposlenih v vzgoji in izobraževanju po svetu je vsakodnevno.

## WAYS OF CONNECTING AND NETWORKING IN EDUCATION

The paper discusses connection and networking possibilities of both employees in pre-school institutions, primary and secondary schools as well as of educational institutions in formal and non-formal education. Networking at all levels in a country and networking at a global level contributes to an improvement in the competencies of employees in educational institutions as well as in the teaching process itself. The paper presents the role of the Centre for Learning, Education and Creative Growth MINA in connecting head teachers, but also teachers, expert associates, educators and non-teaching staff in educational institutions. The Centre promotes the networking of head teachers and preschool institutions, as well as of all educators, through their active role in different forms of professional development and the exchange of good practice examples. Through networking, they primarily improve their competencies in professional fields, but also competencies in teaching and learning, competencies to support the development of a child and student, and communication and mutual cooperation competencies. Such networking is, among other things, aimed at improving the competencies of head teachers for analysing the quality of the teaching process at school and the cooperation between teachers and other expert associates. Topics and ways of working at seminars are determined by teaching areas, but they are also divided according to competencies and priorities. Networking contributes to recognising and supporting experts in certain fields, organising international gatherings, exchanging ideas, good practice examples, nurturing and developing multiculturalism in children and adults. Lifelong learning takes on real meaning if the association process is continuous and if it is reflected through strong professional associations of educators, teachers, expert associates: pedagogues, psychologists, secretaries, heads of accounting and head teachers of educational institutions. In this way, the Ministry of Education in a given country gets the right partner when elaborating education strategies, amending laws and bylaws, cooperating with parents, local community, drafting textbooks, teaching aids, adult education and professional development. With the advancement of technology, networking has become faster, easier and simpler. Online connection of employees in education across the planet happens on a daily basis.

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## SKUPINA 3

dr. **Tatjana Ažman** in dr. **Mihaela Zavašnik**, Šola za ravnatelje

# SENČENJE KOT ORODJE MREŽENJA ZA KARIERNI RAZVOJ RAVNATELJA

Senčenje je oblika profesionalnega in kariernega razvoja, ki temelji na izkustvenem učenju, pri katerem posameznik kot senca opazuje nekoga drugega (senčenca), kako opravlja delo na primerljivem delovnem mestu, in tako širi sliko svojega delovanja (primerjaj Tulowitzki 2019). V tem smislu je senčenje mogoče razumeti tudi kot orodje mreženja. Kot oblika učenja je senčenje postalo aktualno predvsem v zadnjem desetletju (glej npr. Simkins in ostali 2009, Service in ostali 2016, Earley 2012). V okviru projekta Vodenje in upravljanje inovativnih učnih okolij (VIO) v programu Vodenje kariere ravnatelja, ki ga je Šola za ravnatelje izvajala v času 2016–2019, je 14 ravnateljev, vključenih v program, za en dan senčilo druge vodje v gospodarstvu. Namen senčenja je bil opazovati dejavnosti v kadrovski službi podjetij, ki podpirajo karierni razvoj zaposlenih. Posebnost je bilo povezovanje javnega in zasebnega sektorja. Za raziskovanje učinkov smo uporabili kvalitativni pristop. Podatke smo pridobili z analizo dokumentov, pisnih refleksij, ki so jih ravnatelji oddali po zaključenem enodnevnem senčenju. Izjave smo umestili v preglednico z vnesenimi šiframi ravnateljev v glavno kodo (karierni razvoj) s tremi podkodami (ravnatelj, strokovni delavci, sistem). Besedilo smo nato analizirali po posameznih kategorijah. Analiza refleksij je pokazala, da senčenje ravnateljem prinaša pomembna spoznanja za njihov karierni razvoj, za vodenje kariernega razvoja zaposlenih v VIZ in razmisleke o potrebi po nekaterih spremembah na ravni sistema. Najpogosteje so ravnatelji navajali spoznanja, ki se nanašajo na potencialne spremembe dela na področju vodenja kariernega razvoja strokovnih delavcev na ravni VIZ. Med njimi sta največkrat izpostavljeni področje zaposlovanja (npr. postopki sprejema na delovno mesto) in področje vodenja letnih pogovorov z zaposlenimi. Najmanj so ravnatelji navajali spoznanja za izboljšave na področju njihovega lastnega razvoja (npr. pridobivanje dodatnega znanja). Na ravni sistema je bilo najbolj izpostavljeno področje nagrajevanja zaposlenih. Na podlagi refleksij lahko ugotovimo tudi, da senčenje kot oblika in orodje mreženja spodbuja povezovanje javnega in zasebnega sektorja ter omogoča kakovostno izmenjavo informacij za izboljšave. V luči slednjega je pričujočo metodo mreženja koristno ohranjati in nadgrajevati v različnih programih profesionalnega in kariernega razvoja ravnateljev.

## SHADOWING AS A NETWORKING TOOL FOR HEAD TEACHERS' CAREER DEVELOPMENT

Shadowing is a form of professional and career development based on experiential learning in which an individual as a shadow observes someone else (shadowing) doing work in a comparable workplace, and thus broadens the picture of their work (compare Tulowitzki 2019). As such, it can also be understood as a networking tool. As a form of learning, shadowing has become topical especially in the last decade (see e.g., Simkins et al. 2009, Service et al. 2016, Earley 2012). Under the Slovenian project *Leading and Managing Innovative Learning Environments in the Leading Headteachers' Career* program implemented by the National School for Leadership from 2016 to 2019, 14 head teachers were invited to a one day-shadowing of a human resource manager or staff member in private sector between February and April 2017. The purpose of shadowing was to observe the activities in the human resource department of companies that support the employees' career development. A qualitative approach was used to investigate the effects of networking. The data were obtained by analyzing documents, i.e. written reflections, which were submitted by the head teachers after the completion of the one-day shadowing. Head teachers' statements were coded, the main code being "career development" and the three sub-codes "head teacher", "staff", and "system". The text was then analyzed by individual codes. The analysis of reflections showed that shadowing brings important insights to head teachers for their career development, for managing and leading the career development of school staff and reflections on the need for some changes at the system level. Most often, the head teachers cited findings related to



potential changes in the field of career management of the staff at the school level. Among them, the employment process (e.g. recruitment procedures) and conducting annual interviews with staff members were most often highlighted. At the very least, head teachers provided insights for improvements in their own career development (e.g. gaining additional knowledge). At the system level, staff remuneration was the most emphasized area. Based on the reflections, it can be concluded that shadowing as a form and tool of networking promotes the integration of the public and private sector and enables a quality exchange of information for improvements. In light of the latter, it is useful to maintain and upgrade the form in various head teachers' professional and career development programs.

dr. **Monika Mithans** in dr. **Milena Ivanuš Grmek**, Pedagoška fakulteta, Univerza v Mariboru

## **SPECIALNI PEDAGOG IN NJEGOVO SODELOVANJE Z VODSTVOM ŠOLE NA PODROČJU UČENJA IN POUČEVANJA**

H kakovostnejšemu vzgojno-izobraževalnemu delu ter napredovanju učencev v razvoju in pri učenju nedvomno prispeva tudi kakovostno mreženje med vodstvom in svetovalnimi delavci (Edwards idr., 2014). Svetovalna služba in vodstvo šole sodelujeta na različnih področjih, povezave med udeleženci se v posameznih šolah vzpostavljajo različno pogosto, prav tako pa se razlikuje njihova vsebina. Prispevek predstavlja sodelovanje med specialnim pedagogom in vodstvom šole na področju učenja in poučevanja, ki predstavlja ključen element vsake šole. V okviru študije primera smo mreženje med specialnimi pedagogi in vodstvom šole spremljali z intervjuji v okviru katerih smo preverjali, pri katerih nalogah s področja učenja in poučevanja, opredeljenih v Programskih smernicah za svetovalno službo v osnovni šoli (2008), specialni pedagog in vodstvo šole sodelujeta, kako pogosto se povezujeta, koliko drugih nalog še opravljata skupaj in kako sodelujeta. V raziskavo smo vključili štiri specialne pedagoginje iz različnih regij. Izbrali smo vsakdanje primere, ki zaradi svoje povprečnosti predstavljajo proučevano situacijo (Vogrinc, 2008). Vse anketirane specialne pedagoginje delujejo v okviru aktiva svetovalnih delavcev, ki ga sestavljajo različni profili. Iz rezultatov je mogoče razbrati, da se specialne pedagoginje na področju učenja in poučevanja z vodstvom povezujejo predvsem na področju vzgoje in izobraževanja otrok s posebnimi potrebami in učnimi težavami. Rezultati kažejo, da ravnatelj specialnim pedagogom prisluhnejo, upoštevajo njihova mnenja in se aktivno vključujejo v reševanje problemov. Pomembno je izpostaviti tudi dejstvo, da so vse specialne pedagoginje poleg kakovostnega sodelovanja z vodstvom, izpostavile pomen aktivnega mreženja znotraj aktiva svetovalnih delavk. Kar kaže na to, da se na šolah zavedajo pomena mreženja, ki pripomore k boljšemu in uspešnejšemu učenju vseh akterjev vzgojno-izobraževalnega procesa. Pričujoča raziskava predstavlja podlago za nadaljnje znanstveno raziskovanje mreženja med vodstvom šole in šolsko svetovalno službo.

### **SPECIAL EDUCATION TEACHERS AND THEIR COLLABORATION WITH THE SCHOOL LEADERSHIP IN THE FIELD OF LEARNING AND TEACHING**

Effective networking between the school leadership and counsellors is essential for an effective education process and students' academic achievement (Edwards et al., 2014). Counselling service and school leadership collaborate in different areas and deal with different content and these ties are created differently in individual schools. The following article deals with collaboration between special educators and the school leadership in the field of learning and teaching, the most essential elements of every school. As a part of the case study, we conducted interviews to find which learning and teaching tasks defined in the Primary School Counselling Service Programme Guidelines (2008) are performed in collaboration between special education teachers and headteachers, how often they communicate, the nature of their communication, and what other tasks their collaboration includes. Four special



education teachers from different regions were included in the study. We focused on ordinary everyday situations (Vogrinc, 2008). All surveyed special education teachers are members of the counselling group, consisting of various profiles. The results indicate that the special education teachers communicate with the school leadership in the frames of learning and teaching mostly about special needs and learning difficulties. The results show that headteachers tend to listen to counsellors, take their opinion into consideration and actively participate in problem solving. Moreover, it is important to point out that in addition to effective collaboration with headteachers, all special education teachers emphasized the importance of active networking within the group of counsellors. This shows that schools are aware of the importance of networking, which contributes to better and more successful education and training among all actors in the education process. The study forms the basis for further scientific investigation of networking between headteachers and counselling service.

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mag. **Ana Mlekuž**, Pedagoški inštitut

## **DEJAVNIKI SODELOVALNE KULTURE NA ŠOLAH TER ZADOVOLJSTVO UČITELJEV S SVOJIM POKLICEM: KAJ NAM KAŽEJO PODATKI RAZISKAVE TALIS 2018**

Na zadovoljstvo učiteljev s svojim poklicem vpliva veliko število različnih dejavnikov (Olsen & Huang, 2018), npr. delovni pogoji na šoli, osebne značilnosti posameznega učitelja, motivacija učitelja ipd. (Toropova, Myrberg & Johansson, 2020). Med dejavnike delovnih pogojev na šoli pa spada tudi sodelovalna šolska kultura. Že leta 2013 je analiza podatkov iz mednarodne raziskave TALIS pokazala, da sta disciplina med učenci in sodelovanje med učitelji pozitivno povezana z zadovoljstvom učiteljev s svojim poklicem (Sims, 2017; Hencke in dr., 2019). V prispevku na podlagi slovenskih podatkov, zbranih med osnovnošolskimi učitelji in ravnatelji, vključenimi v mednarodno raziskavo TALIS 2018, ugotavljamo povezanost med zadovoljstvom učiteljev s svojim poklicem ter dejavniki sodelovalne kulture v šolah. Poskusili bomo odgovoriti na vprašanje, ali ocena sodelovanja med učitelji, ocena sodelovanja ravnatelja z učitelji, ocena naklonjenosti okolja sodelovanju statistično značilno napovedujejo zadovoljstvo učiteljev s svojim poklicem. Šole in učitelji v raziskavi TALIS 2018 so bili vzorčeni v dveh fazah – v prvi fazi je bilo v vzorec izbranih 200 šol, nato pa iz vsake šole po 20 učiteljev (učitelji: N = 2378; ravnatelji: N = 136). Z regresijsko analizo smo sestavili model, v katerega smo poleg prej omenjenih spremenljivk vključili še delovno dobo učiteljev, kot kontrolno spremenljivko. Rezultati so pokazali, da vse spremenljivke statistično značilno napovedujejo zadovoljstvo učiteljev s svojim poklicem, najmočnejši napovednik med njimi pa je ocena naklonjenosti okolja sodelovanju. Učitelji so bolj zadovoljni s svojim poklicem na tistih šolah, kjer ravnatelji podpirajo mreženje in sodelovanje med učitelji ter je sodelovanje del kulture šole, kjer imajo učitelji možnost za sodelovanje pri različnih aktivnosti in so vključeni v odločanje na ravni šole. Rezultati torej poudarjajo pomen ustvarjanja pogojev na šolah za mreženje, vzdrževanje in ustvarjanje učečih se skupnosti, kjer lahko učitelji med sabo sodelujejo in se med seboj povezujejo.

### **FACTORS OF COLLABORATIVE SCHOOL CULTURE AND TEACHERS' JOB SATISFACTION: THE RESULTS OF THE TALIS 2018 SURVEY**

Teachers' job satisfaction is influenced by a large number of different factors (Olsen & Huang, 2018), such as working conditions at school, personal characteristics of an individual teacher, teacher motivation, etc. (Toropova, Myrberg & Johansson, 2020). One of the factors of working conditions at



school is a collaborative school culture. Already in 2013, the data analysis from the TALIS survey showed that discipline among students and cooperation among teachers are positively related to teachers' job satisfaction (Sims, 2017; Hencke et al., 2019). This presentation aims to establish the connection between teachers' job satisfaction and the factors of collaborative school culture. The analysis is based on Slovenian data collected from primary school teachers and headteachers included in the international TALIS 2018 survey. The presentation will try to answer whether the assessment of teacher cooperation, the assessment of the headteacher's cooperation with teachers, and the assessment of the school environment's support for cooperation statistically significantly predict teachers' job satisfaction. Schools and teachers in the TALIS 2018 survey were sampled in two phases - in the first phase, 200 schools, and in the second, 20 teachers from each school (teachers: N = 2378; headteachers: N = 136) were selected. A regression analyses was used to make a model which included also the years of teachers' service as a control variable in addition to the previously mentioned variables. The results showed that all variables statistically significantly predict teachers' job satisfaction, whereas the strongest predictor is the assessment of the environment's support for cooperation. Teachers are more satisfied with their job in those schools where headteachers support networking and cooperation between teachers, where cooperation is a part of school culture, where teachers have the opportunity to participate in various activities and are involved in decision-making at the school level. The results, therefore, emphasize the importance of creating favourable conditions for networking, maintaining and creating learning communities where teachers can collaborate and connect in schools.

dr. **Erna Žgur**, Pedagoška fakulteta Univerze v Ljubljani

## ŠTUDIJSKA PRAKSA KOT OBLIKA MREŽENJA V JAVNIH ZAVODIH

Prispevek predstavlja raziskavo, ki je vključevala študentke 3. letnika programa Specialne in rehabilitacijske pedagogike (SRP) Pedagoške fakultete Univerze v Ljubljani. Želeli smo pridobiti informacije o njihovih vtisih o obvezni študijski praksi. Zanimalo nas je, kako je potekalo mreženje študentov z drugimi strokovnimi delavci, kaj so pri tem pogrešali. Sodelovalo je 26 od 36 študentk, kar predstavlja 72 %. Rezultati. Večina študentk (96 %) ima pozitivne vtise o praksi, 4 % ne pozitivne ne negativne. 46 % študentk je prakso opravljalo v vrtcu in 54 % v osnovni šoli. Večina ima pozitivne vtise o praksi in z najvišjo oceno so ocenili mentorja, njegova vloga se jim zdi ključna (84%), 16 % pa pomembna. Z najvišjo oceno je mentorja ocenilo 62 % študentk, 38 % s povprečno. Na vprašanje, s kom so se najbolj povezovale, so odgovorile, da so imele največji stik z učenci (85 %), 77 % z drugimi učitelji, 50 % s svetovalnimi delavci, 34 % z vodstvom ter in 31 % s starši. Več stikov so si želele s svetovalnimi delavci (58 %) in s starši (54 %), 23 % z vodstvom šole, vrtca, 19 % z drugimi učitelji, 12 % z učenci ter študenti. Dolžina prakse se zdi primerna 58 % študentkam, da je praksa prekratka je menilo 8 %. 23 % študentk meni, da na praksi ni ničesar pogrešalo, enako število si je želelo več hospitacij pri drugih strokovnih delavcih (logopedih, terapevtih, drugih učiteljih), 8 % si je želelo več vpogleda v dokumentacijo, 8 % pa je pogrešalo več informacij o otrokovih posebnostih in obravnavah, 15 % jih je menilo, da so dobili premalo informacij mentorja. Iz dobljenih rezultatov razberemo pozitivne vtise iz obvezne študijske prakse. Študijska praksa tako predstavlja priložnost aktivnega mreženja v vzgojno-izobraževalnih ustanovah tudi za študentke.



## STUDY PRACTICE AS A FORM OF NETWORKING IN PUBLIC INSTITUTIONS

This paper presents a research which included 3rd year students attending Special and Rehabilitation Pedagogy (SRP) programme at the Faculty of Education (University of Ljubljana). It was designed to gather information about the students' opinion of their compulsory study practice (in kindergartens/primary schools) and about their networking with education staff members. The research included 26 out of 36 students (72%). The results: the majority of students (96 %) expressed a positive opinion of the practice, only 4% had neither positive nor negative opinion. The majority considered their mentor's role as essential (84%), 16% of them considered it important. In terms of networking, the students made contacts with other students (85%), with other education staff members (77%), with counsellors (50%), with headteachers (34%) and with pupils' parents (31%). They would have preferred more contacts with counsellors (58%), with parents (54%), school/kindergarten headteachers (23%), other education staff members (19%), pupils and other students (12%). They considered the duration of a two-week study practice to be sufficient (58 %), 8% of them considered it to be too short, suggesting a 21-day study practice, while 30% of them suggested a 30-day study practice. 23% of students did not identify any shortcomings; the same number would have preferred more observations at other education staff members, especially therapists, speech therapists, other (kindergarten) teachers; 8% would have preferred more insight into kindergarten/school documentation; 8% would have liked more information about the pupils' diagnosis and other treatments; 15% of them thought that they had received insufficient information from the mentor. The results obtained indicate the overall positive opinion of the compulsory study practice. For students it represents an opportunity for active networking within educational institutions.

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### SKUPINA 4

dr. **Majda Cencič**, Univerza na Primorskem, Pedagoška Fakulteta

## NEKATERE MOŽNOSTI AKCIJSKEGA RAZISKOVANJA ZA MREŽENJE

Strokovnjaki (npr. Stopar, 2012) menijo, da mreženje označujeta razvijanje in ohranjanje razmerij z ljudmi in da gre za dolgoročno vlaganje v ljudi in medsebojna razmerja v neformalno ali formalno oblikovani skupini posameznikov. Ivanka Stopar (prav tam) dodaja, da je pomembno, da ne gradimo in vzdržujemo socialne mreže zgolj zaradi lastne koristi, temveč tudi sami kaj prispevamo znotraj naše mreže. Navedba nam je bila izhodišče za razpravo na vprašanje: kakšne možnosti omogoča akcijsko raziskovanje za mreženje med različnimi akterji in na različnih ravneh ter kaj lahko ravnatelj prispeva kot član raziskovalnega tima. Izhajamo iz opredelitve akcijskega raziskovanja, ki nima namena le pridobivanja novega znanja in izboljševanja prakse, ampak je tudi ena najbolj učinkovitih strategij učenja in navadno poteka timsko in medpredmetno, če navedemo le nekatere ključne značilnosti akcijskega raziskovanja, ki pomembno prispevajo k mreženju na različnih ravneh in med različnimi akterji. Na osnovi sodelovalnega ali participativnega akcijskega raziskovanja, kakor različni avtorji tudi označujejo akcijsko raziskovanje (npr. Creswell, 2008; McIntyre, 2007; Nared in Bole, 2020, Wood, 2019 idr.), predstavljamo možnosti povezovanja ali mreženja med različnimi akterji ali člani raziskovalnega tima, npr. ravnatelj, učitelji in drugi strokovni delavci, če izpostavimo le nekatere člane raziskovalnega tima, ki lahko akcijsko raziskujejo na izbranem zavodu. Izpostavljam pa tudi mreženje na različnih nivojih, ki jih ponuja akcijsko raziskovanje, npr. na nivoju vzgojno-izobraževalnega zavoda, med različnimi vzgojno-izobraževalnimi zavodi, na nivoju





države in/ali med državami. Poudarjamo tudi možnost za mreženje, ki ga vključuje obveščanje o rezultatih raziskave, pri čemer izpostavljammo dve možnosti: interakcijo med vključenimi v raziskavo in interakcijo med raziskovalci in kritično javnostjo. Pri tem se usmerjamo tudi na vlogo ravnatelja v raziskovalnem timu, ki z mreženjem z različnimi posamezniki zunaj zavoda lahko veliko prispeva k uspešnosti akcijske raziskave. Na primeru akcijskega raziskovanja spoznamo, da tudi raziskovanje ponuja možnosti za mreženje na različnih nivojih in med različnimi akterji.

## THE POTENTIAL OF ACTION RESEARCH FOR NETWORKING

Experts (e.g. Stopar, 2012) suggest that networking is characterised by developing and maintaining relations with people and that it is about long-term investment into people and mutual relations within a non-formally or formally created group of individuals. Stopar (ibid.) adds it is important not to build or maintain a social network merely for one's own advantage, but also to contribute something to it. This notion was the starting point of our discussion about the questions: "What are the opportunities that action research provides for networking among diverse actors and at diverse levels?" and "What can a school head contribute as a member of a research team?" We start from the definition of action research whose purpose is not only acquisition of new knowledge and improvement of practice, but it is also one of the most effective strategies of learning that usually takes place in teams and cross-disciplinarily to mention just a few key characteristics of action research that significantly contribute to networking at diverse levels and among diverse participants. Based on cooperative or participatory action research, according to different authors describing action research (e.g. Creswell, 2008; McIntyre, 2007; Nared & Bole, 2020, Wood, 2019, and others) we present opportunities for links or networking among diverse participants or members of a research team, e.g. the headteacher, teachers, and other educational professionals, to just highlight some members of a research team who can do action research in a selected institution. Also highlighted, however, are opportunities for networking at different levels offered by action research, e.g. at the level of the educational institution, among different educational institutions, at the national level, or internationally. The emphasis is also put on opportunities for networking that include providing information about the results of the research where two options are presented: interaction among those participating in the research and interaction between the researchers and the critical public where attention is also paid to the role of the headteacher in the research team, who by networking with different individuals outside the institution can contribute significantly to the success of the action research. Looking at action research, we find that research offers opportunities for networking at different levels and among different participants.

dr. **Urška Štremfel** in dr. **Ana Kozina**, Pedagoški inštitut

## **SOCIALNE, ČUSTVENE IN MEDKULTURNE KOMPETENCE STROKOVNIH DELAVCEV KOT TEMELJ POZITIVNEGA RAZVOJA MLADIH IN IZGRADNJE VKLJUČUJOČE (ŠOLSKE) SKUPNOSTI**

Za učenje in poučevanje v šolah sta poleg močne kognitivne značilni tudi čustvena in socialna komponenta (Zins et al., 2004), ki v času naraščajočih svetovnih migracij vedno bolj vključuje tudi medkulturno komponento. Raziskave kažejo na pomembno vlogo socialnih, čustvenih in medkulturnih (SEI) kompetenc strokovnih delavcev (učiteljev, ravnateljev, svetovalnih delavcev itd.) za njihov lastni profesionalni razvoj (npr. zadovoljstvo z delom), pri spodbujanju pozitivnega razvoja mladih (vključno z učnimi dosežki) ter



mreženje in izgradnjo vključujoče (šolske) skupnosti. Kljub temu, da je pomen SEI kompetenc strokovnih delavcev empirično prepoznan kot ključen dejavnik mreženja in izgradnje vključujoče (šolske) skupnosti, razvoj teh kompetenc ni sistematično podprt na ravni držav EU (OECD, 2015). V okviru projekta ROKA v ROKI so bili zato v mednarodnem sodelovanju (Slovenija, Hrvaška, Nemčija, Švedska, Danska) razviti in preverjeni trije inovativni programi za razvoj SEI kompetenc: a) učencev; b) učiteljev in c) strokovnih delavcev šole (ravnatelji, svetovalni delavci) (celosten šolski pristop), katerih zasnovano, vsebino, učinke ter pogoje za njihovo umestitev na sistemsko raven v Sloveniji in v EU predstavlja v prispevku. Prispevek temelji na (sumativni in formativni) evalvaciji projekta ROKA v ROKI, v katerem je bila s kompleksnim naborom kvantitativnih (samoocena, ocenjevanje drugih, sociometrična preizkušnja) in kvalitativnih merskih pripomočkov (vinjete, fokusne skupine) preverjena učinkovitost SEI programov v posebej zasnovanem javnopolitičnem eksperimentu v mednarodni primerjavi. V prispevku podrobneje predstavlja rezultate evalvacije v Sloveniji. Rezultati govorijo v prid pomembnosti SEI kompetenc tako za strokovne delavce kot za učence ter o nujnosti njihovega dolgoročnejšega sistematičnega spremljanja in celostnega šolskega pristopa ter njegove sistemske umestitve v izobraževalne prakse slovenskih in evropskih šol. Poudarjen je pomen SEI kompetenc za mreženje vseh udeležencev izobraževalnega procesa ter izgradnjo vključujočih šolskih skupnosti, v katerih sta potencial in vrednost vsakega posameznika prepoznana in cenjena na način, ki omogoča rast tako na ravni posameznika, šole ter družbe.

### **SOCIAL, EMOTIONAL AND INTERCULTURAL COMPETENCIES OF PROFESSIONALS AS A BASIS FOR POSITIVE YOUTH DEVELOPMENT AND BUILDING AN INCLUSIVE (SCHOOL) COMMUNITY**

In addition to a strong cognitive component, learning and teaching in schools are also characterized by an emotional and social component (Zins et al., 2004), which in times of intensive global migration increasingly includes also an intercultural component. Research shows the important role of social, emotional and intercultural (SEI) competencies of professionals (teachers, head teachers, counsellors, etc.) for their own professional development (e.g., job satisfaction), in promoting positive youth development (including learning outcomes), and networking and building an inclusive (school) community. Despite the fact that the importance of SEI competencies of professionals is empirically recognized as a key factor of networking and building an inclusive (school) community, the development of these competencies is not systematically supported at the European Union policy level (OECD, 2015). In the HAND in HAND project, three innovative programs for the development of SEI competencies: a) students; b) teachers and c) school professionals (head teachers, counsellors) (whole school approach) were developed and tested in international cooperation of Slovenia, Croatia, Germany, Sweden and Denmark. In the paper, their design, content, effects and conditions for their placement at the system level in Slovenia and the European Union are presented. The paper is based on summative and formative evaluation of the HAND in HAND project, in which the effectiveness of SEI programs was tested with a complex set of quantitative (self-reports, others' reports, a sociometric measure) and qualitative measurement tools (vignettes, focus groups) in a specially designed international public policy experiment. In the paper the emphasis is put on the results of evaluation in Slovenia. The results confirm the existing empirical evidence about the importance of SEI competencies for both professional and student's development, they identify the need for their long-term systematic evaluation, point out the added value of the whole school approach and support their systematic placement in the educational practices of Slovenian and European schools. They emphasize the importance of SEI competencies for networking of all participants of the educational process and for building inclusive school communities in which the potential and value of each individual are recognized and valued in a way that enables growth at the level of the individual, school and society.



dr. **Markus Ammann**, Inštitut za izobraževanje učiteljev in šolske raziskave, Univerza v Innsbrucku, Avstrija

## MNOGI VIDIKI VODENJA V IZOBRAŽEVANJU

Prispevek predstavlja »Model vidikov vodenja«, ki je rezultat fenomenološko usmerjenega raziskovalnega projekta »Učimo se od najboljših: Vodenje šol«, ki je prejel nagrado za dosežke v izobraževanju v Nemčiji (German School Award). Povezava med vodenjem v izobraževanju in uspešnim učenjem je bila v zadnji letih predmet različnih oblik kvantitativnega in kvalitativnega raziskovanja. Empirični izsledki kažejo, da lahko določene oblike vodenja izboljšajo učenje (npr. izboljšajo pogoje poučevanja in učenja, uvajajo in krepijo nove metode poučevanja, jasno je podana vizija šole; Robinson, 2007; Day in Sammons, 2013). Glavni problem teh izsledkov pa je, da niso dovolj podrobni, sistematični in natančni, da bi lahko omogočili izboljšave preko celotnega sistema (Leithwood in drugi, 2004). Prispevek obravnava to vrzel. Raziskovalna skupina je tako izvedla fenomenološki tip raziskave: Fenomenološko usmerjena raziskava vodenja v izobraževanju pomeni predvsem, kako razumeti človeka, njegovo povezavo s samim seboj in svetom, na katerega se v življenju odzivamo. Oblika raziskave se je nenehno prilagajala logiki, ki ji sledi človek, ko želi voditi in biti voden. Zbrane podatke z vseh šol smo uskladili s pomočjo analize, osnovane na metodologiji utemeljene teorije (Strauss, 1998). Ugotavljali smo podobnosti in razlike med posameznimi šolami. Analiza podatkov je pokazala 56 fenomenološko določenih vidikov vodenja (Schratz in drugi, 2019). Prispevek se osredotoči na delovanje v mreži, ki je eden od vidikov vodenja.

### THE MANY FACETS OF LEADERSHIP IN EDUCATION

This contribution presents the 'Facets of Leadership Model' as a result of the phenomenologically oriented research project 'Learning from the Best: Leadership in Schools which won the German School Award.' The link between educational leadership and student learning employed a variety of quantitative and qualitative research designs in the past years. Empirical findings show that certain educational leadership practices can improve student learning (e.g. improve conditions for teaching and learning, introducing and enhancing new instructional methods, and articulating a vision for the school; Robinson, 2007; Day & Sammons, 2013). The main problem with these findings seems to be that they are not detailed, systematic and nuanced to enable system-wide improvement (Leithwood et al., 2004). This contribution addresses this research gap. The research group conducted a phenomenological inspired research design: Phenomenologically oriented school leadership research first of all means to understand the human beings in their connection with themselves and the world as a responsive character of life. The development of the research design consistently followed the logic of searching for experiences of leading and being lead. The data gathered from all schools were consolidated by an analysis based on the grounded theory methodology (Strauss, 1998) generating similarities and differences between individual schools. The result of the data analysed are 56 phenomenological argued facets of leadership (Schratz et al., 2019). This contribution focuses on one of the facets of leadership, acting in networks.

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## PREDSTAVITEV REFERATOV Z INTERAKTIVNO DELAVNICO,

SREDA, 7. APRIL 2021, 14.15-15.45

dr. **Branko Slivar** in **Brigita Žarkovič Adlešič**, Zavod RS za šolstvo

### **ALI JE MREŽENJE KOT PERPETUUM MOBILE MOGOČE?**

Zaradi vse večje kompleksnosti izobraževalnega okolja se vedno bolj izpostavlja potreba po interprofesionalnem sodelovalnem učenju (sodelovalno učenje strokovnjakov različnih strok), pri katerem timi učiteljev, ali zunanji strokovnjaki, ki niso vključeni v neposredno vzgojno-izobraževalno delo, delajo za doseganje skupnih ciljev. Muijs (2015) ugotavlja, da je najpomembnejši cilj izboljšanja delovanja šole, opolnomočenje učiteljev za spremembe ter bolj kakovostno vzgojo in izobraževanje (varno in spodbudno učno okolje, kakovostno znanje, razvite kompetence ...). Sodelovalno učenje strokovnjakov različnih strok lahko učinkovito dosežemo z mreženjem med šolami, med šolami in drugimi institucijami (sodelovanje in povezovanje različnih šol ali institucij) in znotraj šole (medpredmetno povezovanje ...). Teoretično obstaja veliko razlogov, da je mreženje med šolami eden od načinov za izboljšanje dela šol in reforme šolskega sistema (Muijs, Ainscow, Chapman and West 2011, v Muijs 2015). Pogosto smo v praksi, kljub dodani vrednosti, ki ga mreženje prinaša šolam, priča ugašanju mrež. Najpogosteje se to zgodi z zaključkom projekta, v katerem so le-te nastale, ali v primeru, ko niso podprte s sistemskimi, predvsem finančnimi ukrepi. Zastavlja se vprašanje, kako ohranjati mreže, nastale v različnih projektih, in kakšna je vloga vodstva šole pri tem.

Na interaktivni delavnici se bodo udeleženci seznanili s posameznimi koraki za mreženje po pristopu Daj-dam (analiza potreb – kaj imamo/znamo, kaj lahko ponudimo drugim, kaj potrebujemo od drugih) ter preizkusili različna orodja (uporaba vinjet, analiza mreženja ...). V okviru mednarodnega projekta Promise smo vključili šest šol (štiri osnovne in dve srednji), s katerimi smo pripravili in preizkusili model »daj-dam«. Model temelji na predpostavki, da morajo biti v procesu sodelovanja, izmenjave praks, skupnega reševanja problemov, medsebojnega podpiranja, postavljeni jasno opredeljeni cilji in aktivnosti, vzpostavljeno zaupanje ter prepoznane vzajemne koristi.

### **NETWORKING AS A PERPETUUM MOBILE– HOW DOES IT WORK IN PRACTICE**

Due to the increasing complexity of educational environment, the need for interprofessional collaborative learning teams of teachers from different disciplines or other professionals working to achieve common goals, is increasingly highlighted (Lakerveld, 2019). Muijs (2015) finds that the most important goal is to improve schools to empower them for change and better education (safe and stimulating learning environment, quality knowledge, developed competencies ...). Interprofessional collaborative learning can be effectively achieved through networking between schools themselves, between schools and other institutions (inter-organizational cooperation and networking), and within the school (among the subject groups ...). Theoretically, there are many reasons for networking between schools to be a way to improve schools and to reform the school system (Muijs, Ainscow, Chapman and West 2011 in Muijs 2015). Regardless of the added value that networking brings to schools, networks are often shut down in practice. Most often, this happens on completion of the project or whenever they are no longer supported by systemic measures, especially the financial ones. Therefore, the question is how to keep the existing networks functioning and what is the role of school leadership in it.

In the interactive workshop the participants will be introduced to individual networking steps following the Give & Get principle (analysing needs – what we have/know, what we can offer to others, what we need from others) and we will test different tools (use of vignettes, networking analysis...). In the PROMISE project, we used an experiential method. We involved 6 schools (4 primary and 2 secondary) in the creation and try-out of a self-supportive model which would enable networking and collaboration



between schools. It was based on the give-and-take principle. The model assumes that in cooperation, exchange of practice, joint problem solving, mutual support, clearly defined goals and activities must be set, trust established and mutual benefits recognized. The model we prepared includes the following key steps: preparation of school presentation, getting to know the partner school, implementation of networking, planning further cooperation and evaluation. As the project is still in the implementation phase, we cannot present findings and conclusions at this stage. These will be available at the time of the planned conference.

## **PREDSTAVITEV REFERATOV Z INTERAKTIVNO DELAVNICO,**

**SREDA, 7. APRIL 2021, 16.00-17.30**

dr. **Justina Erčulj** in dr. **Mateja Brejc**, Šola za ravnatelje

## **VODENJE UČENJA Z MREŽENJEM: POGLEDI RAVNATELJEV**

Kompleksne spremembe v izobraževalnem prostoru zahtevajo sodelovanje med vsemi deležniki vzgojno-izobraževalnih zavodov. Razvijati se morajo v učeče se organizacije, s čimer se ustvarjajo ne pogoji, da lahko strokovni delavci delijo in gradijo znanje s sodelavci ter razmišljajo o svoji praksi. Pokazalo se je, da profesionalne mreže učenja (v nadaljevanju PMU) zagotavljajo prave pogoje za skupno učenje in podpirajo spremembe v izobraževanju. Tako v teoriji kot v praksi srečamo v različnih okoljih različne koncepte PMU, vendar se zdi, da obstaja mednarodno soglasje, da gre za skupino ljudi, ki delijo svojo prakso in se kritično sprašujejo o njej na stalen, razmišljujoč, sodelovalen in v učenje usmerjen način. Raziskave o mreženju v izobraževanju so pokazale, da ima pri vzpostavljanju in vzdrževanju mrež ključno vlogo ravnatelj. Šola za ravnatelje je bila v obdobju 2017-2020 partner v mednarodnem projektu Erasmus+ Vodenje učenja z mreženjem. Tema projekta je bila podpora ravnateljev pri vodenju mrež sodelovanja v šolah in med njimi. Skupaj s partnerji iz 5 držav smo oblikovali in preizkusili module usposabljanja za izboljšanje teorije in prakse, ki jih potrebujejo ravnatelji za oblikovanje, razvoj in vzdrževanje PMU v šolah.

V interaktivni delavnici bodo naprej predstavljeni rezultati intervjujev z 29 ravnatelji iz 5 držav o mreženju in vlogi ravnatelja pri oblikovanju, vodenju in vzdrževanju mrež, s poudarkom na rezultatih slovenskih ravnateljev. Osrednji del delavnice bo namenjen izmenjavi izkušenj ravnateljev - udeležencev o mreženju in njihovi vlogi pri vodenju mrež v svojih vzgojno-izobraževalnih zavodih. Razprava bo potekala v naslednjih tematskih sklopih: oblike mreženja, teme mreženja, udeleženci mreženja, ravnateljeva vloga pri mreženju, organizacijski in drugi pogoji za mreženje. Delavnica bo izvedena v obliki dela v skupinah s skupnim povzetkom oziroma priporočili.

## **LEADING LEARNING BY NETWORKING: HEAD TEACHERS' VIEWS**

Complex changes in the educational context require collaboration among all stakeholders of educational institutions. They must be developed as learning organisations that create favourable conditions for teachers to share and create knowledge with their colleagues and to reflect on their teaching practice. It has been recognized that professional learning networks (PLN, hereinafter) provide proper conditions for collaborative learning and support educational changes. In theory, as in practice, PLNs have different conceptualizations in different contexts, but there appears to be a broad international consensus that they involve a group of people sharing and critically interrogating their practice in a continuous,



reflective, collaborative and learning-oriented way. Research on networking in education proves that head teachers play the key role in establishing and sustaining school networks. As a project partner, The National School for Leadership in Education participated in the international Erasmus+ project Leading Learning by Networking between 2017 and 2020. The main topic of the project was supporting head teachers in leading collaborative networks within and among schools. 6 project partners developed and piloted training modules with the aim to improve theory and practice that head teachers need in order to create, develop and sustain PLN in schools.

The interactive workshop will start with a short presentation of the results of interviews with 29 head teachers from 5 partner countries about networking and the head teachers' role in creating, leading and sustaining networks, with the focus on the results from Slovenia. During the main part of the workshop, head teachers (participants) will share their experience with networking and their role in leading networks in their schools. The discussion will focus on the following topics: structure of networks, topics of networks, participants in networks, head teacher's role in networks, organisational and other conditions for networking. The workshop will be carried out as a group discussion with summary and recommendations.

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## PREDSTAVITEV REFERATOV 3, ČETRTEK, 8. APRIL 2021, 14.15-15.45

### SKUPINA 1

Marjetka Herodež, Šolski center Velenje, Elektro in računalniška šola

## Z MREŽENJEM DO POVEZOVANJA MATEMATIKE S POJAVI V OKOLJU

Poučujem matematiko, ki je za marsikoga abstraktna, in zato pri poučevanju pogosto uporabim primere iz vsakdanjega življenja. Primer dobre prakse, kako dijakom prikazati uporabnost matematike, predstavlja vzpostavitev neformalnega mreženja z učitelji, ki poučujejo strokovne module. Prispevek se osredotoča na neformalno povezovanje med učiteljico matematike in učiteljem, ki poučuje modul elektrotehnika ter na oblikovanje mrež povezav v skupini 25 dijakov drugega letnika, program elektrotehnik. Pare oziroma skupine po tri dijake sva z učiteljem sestavila naključno. Vsaka skupina je na začetku šolskega leta prejela navodila za izdelavo praktičnih nalog. Teme nalog so bili alternativni viri energije. Dijaki, ki so se povezovali v mreže, si niso samo razdelili nalog, ampak so s pomočjo metod razprave in opazovanja pridobivali znanje, skupaj raziskovali in ustvarjali ter pri tem razvijali veščine sodelovanja, komuniciranja in argumentiranja. S sodelavcem sva nastopala kot tutorja, vsak na svojem strokovnem področju. V začetku meseca junija so udeleženci mreže preživeli en teden na taboru v Ribnem pri Bledu. V prej opredeljenih parih in skupinah po tri so izdelali in praktično uporabili sistem za ogrevanje sanitarne vode s pomočjo uporabe sončnih in talnih kolektorjev, izdelali so hidroelektrarno, sončno peč in vetrno elektrarno. Pri izvajanju meritev so dijaki spoznali možnosti povezovanja matematike s pojavi v okolju, kar je pri nekaterih spodbudilo radovednost in večjo zavzetost za učenje, nekatere pa je vodilo tudi do samostojnega matematičnega raziskovanja. Delo je bilo dijakom zanimivo, bili so zelo motivirani, njihovo povezovanje ni bilo namenjeno samo izmenjavi idej, ampak skupnemu eksperimentiranju. Po opravljenem delu so delovne rezultate predstavili celotni skupini udeležencev tabora in njihovim staršem. Ob tem so razvijali kritično mišljenje in pri tem ugotavljali osebni učni napredek. Izkazalo se je, da si dijaki, ki so sodelovali v mrežah, s povezovanjem znanj različnih predmetov in modulov ob istem problemu lažje predstavljajo celoto. Pri tem dobijo uporabno znanje. Mreženje je pomembno tudi za učitelja, saj lahko svoje znanje izpopolnjuje in pri tem pridobiva nove ideje za učinkovito povezovanje znanj.

### NETWORKING AS A MEANS OF CONNECTING MATHEMATICS WITH PHENOMENA IN THE ENVIRONMENT

As a teacher of mathematics which is too abstract to many people, I regularly use examples from our everyday life. One example of good practice to introduce students to the practical use of mathematics, is establishing an informal way of networking with teachers of technical modules. The article focuses not only on the informal way of networking between a teacher of mathematics and a teacher of electrical engineering, but also forming various networks between two or three students among 25 second-grade students of electrical engineering. Pairs and groups of three were randomly selected. Each group was given the instructions for implementing different practical tasks already at the beginning of the school year. The topics were alternative energy sources. The network participants - students not only divided the tasks among themselves, but also acquired knowledge, researched together, created and developed co-operation, communication and argumentation skills, using both methods of discussion and observation. My colleague and I took over the role of tutors, each within our technical field. At the beginning of June, the network participants spent a week camping in Ribno near Bled. In pairs or groups of three, already formed beforehand, the students created and practically used sanitary water heating system with solar and ground panels, they created a hydroelectric power plant, a solar furnace and a wind power plant. When doing the measurements, students were given an insight into ways of connecting mathematics





with different phenomena in the environment. This stimulated their curiosity and learning engagement, whereas some individuals even took on a challenge to do an independent research using mathematics. Students found this kind of work interesting; they were motivated and the networking approach enabled them not only the exchange of ideas, but also a collective experimentation. In the end the results of their work were presented to the whole group of camp participants and their parents. In this way their critical thinking was developed and they could evaluate their personal learning progress. By connecting knowledge of different subjects and modules, the students who participated in networks were able to visualize one problem as a whole, thus acquiring useful knowledge. Networking is essential for teachers as well since it enables them to upgrade their knowledge and get new ideas on how to effectively connect knowledge from different areas.

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mag. **Petra Vačovnik**, Šolski center Ravne, Srednja šola Ravne

## **MREŽENJE DIJAKOV IN UČITELJEV TER VPLIV SODELOVANJA ZUNANJIH SODELAVCEV**

Mreženje je medsebojno povezovanje različnih deležnikov med seboj. Dijaki pogosto ne obvladajo veščin uspešnega sodelovanja, zato smo temu posvetili projektni teden s tematiko športnega padalstva z ogledom padalskih skokov na letališču v Libeličah, saj smo želeli vzpostaviti povezave med dijaki in njihovo mreženje. V mrežo dijakov je bilo vključenih 9 fantov, ki so se povezovali, urili socialne veščine, komunikacijske sposobnosti in si izkazovali medsebojno spoštovanje. V skupini so razvijali kompetence sodelovanja z drugimi, oziroma timskega dela. Dijaki so morali raziskati padalsko besedišče in se seznaniti s potekom delovanja v slovenskem in angleškem jeziku. Timsko povezovanje je še posebej prišlo do izraza pri izdelavi padala na raketni pogon, kjer so dijaki samodejno oblikovali trojice in si razdelili delo. Ena skupina je izrezovala, druga lepila trup, tretja pripravljala raketni pogon. V vsaki skupini so dijaki določili vodjo, ki je bral navodila in dajal usmeritve, druga dva člana znotraj skupine pa sta opravljala dodatno delo. Mrežo učiteljev smo tvorili: mentorica, ki sem poskrbela za delitev padalskih vsebin in prevod modelarskega načrta ter glosar, učiteljica matematike in fizike je svetovala pri izbiri raketnega padala in nakupa opreme, učiteljica načrtovanja in konstruiranja je podrobno načrtovala potek in oblike dela dijakov ter razvoj kompetenc dijakov. Ti trije deležniki smo se sestajali že pred projektnim tednom, saj je projekt zahteval predpripravo in oblikovanje načrta dela pri čemer smo izmenjevali svoje formalno in neformalno znanje. Pilot, skrbnik hangarja ter šest športnih padalcev je z dijaki delilo znanje o osnovah padalstva, padalske opreme in varnosti pri ekstremnih športih ter o poteku in vrstah padalskih skokov. Na podlagi petih opazovanj in pogovorov lahko trdim, da so se dijaki medsebojno povezovali pri izdelavi padala, saj so drug drugemu pomagali pri sestavi tehničnih segmentov padala in s tem razvijali komunikacijske kompetence, kompetence timskega dela, načrtovanja, prilagajanja in fleksibilnosti.

### **NETWORKING OF STUDENTS AND TEACHERS AND THE IMPACT OF COOPERATION WITH EXTERNAL PARTNERS**

Cooperation of different participants leads to networking. Students often do not master the skills of successful cooperation, so we dedicated a project week to the topic of skydiving at the airport in Libeliče, as we wanted to establish connections between students and ensure their networking. The network of students included 9 boys who connected, practiced social skills, communication skills and showed mutual respect to each other. In the group, they developed the competencies of cooperation with others and





team work. The students had to research the skydiving vocabulary and get acquainted with the process in Slovene and English. Teamwork came to the fore especially in the making of a rocket-powered parachute. Students formed groups of three and split work activities among the members. One group was cutting, another one was gluing the hull, the third group was preparing the rocket propulsion. Each group of students had chosen a leader to read instructions and give guidance and the other two members within the group completed the extra work. The network of teachers was formed by a mentor, who divided the skydiving content and translated the modelling plan and made the glossary, the teacher of mathematics and physics, who helped to choose the rocket parachute and to purchase the equipment, and finally, the teacher of planning and construction who planned the whole process in details. These three participants met before the project week to exchange their formal and informal knowledge, as the project required a lot of preparation to form a work plan. The pilot, the hangar administrator and six skydivers shared their knowledge about the basics of skydiving, skydiving equipment and safety procedures in extreme sports, as well as the course and types of skydiving. Based on five observations and conversations, I can say that the students connected with each other during the production of the parachute, as they helped each other in assembling the technical segments of the parachute and thus developed communication competencies, teamwork competencies, planning, adaptation and flexibility.

**Darja Pirkmaier Maklin**, Srednja frizerska šola Ljubljana

## FLEKSIBILNO MREŽENJE ZA UČINKOVITEJŠE UČENJE NA RAZLIČNIH RAVNEH

Povezovanje različnih udeležencev v mrežo vodi v bolj učinkovito, transparentno, fleksibilno in hitrejše skupno učenje, katerega rezultat je kakovostna ter trajnejša realizacija konkretnega cilja. Z vzpostavitvijo različnih učinkovitih mrež med deležniki na šoli in z deležniki izven šole si prizadevamo, da bi dijaki razvili različne veščine in bi se tako bolj fleksibilno ter učinkovito integrirali na bodoči karierni trg dela. Pri vzpostavitvi mreže strokovnih delavcev z različnih področij izhajamo iz konkretnih izzivov, ki nam jih postavijo aktualne vsebine stroke, ki jih dijaki usvojijo z različnimi metodami aktivnega učenja. Tako zagotovimo uporabnost in trajnost znanj z različnih predmetnih področij za doseganje istega skupnega končnega cilja. Dijaki so postavljeni v realne situacije, v katerih morajo, za realizacijo skupnega končnega cilja, aktivno uporabiti znanja z različnih strokovnih področij. Tako izvajamo različne tematske in mednarodne projekte, prek katerih se povezujemo učitelji praktičnega pouka, strokovno-teoretičnih in splošnih predmetov. Ugotavljamo, da tako vzpostavljena mreža med posameznimi deležniki omogoča izvedbo aktivnega učenja, ki vodi k večji motivaciji za učenje. Prav tako pa se z metodami takšnega dela razvija in krepi kreativnost dijakov. V preteklem šolskem letu se je na tak način v štiri večje projektne skupine povezovalo 28 strokovnih delavcev naše šole. Deluje tudi več skupin z manjšim številom sodelujočih. Skupine niso bile stalne, pač pa so se oblikovale glede na vsebine različnih projektov. Mreža, ki je na ravni šole oblikovana kot medpredmetno povezovanje učiteljev različnih strokovnih področij, je fleksibilna, kar pomeni, da se število in tip deležnikov spreminja glede na vsebine in cilje (kolegialne hospitacije, skupne ure). Pogostnost povezovanja je na mesečni ravni. Učitelji soustvarjamo tako pred skupno uro, med samo izvedbo le-te kot tudi na koncu, ko evalviramo sam proces dela. Mreža, ki je oblikovana na ravni šole in izven nje, pa je vzpostavljena v začetku šolskega leta in je vezana na konkreten projekt (zaključna revija nadarjenih dijakov, fotografske razstave in različni projekti – tudi projekti Erasmus+, dobrodelna prireditve). Vzpostavitev mrež omogoča učinkovitejšo organizacijo in fleksibilnost ter vzpodbuja razvijanje veščin za delo v timu, kar prispeva h kvalitetnejšemu učenju.



## FLEXIBLE NETWORKING FOR MORE EFFECTIVE LEARNING AT DIFFERENT LEVELS

Connecting different participants into a network results in a more efficient, transparent, faster and flexible shared learning and leads to a high quality and lasting realization of a specific goal. By establishing effective networks among stakeholders within and out of school, we encourage students to develop a variety of skills and thus integrate more flexibly and effectively into the future career labour market. When setting up a network of professionals in various fields, we consider the specific challenges posed to us by the current contents of the professional field, which students acquire through various methods of active learning. In this way, we ensure the applicability and sustainability of the knowledge of various subject areas needed to achieve the shared goal. Students are placed in real situations in which they should actively use the knowledge of different professional fields to achieve clear shared goals. Thus, we carry out various thematic and international projects, in which we connect teachers of practical lessons, professional theoretical subjects and general subjects. We find that the network established among individual stakeholders in this way enables the implementation of active learning and leads to a greater motivation to learn. The methods of such work also develop and strengthen the creativity of students. 28 professionals from our school joined four bigger project groups during the last school year. There are also many smaller groups. These groups are not permanent but are created according to the content of individual projects. The network, which is set up at the school level as a cross-curricular connection between teachers of different professional fields, is flexible. This means that the number and type of stakeholders vary according to the content and shared goals (teacher shadowing, joint classes). The frequency of connections is set monthly. The network which is created at the school level and outside the school, is established at the beginning of the school year and is linked to a specific project (end-of-year show of talented students, photo exhibitions and projects, Erasmus + projects, charity event). The creation of a network enables efficient and flexible organization and encourages the development of teamwork skills that contribute to a higher quality of learning.

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**Gabrijela Jošt**, Šolski center Kranj, Srednja ekonomska, storitvena in gradbena šola Kranj

## MEDPREDMETNO MREŽENJE KOT IZZIV ZA MEDSTROKOVNO SODELOVANJE

V prispevku predstavljam izvedbo Start-up vikenda, ki je spodbujal nastajanje in širjenje mrež za izboljševanje učenja dijakov. Tak pristop ponuja dijakom in učiteljem priložnosti za nove izzive: mreženje dijakov različnih strok z enakim ciljem. Vsi deležniki so imeli pri tem projektu možnost, da medpredmetno poglobijo svoja znanja in pridobijo raznolike izkušnje. Vsaka skupina oz. mreža dijakov je imela skupni interes, da spozna osnove Start-up podjetništva. V delavniških aktivnostih je sodelovalo petindvajset dijakov različnih usmeritev (ekonomske, gradbene ter frizerske). Vsako skupino oz. mrežo je sestavljalo pet dijakov, skupaj je bilo torej pet skupin. Start-up vikend je pokazal, da tak način dela dijakom omogoča bolj sproščen način učenja. Ni strogih časovnih omejitev, cilji pa so doseženi na bolj ustvarjalen način. K sodelovanju smo povabili podjetnika, ki je predstavil svojo zgodbo o uspehu, ta pa je bila dijakom nekakšna inspiracija za nadaljnje delo. Spoznali so značilnosti poslovnega modela Canvas in različne načine komuniciranja. Sodelujoči učitelji so bili s področja ekonomije in biologije. Dobro vzpostavljena mreža med učitelji in zunanjimi deležniki je prispevala k oblikovanju teoretičnega in praktičnega dela programa. Dijaki so po navodilih načrtovali in pripravili predstavitve za svoje podjetniške ideje, ki so jih podkrepili z reklamnimi oglasi. Vsak dijak v skupini je s svojo aktivno vlogo kot npr. zapisovalec, spodbujevalec, opazovalec, poročevalec ali usmerjevalec prispeval svoj košček mozaika h končnemu rezultatu. Učitelji so potek timskega sodelovanja dijakov opazovali in zapisovali. Na koncu je bila na podlagi zapisov izvedena



refleksija na potek dogodkov. Preko nje smo ugotovili, da so dijaki s takim pristopom učenja razvijali spretnosti timskega dela, ustnega izražanja, odgovornosti in samodiscipline. Skozi raznolike aktivnosti so preizkušali svoje talente in sposobnosti ter od zunanjih deležnikov pridobivali praktična znanja in izkušnje. Mreženje dijakom omogoča razvijanje njihovega socialnega potenciala in je investicija v medsebojne odnose.

## **CROSS-CURRICULAR NETWORKING AS A CHALLENGE FOR INTERDISCIPLINARY COOPERATION**

This article presents the implementation of the start-up weekend, which encouraged the creation and expansion of networks to improve student learning. Such an approach offers students and teachers opportunities for new challenges: networking between students of different disciplines with the same goal. In this project, all participants had the opportunity to deepen their cross-curricular knowledge and gain diverse experience. Each group had a common interest in learning the basics of start-up entrepreneurship. Twenty-five students from various fields (economics, construction and hairdressing) took part in the workshop activities. Each group consisted of five students, so there were five groups in total. The start-up weekend showed that this way of working provides students with a more relaxed way of learning. There are no strict time limits and the goals are achieved in a more creative way. We invited an entrepreneur to present his success story, which was inspiring for the students' work. They learned about the features of the Canvas business model and about different ways of communicating. The participating teachers were from the fields of economics and biology. A well-established network between teachers and external stakeholders contributed to the shaping of the theoretical and practical part of the program. Following instructions, the students planned and prepared presentations for their business ideas, which they supported with advertisements. Each student in the group contributed their piece of the puzzle to the end result with an active role as e.g. the recorder, facilitator, observer, reporter, or leader. The teachers observed and recorded the course of student teamwork. In the end, a reflection on the course of events was made on the basis of the records. This reflection showed that the students developed teamwork skills, oral expression, responsibility, and self-discipline through such an approach to learning. Through various activities, they tested their talents, abilities and gained practical knowledge and experience from external stakeholders. Networking allows students to develop their social potential and is an investment in interpersonal relationships.

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## **SKUPINA 2**

**Ajda Kamenik**, Strokovni izobraževalni center Ljubljana

## **INTERDISCIPLINARNOST KOT KAPITAL UČITELJEVEGA ZNANJA**

Projekti in sodelovanje v njih predstavljajo izziv za šolstvo in priložnost za mreženje učiteljev, ki drugače nimajo velikokrat priložnosti sodelovanja. V projektu Varna mobilnost v vzgoji in izobraževanju, v organizaciji Zavoda RS za šolstvo, smo medpredmetno povezali učitelje splošnih in strokovnih predmetov v izdelku vsakega dijaka drugega letnika – z raziskovalnimi nalogami. Raziskovalne naloge dijakov so povezale predmete logistike, matematike, slovenščine, angleščine in računalništva z upoštevanjem ustrezne strokovnosti, slovnične pravilnosti, tehnične zgradbe naloge, opisa naloge v tujem jeziku, ustreznosti metodologije in opisa ter navedbe rezultatov raziskovanja. S tovrstnim mreženjem učiteljev smo spodbudili prenos znanja [know – how], kjer smo si preko učenčeve naloge učitelji medsebojno prenašali strokovna



znanja in izkušnje. Kot koordinatorica sem učinke projekta v povezavi z mreženjem učiteljev ugotavljala s kvalitativnim raziskovalnim pristopom. Za zbiranje podatkov sem uporabila tehniko polstrukturiranega usmerjenega intervjuja in sprotno analizo dvoletnega projekta. Prispevek se osredotoča na dve predpostavki: šolski in mednarodni projekti predstavljajo izziv in priložnost za mreženje učiteljev; mreženje učiteljev spodbuja osebno in strokovno rast posameznika. Na podlagi analize je mogoče ugotoviti, da vključeni strokovni delavci menijo, da mreženje učiteljev in strokovno sodelovanje vodi k uporabi različnih metod in razvoju interdisciplinarnih pristopov k vodenju raziskovalnih nalog ter izmenjavi znanj učiteljev. Iz rezultatov je razvidno, da so učitelji, ki so se počutili izolirani, izgubili ta občutek. Zaradi formalnega in neformalnega povezovanja prek uradnih sestankov in skupinskega dela prek spletnega orodja Google Drive se je razvil občutek pripadnosti in povezanosti med učitelji, kar je pripomoglo h kakovostni izvedbi projekta. Projekt smo zaključili z javno predstavitvijo raziskovalnih nalog. Pri vprašanju, da postane tovrstno mreženje stalna praksa, so vsi anketiranci odgovorili pozitivno. Učitelji z mreženjem pridobivamo novo znanje nova spoznanja, se profesionalno in osebno razvijamo in sami sebe postavljamo izven cone udobja – ter s tem spodbujamo eden drugega h kritičnemu razmišljanju. Če želimo slediti globalnim trendom na področju izobraževanja, je pomembno, da najprej uvajamo interdisciplinarni pristop kot priložnost za večanje kapitala učiteljevega znanja.

## **INTERDISCIPLINARY APPROACH AS TEACHER PROFESSIONAL CAPITAL**

Interdisciplinary projects present a challenge in the field of education, and an opportunity for networking of teachers who otherwise don't have the opportunity to collaborate. The project 'Safe Mobility in Education' ("*Varna mobilnost*"), organized by the National Education Institute Slovenia, connected teachers of general and professional subjects in the work of all second-year students through interdisciplinary research assignments. The students' research assignments combined subjects of Logistics, Mathematics, Slovene, English and Computer Science in consideration of appropriate level of expertise, grammatical correctness, technical structure of the assignment, description of the task in a foreign language, adequacy of methodology and description and presentation of research results. Through this kind of teacher networking, we encouraged the transfer of knowledge [*know - how*] as teachers transferred their professional knowledge and experience to each other through the students' tasks. As the project coordinator, I identified the effects of the project in relation to teacher networking using the approach of qualitative research. To collect the data, I used the technique of a semi-structured directed interview and an on-going analysis of a two-year project. This article focuses on two theses: that school and international projects present a challenge and an opportunity for teacher networking, and that teacher networking promotes personal and professional growth of an individual. The results show that the involved educators believe that networking of teachers and professional collaboration leads to introduction of different methods and development of interdisciplinary approach to their mentoring of research assignments and exchange of expertise between teachers. During the analysis of the directed interview results, it became evident that with teachers who used to feel isolated, that perception dissipated. Due to the formal and informal connection through meetings and the collaboration on Google Drive platform, a sense of belonging and connection developed between the teachers, which contributed to the quality of the execution of the project. The activities concluded with a public presentation of research assignments. When asked to make this kind of networking a permanent practice, all respondents answered affirmatively. Through networking, teachers accumulate new insights, actively build on their personal worth and dare to step out of their comfort zone - encouraging each other to think critically. If we want to follow global trends in the field of education, the first step is the introduction of an interdisciplinary approach as an opportunity in the development of pedagogical capital.

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Helena Boh, OŠ Muta

## MREŽENJE UČITELJEV V UČEČI SE ORGANIZACIJI

V svojem prispevku želim predstaviti primer dobre prakse – mreženje učiteljev različnih aktivov in projektnih timov na OŠ Muta. Povezovanje učiteljev v formalne aktivne je na šoli ustaljena praksa. Tako so na šoli prvotno nastali formalni aktivni učiteljev, ki so kot strokovni organi navedeni v 60. in 64. členu Zakona o organizaciji in financiranju vzgoje in izobraževanja (ZOFVI). Kasneje so se skozi sodelovanje v različnih projektih oblikovali projektne timi, ki so podpora učenju in profesionalni rasti učiteljev. Vsem sta skupna sledenje viziji šole in usklajenost s krovnimi dokumenti šole. Skozi projekt Distribuirano vodenje (DV), ki smo ga izvajali v letu 2017 in 2018 pod okriljem Šole za ravnatelje, pa smo k mreži dodali še aktivne po vertikali za predmete slovenščina, matematika in naravoslovje. Vsakemu aktivu se je priključila še vzgojiteljica iz vrtca. Tako je bilo mreženje še razširjeno. Prispevek predstavlja ugotovitve raziskovanja povezovanja aktivov in timov. Raziskovanje temelji na analizi LDN šole, LDN aktivov, povzetkov pogovora z vodstvom šole in lastnih izkušenj (refleksija o sodelovanju v nekaterih projektih). Grafično predstavlja shemo, ki prikazuje vse delujoče aktivne in projektne timi v letu 2017/2018, njihovo prepletenost z drugimi timi ter vpetost članov aktivov v določen projektne tim. Puščice prikazuje vsebinske povezave in sodelovanje učiteljev iz posameznega aktivna. Tako lahko vidimo razvoj učeče se organizacije ter mreženja med zaposlenimi. Vsak zaposleni namreč prispeva k mozaiku skupnega načrtovanja, izvajanja in evalvacije ter zmore presegati ustaljene vzorce učenje in poučevanja (kolegialne hospitacije, izmenjave dobrih praks, uporaba sodobnih didaktičnih pristopov). Pomembno pri tem pa je, da aktivni in timi ne delujejo drug mimo drugega, ampak učitelji prenašajo svoje znanje med kolege ter se povezujejo v nove mreže. Nekateri učitelji so lahko člani več timov hkrati. Tako seplete mreža učeče se organizacije.

### NETWORKING OF TEACHERS IN LEARNING ORGANISATION

In this contribution an example of good practice – networking of teachers of various subject groups and project teams at Muta primary school will be presented. The integration of teachers into formal subject groups has become an established practice. Originally, there were formal subject groups which are defined as expert bodies according to the 60<sup>th</sup> and 64<sup>th</sup> article of the Organisation and Financing of Education Act (ZOFVI). Through the participation in various projects, project teams have been created in time as a support to teaching and professional growth of teachers. They all follow the vision of the school work in compliance with our umbrella documents. Through the project Distributed leadership (DV), which was implemented between 2017 and 2018 and led by the Slovenian National School of Leadership in Education, the subject groups for Slovenian, Maths and Science were also added. A kindergarten teacher also joined each work team. As a result of all these activities, networking has expanded even more. This contribution focuses on the findings about connections between subject groups and teams. The research is based on the analysis of the annual school work plan, annual work plan of subject groups, summaries of communication with the school leadership and personal experiences (reflection on cooperation in certain projects). A graphical presentation displays all functioning subject groups in project teams in the year 2017/2018, their interconnection with other teams and also the integration of subject group members in certain project teams. The arrows represent substantial links and cooperation of teachers from individual subject groups. That allows us to see the development of a school as a learning organisation and networking among the education staff members. Each staff member contributes to the mosaic of mutual planning, the implementation and evaluation, and is also capable of exceeding the established patterns of learning and teaching (classroom observation, the exchange of good practice, use of modern didactic approaches). It is important, however, that subject groups and teams do not function without interaction. Instead, members share their knowledge and join new networks. Some teachers can be members of different teams. This is how a network of the new learning organisation is developed.





dr. Maja Šebjanič Oražem, OŠ Puconci

## VPLIV RAZLIČNIH OBLIK MREŽENJA NA UČENJE UČITELJA ZAČETNIKA ZNOTRAJ ŠOLE

Obdobje uvajanja učitelja začetnika v pedagoški poklic pomeni obdobje intenzivnega učenja in nudi priložnost za pridobitev, razširitev in utrditev med študijem pridobljenih kompetenc za poučevanje. V tem obdobju namreč učitelj začetnik vzpostavlja stike oz. mreže z različnimi udeleženci in na različnih ravneh znotraj šolske skupnosti/vzgojno-izobraževalnega zavoda (z mentorjem, ravnateljem, člani strokovnega aktiva, in drugimi). V teh primerih gre za formalne mreže, katerih namen je povezovanje za skupno načrtovanje učenja, ter tudi skupno učenje in učenje drug od drugega, izmenjavo izkušenj in pridobivanje novih izkušenj. Namen prispevka je prikazati rezultate raziskave o vplivu različnih oblik mreženja na učenje učiteljev začetnikov (pridobivanje kompetenc za poučevanje) znotraj šole. Temeljno raziskovalno vprašanje je torej bilo, katere oblike mreženja so najbolj vplivale na učenje učiteljev začetnikov. Pri tem smo izhajali iz predpostavke, da ima največji vpliv mentor, s katerim začetnik vzpostavlja povezave najpogosteje. Za raziskavo smo uporabili kavzalno neeksperimentalno metodo, podatke pa smo zbirali s pomočjo anketnega vprašalnika, pripravljenega na podlagi analize strokovne literature. Raziskava je pokazala, da je bilo po mnenju učiteljev začetnikov vključevanje ravnatelja v mreže prisotno zlasti preko neposrednega spremljanja začetnikovega pedagoškega dela (hospitacij in razgovora po njih), vključevanje strokovnih delavk šolske svetovalne službe pa skozi strokovne razprave o učencih in njihovem delu. Oblikovanje mrež s člani strokovnega aktiva je potekalo preko sodelovanja v različnih oblikah strokovnega dela. Največ povezav je večina anketiranih učiteljev začetnikov vzpostavila s svojim mentorjem. Ta jim je nudil oporo na različnih ravneh (organizacijski, moralni, strokovni in osebnostni), med njima se je vzpostavil poseben medosebni (kolegijski) odnos, mentor jim je predstavljal referenčno točko identifikacije, merilo kakovosti učitelja (slovenščine) in imel najbolj neposreden vpliv na njihovo učenje ter razvoj kompetenc za (samostojno) poučevanje. Več kot polovica anketiranih učiteljev začetnikov ni odgovorila na vprašanja o kakovosti mreženja z mentorjem in njegove usposobljenosti za to nalogo. V nadaljnjih raziskavah bi bilo dobro ugotoviti, zakaj je temu tako.

### THE INFLUENCE OF DIFFERENT FORMS OF NETWORKING ON THE NOVICE TEACHER'S LEARNING WITHIN THE SCHOOL

The introduction period of a novice teacher into the pedagogical profession is a period of intensive learning which provides an opportunity to acquire, expand and consolidate teaching competencies acquired during the study. During this period, a novice teacher establishes contacts and networks with different participants and at different levels within the school community/educational institution (with the mentor, head teacher, members of subject group, and others). These are formal networks, whose purpose is joint planning for learning, as well as joint learning and learning from each other, exchanging experiences and gaining new experiences. The purpose of this paper is to present the results of research on the impact of different networking forms on the learning of novice teacher (acquisition of teaching competencies) within the school. The fundamental research question was which forms of networking had the greatest impact on the learning of novice teacher. We started from the assumption that the mentor with whom the novice establishes connections most often has the greatest influence. For the research we used a causal non-experimental method, and the data were collected with a questionnaire that we prepared on an analysis of the professional literature. The survey found that, according the opinion of novice teachers, the involvement of the head teacher in the networks was present mainly through direct monitoring of the novice's pedagogical work (observations and interviews after them). The involvement of school counsellors was mainly through professional discussions about students and their work. The formation of networks with members of subject groups took place through cooperation in various forms



of professional work. Most of the surveyed novice teachers established the most connections with their mentor. The mentor provided them with support at various levels (organizational, moral, professional, and personal), a special interpersonal (collegial) relationship was established between them, the mentor presented a reference point of identification, a measure of teacher quality, and had the most direct influence on their learning and development of competencies for independent teaching. More than half of the surveyed novice teachers did not answer questions about the quality of networking with a mentor and his or her competence for the mentor role. In further research, it would be good to find out why this is so.

### SKUPINA 3

**Eva Zule**, Ekonomska šola Ljubljana

## **VZPOSTAVITEV MREŽ NA ŠOLI KOT POSLEDICA SISTEMATIČNEGA VODENJA KAKOVOSTI**

Prispevek predstavlja vpliv mreženja med različnimi vzgojno-izobraževalnimi zavodi v okviru projekta »Zasnova in uvedba sistema ugotavljanje in zagotavljanje kakovosti v VIZ« na področju novih pristopov k poučevanju, vzpostavitve mrež znotraj šole in prenosa dobrih praks v okviru teh mrež z namenom izboljševanja kakovosti pouka. Predvsem bi radi poudarili pomen vloge vodenja kakovosti na šoli preko vzpostavitve posameznih mrež. Eden ključnih dejavnikov je sodelovanje strokovnih delavcev v različnih mrežah, naloga tima za kakovost pa je motiviranje in spodbujanje strokovnih delavcev za sodelovanje znotraj teh mrež. Na podlagi letošnjih prioritetenih ciljev smo začeli z obiski posameznih aktivov, na katerih so potekale strokovne razprave analize prioritetenih ciljev, zbiranje predlogov za izboljšanje našega dela in prenašanje primerov dobrih praks. Na podlagi opazovanj, strokovnih razprav, intervjujev in s pomočjo analize dokumentacije ter zapisov v zadnjem šolskem letu ugotavljamo, da večina zaposlenih meni, da so tisti, ki so vključeni v proces kakovosti, veliko bolj motivirani, imajo bolj pozitiven pristop k potrebnim izboljšavam in več možnosti za izražanje svojih mnenj, predlogov itd. Naša prva mreža se je oblikovala znotraj tima za kakovost. Štirje člani tima za kakovost smo se povezovali večkrat mesečno, oblike povezovanja pa so bile raznolike: od strokovnih debat na področju novih pristopov do preizkušanja pri pouku in analiz. Z obiski aktivov pred začetkom šolskega leta se je vzpostavila mreža med timom za kakovost in aktivni. Člani tima za kakovost so se povezovali s posameznimi aktivni tudi neformalno vsaj dvakrat mesečno. V mreži je devet aktivov. Na podlagi naših strokovnih debat so se v posameznih aktivih oblikovale mreže med sodelavci znotraj aktivov. Tako je bila naša prva mreža vzpostavljena znotraj tima za kakovost, druga mreža obstaja med člani tima za kakovost in aktivni, tretja pa znotraj posameznih aktivov. Vzpostavitev mrež že prinaša prve pozitivne rezultate, tako pri strokovnih delavcih kot pri dijakih.

### **SCHOOL NETWORKS AS A RESULT OF SYSTEMATIC QUALITY MANAGEMENT**

The following paper presents the impact of networks between different educational institutions within the project "Design and Implementation of a Quality System in Schools«in the field of new approaches towards teaching, establishing networks within the school and the transfer of good practices within networks to improve teaching quality. Above all, we would like to emphasize the importance of quality management in the school through the establishment of individual networks. One of the key factors is working with professionals in different networks, and the task of the quality assessment team is to motivate and encourage professionals to participate within these networks. Based on this year's priority



goals, we have started with visits to individual subject groups, where expert discussions of the analysis of priority goals take place, and suggestions about our activities and transfer of good practise are made. Based on observations, expert discussions, interviews and analysis of documentation and records in the last school year, we are finding out that most employees believe that those involved in the quality process are more motivated, have a more positive approach towards the necessary improvements and more opportunities to express their views, suggestions, etc. the quality team. Four quality team members collaborated several times a month and thus the first network emerged. Different forms of collaboration were used: from professional debates in the field of new approaches to experimenting in teaching and learning process, and analyzing. Due to subject groups' visits before the start of the school year, a network between members of the quality assessment team and subject groups was established. Members of the quality assessment team also established informal relationships with the subject groups, while working together at least twice a month. There are nine subject groups in the network. On the basis of our professional debates, networks between employees within subject groups were established. Thus, our first network was established within the quality assessment team, the second network exists among the members of the quality assessment team and subject groups, and the third within individual subject groups. The establishment of networks is already bringing the first positive results for both professionals and students.

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mag. **Lidija Grmek Zupanc**, Šolski center Kranj, Višja strokovna šola

## **UČINKOVITE MREŽE V PROCESU ZUNANJE EVALVACIJE – PRIMER VIŠJE STROKOVNE ŠOLE ŠC KRANJ**

Izhodišče prispevka je napovedana redna zunanja evalvacija na Višji strokovni šoli, ŠC Kranj. Proces temelji na Merilih za zunanjo evalvacijo višjih strokovnih šol – na petih presojanih področjih z opredeljenimi standardi. Priprava na zunanjo evalvacijo se začne s predhodnim izpolnjevanjem Obrazca za zunanjo evalvacijo višje strokovne šole za NAKVIS (Nacionalna agencija Republike Slovenije za kakovost v visokem šolstvu). To je pripravljala komisija za spremljanje in zagotavljanje kakovosti v MS Teams. V nadaljevanju so po urniku predvideni intervjuji, ki pa potekajo vedno s skupino (predstavniki vodstva, pogovor z referentom/ti ter upravno-administrativnimi delavci, s študenti – funkcionarji, s študenti – nefunkcionarji, z diplomanti, s predavateljskim zborom), zato smo želeli predhodno doseči cilj in sicer kar najboljšo seznanjenost posameznih skupin z zahtevami zunanje evalvacije in seznanjenost z dosežki študentov in predavateljev, zlasti pri zunanjih predavateljih. Skratka, osrednji problem je bil, kako povezati določene skupine v mrežo. Predstavljene ugotovitve temeljijo na analizi obstoječih dokumentov, kot so zapisniki strokovnih organov šol (predavateljski zbor, komisija za spremljanje in zagotavljanje kakovosti, strateški svet, skupnost študentov itd.), navodila in obvestila ravnateljice posameznim skupinam zlasti preko foruma v e-zbornici in po e-pošti, različna e-pošta pri pripravi urnika zunanje evalvacije in kot vprašanja na določene teme ter neformalni zapiski ravnateljice. Postavljeni sta bili dve raziskovalni vprašanji in sicer: 1. Kako je potekalo oblikovanje mrež – ene ali več? ter 2. Kakšna je strategija razvoja učinkovitih sodelovalnih mrež? Ugotovitve analize kažejo, da so se je za izvajanje procesa zunanje evalvacije oblikovalo več mrež, v okviru katerih so udeleženci analizirali podatke tudi o notranjem zagotavljanju in izboljševanju kakovosti procesa poučevanja in učenja. Za zaključek bo predstavljeno sodelovanje znotraj posameznih mrež in vloga ravnateljice ter komisije za kakovost. Osvetljen pa bo tudi pomen skupnih ciljev za strategije razvijanja učinkovitih mrež.





## EFFECTIVE NETWORKS IN EXTERNAL QUALITY EVALUATION PROCESS – CASE STUDY OF HIGHER VOCATIONAL COLLEGE OF SCHOOL CENTRE KRANJ

This paper is based on the announced regular external quality evaluation at the Higher Vocational College of School Centre Kranj. Prior to the implementation of this process, External Evaluation Form for Higher Vocational Colleges, including assessment areas with respective standards, had to be completed for the needs of the Slovenian Quality Assurance Agency for Higher Education, which was carried out by the school's quality monitoring and assurance committee in MS Teams. All the staff to be included in the interviews with external evaluators had to be properly prepared. Since the interviews are not conducted with individuals but with a group (e. g. lecturers, representatives of companies where students do practical training, graduates, etc.), we wanted to achieve our goals prior to the interviews, i.e. to inform individual groups about the requirements of the external evaluation and to inform all the participants, especially visiting lecturers, about the students' and lecturers' achievements. The main problem we faced was how to connect certain groups into a network. The presented findings are based on the analysis of the existing documentation, such as records of the school's professional bodies (the faculty, quality monitoring and assurance committee, strategic council, student union, etc.), the headteacher's instructions and notices sent to individuals and groups, especially through a forum in the e-staffroom and via e-mail, different e-mails scheduling the external evaluation, questions about certain topics and informal notes of the headteacher. The following two research questions were posed: 1. How was the network formed? and 2. What is a development strategy to form effective cooperative networks? The results show that the interviewees prioritize the students as the focus of the study process over rigid rules. Additionally, the main findings of the analysis demonstrate that in order to effectively proceed with the external evaluation process, several networks had to be formed in which the participants also analysed data related to internal teaching and learning quality assurance process. At the end of the paper presentation the collaboration within individual networks, the headteacher's role, the role of the school's quality assurance committee and the need for mutual goal setting for strategic network development will be emphasized.

Igor Vulič, Elektrotehniško-računalniška strokovna šola in gimnazija Ljubljana

## MREŽENJE V AKTIVU S CILJEM IZBOLJŠANJA PROCESA UČENJA

V tem prispevku je mreženje med strokovnimi delavci mišljeno kot vzpostavljanje povezav med člani aktiva s ciljem izboljšati proces učenja na osnovi povratne informacije dijakov o učiteljevem delu, ki jo pridobivamo na šoli z anketami. Pred komisijo za kakovost in vodstvom šole se je pojavil izziv, kako vzpodbuditi strokovno diskusijo med člani aktiva na osnovi pridobljenih podatkov s ciljem boljše motiviranosti dijakov za delo in izboljšanja učnega uspeha. Vodstvo šole je podrobneje pristopilo k spremljanju enega od aktivov na šoli. V ta namen je bil na začetku opravljen razgovor z vsakim učiteljem/-ico, pri čemer smo jim predstavili rezultate ankete, izvedene med dijaki v povezavi z njimi in celotnim aktivom, analizo zapisov v dnevniku, redovalnici in analizo hospitirane ure. V nadaljevanju smo aktiv pozvali, da na sestanku članov analizirajo dobljene rezultate in skozi strokovno diskusijo poskušajo ugotoviti, zakaj med njimi prihaja do razlik na različnih segmentih delovanja; prosili smo jih, naj pripravijo predloge za izboljšavo. Po šestih mesecih smo na letnih razgovorih z učitelji analizirali njihovo sodelovanje v aktivu in proces uvajanja izboljšav, ki so jih določili. Na osnovi letnih razgovorov smo ugotovili, da so se vzpostavile spreminjajoče se mreže povezav. Člani aktiva so se hospitalirali, kar prej ni bila praksa. Učitelji so si izmenjali strokovno gradivo (prosojnice, teste, e-gradivo



...) v želji poenotenja učnega procesa. Na sestankih aktiva so potekala bolj poglobljene strokovne razprave na temo kakovostnega procesa učenja. Med petimi učitelji/-icami so se povezave vzpostavile med štirimi, medtem ko je ena od učiteljic menila, da tega ne potrebuje. V aktivu je bilo opaziti tudi boljše medsebojne odnose. Na konferenci bi želel grafično predstaviti tudi mreže, ki so se v aktivu vzpostavile.

## **NETWORKING WITHIN A SUBJECT GROUP TO IMPROVE LEARNING PROCESS**

In this paper, networking among professionals is presented as establishing connections between members of individual subject groups to improve the learning process based on student feedback on the teacher's work obtained through surveys. The Quality Assurance Committee and the school leadership faced the challenge of how to encourage professional discussion among the members of the subject groups based on the data obtained to motivate the students for work and improve their grades. The school leadership closely monitored one of the school's subject groups. For this purpose, an interview was conducted with each teacher at the beginning, and we presented the results of a survey conducted among students giving feedback about the teachers as well as the entire subject group. We also presented analysis of register and gradebook entries and analysis of an observed class. We then invited the subject teachers to analyse the results and through discussion try to establish why there are differences between them in different segments of work; we asked them to come up with suggestions for improvement. After six months, during their annual reviews, we analysed their co-operation within the subject group and the process of introducing the improvements they identified. Based on the annual reviews, we found that a network of professional co-operation had been established. The subject teachers established in-group observations which had not been practiced before. Teachers exchanged materials (slides, tests, e-material...) to standardize the learning process. More in-depth expert discussions on the quality of the learning process took place at the meetings of the subject group. Out of the five members of the group, connections were established between the four, while one of the teachers felt that they did not need it. Better interpersonal relationships were also observed in the subject group. At the conference, I would also like to graphically present the networks that have been established in the subject group.

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**Maja Kovačič**, Zavod RS za šolstvo

## **MREŽENJE V OKVIRU RAZVOJNE NALOGE UVAJANJE FORMATIVNEGA SPREMLJANJA IN INKLUZIVNE PARADIGME (2018–2020)**

Zavod RS za šolstvo je v okviru razvojne naloge Uvajanje formativnega spremljanja in inkluzivne paradigme v šol. letih 2018/19 in 2019/20 povezal 29 zaposlenih v vrtcu in 310 učiteljev na ravni 28 predmetov ter skoraj 400 vzgojiteljev in učiteljev na ravni 79 vzgojno-izobraževalnih zavodov s področja predšolske vzgoje, osnovnega šolstva in splošnega srednješolskega izobraževanja. Na ravni predmetov so se učitelji srečevali s pedagoškimi svetovalci vsak drugi mesec na moderaciji, na kateri so usklajevali kriterije za vrednotenje izdelkov učencev. Na ravni VIZ zavodov so se člani šolskega razvojnega tima redno srečevali na šolah, vsak učitelj pa je izvedel najmanj eno medsebojno in eno medšolsko hospitacijo. Svetovalci so se kot skrbniki šolskih timov v dogovoru z njimi udeleževali sestankov in opazovanj pouka z analizo, pri čemer so upoštevali protokol za opazovanje pouka. V šolskem letu 2019/20 je bilo predvidenih dvanajst tovrstnih delovnih srečanj, vendar niso bila vsa izpeljana zaradi epidemije Covid-19. Predhodni pripravi in opazovanju pouka je sledil skupinski pogovor, ki je zajemal štiri korake: navajanje dejstev oz. opažanj, sklepanje in interpretiranje, oblikovanje vprašanj ter refleksijo. V času projekta so vzgojitelji in učitelji spremljali, reflektirali in evalvirali svojo pedagoško prakso ter jo predstavljali in širili na šolah, posvetih, študijskih in drugih srečanjih. Namen



in cilji predmetnih in področnih svetovalcev ZRSŠ so bili podpreti učitelje pri razvoju vključujočega, varnega in spodbudnega učnega okolja, pri njihovem profesionalnem razvoju s poudarkom na razumevanju veščin, potrebnih za vključevanje, ter pri tiskem delu. Rezultati razvojne naloge obsegajo objavljeno didaktično/strokovno gradivo (sprotne priprave na VIZ delo z izdelki učencev), predstavitve nastalih primerov dobre prakse, izmenjava izkušenj, znanj in prakse s področja formativnega spremljanja in lastnega profesionalnega razvoja z ostalimi vzgojitelji, učitelji in pedagoškimi svetovalci na strokovnih regijskih in študijskih srečanjih v organizaciji ZRSŠ v šol. letih 2018/19 in 2019/20.

### **NETWORKING AS A PART OF THE PROJECT 'IMPLEMENTATION OF FORMATIVE ASSESSMENT AND INCLUSIVE PARADIGM' (2018–2020)**

Within the project 'Implementation of Formative Assessment and Inclusive Paradigm' (2018/19–2019/20), the National Education Institute Slovenia connected 29 pre-school teachers and 310 teachers of 28 primary and secondary school subjects and almost 400 pre-school teachers and teachers of 79 educational institutions. At the subject level, teachers of the same subjects met with pedagogical advisers every other month in order to coordinate the criteria for evaluating students' work. At the level of educational institutions, the members of project teams met regularly at schools and each teacher carried out at least one mutual and one inter-school lesson observation. Based on prior agreement, pedagogical advisers as trustees of school teams, attended school meetings and lesson observations with analysis, following the lesson observation protocol. Twelve such working meetings were planned in the 2019/20 school year, but not all of them were carried out due to Covid-19 epidemic. Lesson observations were followed by a group discussion consisting of four steps: presentation of facts/observations, conclusions and interpretation, question formulation and reflection. During the project, all the teachers reflected and evaluated their pedagogical practice. Moreover, they also presented and disseminated it at schools, conferences, study meetings and other events. The aims and objectives of the NEI pedagogical advisers were to support all the teachers in developing an inclusive, safe and supportive learning environment, in their professional development with the emphasis on understanding the skills needed for integration and teamwork. The results of the project include published teaching resources (lesson plans including students' work), presentations of good school practice, exchange of experience, knowledge and practice of formative assessment and teachers' own professional development with other pre-school teachers, school teachers and pedagogical advisers at regional and study meetings, organised by NEI in school years 2018/19 and 2019/20.

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#### SKUPINA 4

mag. **Branka Likon**, Šola za ravnatelje in dr. **Vesa Puhakka**, Univerza v Oulu, Finska

### **S KREPITVIJO VEZI MED UČITELJI DO RAZVOJA MREŽ**

Prispevek se osredotoča na spreminjanje vezi med učitelji skozi čas ter posledično na razvoj mrež učiteljev v šolah. Najprej so prikazani različni pristopi k preučevanju razvoja mrež, ki izhajajo iz teorije socialnih mrež in temeljijo na analizi socialnih mrež. Predstavljene so tudi pretekle študije, ki naslavlajo različne tipe mrež učiteljev. Pri preučevanju razvoja mrež se pogosto upošteva količina (število) in pogostost (frekvenco) povezav. Ta prispevek dodatno izpostavlja možnosti upoštevanja načinov sodelovanja učiteljev pri vzpostavljanju povezav. Nadalje prispevek osvetljuje primere dveh Finskih šol, ki se osredotočata na načine sodelovanja med učitelji. Oba ravnatelja teh dveh šol sta začela razvijati nove pristope razvijanja strategije



šole s ciljem spodbujanja timskega dela in aktivnega sodelovanja učiteljev in strokovnih delavcev v šoli. Predstavljeni rezultati temeljijo na opisih ravnateljev, kako so se vezi med učitelji spreminjale skozi čas. Ugotovitve nakažejo, kako bi se lahko spremljal razvoj mrež v času in bi se pri tem lahko upoštevalo več kot samo število dodanih povezav. Spremljanje razvoja mrež v tem prispevku sledi prevladujočemu pristopu teorije socialnih mrež, ki primerja strukturo mreže v dveh različnih točkah v času. Prispevek izpostavlja tudi pomen mrež med šolami. Na koncu je izpostavljeno nekaj odprtih vprašanj in predlogov za nadaljnje raziskave in še posebej se izpostavlja spremljanje moči povezav in metod, ki bi omogočile bolj poglobljeno razumevanje razvoja mrež skozi čas.

### **STRENGTHENING TIES BETWEEN TEACHERS AND NETWORK DEVELOPMENT**

This contribution focuses on the alternation of ties among teachers over time and consequently on the development of teacher networks within schools. Firstly, different possibilities of looking at network development are presented following Social Network Theory and the analyses of social networks. Previous studies addressing the types of teacher networks are also presented. Often approaches to study network development consider quantity and frequency of ties. This contribution additionally emphasizes the possibilities of considering the ways of how teachers collaborate. Furthermore, the examples of two Finnish schools that focus on the way how teachers collaborate are highlighted. Each of those head teachers started to develop new approaches of developing their own school strategy, with an aim to encourage teamwork and active participation of teachers and professionals within the school. The presented results are based on the headteachers' narratives of how the ties between the teachers changed over time. The findings indicate how the development of teacher networks within schools could be followed up over time, taking into account more than just counting added ties. The development of networks follows the prevailing approach in social network theory that compares the network structure in two different points in time. This contribution also exposes the importance of networks between schools. Finally, the contribution points out a few open questions for further research with special reference to the development of a special tool for following up the strength of the ties among teachers and also the methods that would enable more in-depth understanding of the development of networks over time.

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**Jukka Miettunen**, Digione, Oulu Finska, **Kalle Komulainen**, Osnovna šola Metsokankaan koulu, Oulu, Finska, **Vesa Äyräs**, Microsoft, Finska

### **PREPLETANJE RAZLIČNIH MREŽ ZA »DOBRO UČENJE« IN »DOBRO ŽIVLJENJE«**

Predstavitev temelji na kratki analizi povezovanja ravnateljev v državnih in mednarodnih mrežah, kar vpliva tudi na razvoj mrež v šolah. Sodelovanje ravnateljev v različnih projektih, ki se navezujejo na učna okolja, učne tehnologije in nenazadnje šolske prostore, vpliva na kakovost procesov učenja in poučevanja. Tako se razvijajo novi modeli vodenja, zaposlovanja učiteljev in razvijajo sposobnosti učiteljev, krepí uporaba sodobnih učnih pristopov in razvoj šol. Prispevek naslavlja vpliv mreženja različnih organizacij in povezovanja ravnateljev s temi organizacijami na nastajanje novih povezav med ravnatelji. Pogosto je rezultat takšnega povezovanja tudi povezovanje učiteljev v šoli za razvoj novih pristopov in orodij za izboljševanje procesov učenja in poučevanja s ciljem razvoja digitalnih kompetenc, kompetenc sodelovanja, komunikacije in kritičnega mišljenja. V zadnjih letih projekti naslavlajo tudi aktivno državljanstvo in osebnostne lastnosti (proaktivna naravnost, vztrajnost, vzdržljivost, odpornost ter empatija, sočutje in integriteta v dejanjih). Poleg tega projekti spodbujajo tudi aktivnejše sodelovanje učiteljev pri razvoju strategije šole,



ki se osredotoča na izboljševanje procesa učenja in poučevanja ter višjih dosežkov učencev. Prispevek predstavi pomen in vpliv NPDL projekta (New Pedagogies for Deep Learning - NPDL) in STEM projekta (Science, technology, engineering and mathematic) skozi študiji primera dveh šol. Na koncu je predstavljen razvoj mreže učiteljev v posamezni šoli. Pri tem je pomembna vsebina interakcij med učitelji, njihove strokovne razprave, ki so usmerjene v dobro počutje učencev (fizično, socialno-čustveno in pripravljenost za učenje). Na ta način se zagotavlja dobro učenje, ki lahko predstavlja osnovo za dobro življenje. Začele so se vzpostavljati interakcije med učitelji različnih predmetov. Pari in timi učiteljev so delovali pod okriljem specifičnega projekta.

## THE DIFFERENT NETWORKS INTERTWINING FOR GOOD LEARNING AND GOOD LIFE

The presentation is based on the brief analysis of how collaboration of school head teachers in the national and international networks influence the development of networks within the schools. The collaboration of head teachers in projects concerning learning environments and learning technology, and not least the school buildings have an impact on the quality of teaching and learning processes. That leads to the development of new leading and recruitment models, capacity building for teachers, new working methods and development of schools. The networking of different organizations and establishment of connections of head teachers with these organizations also influence the emergence of connections between head teachers. Often that kind of connecting headteachers result in the encouragement of connections between teachers within the school for the development of new approaches and tools for improvements in teaching and learning processes with an aim to develop digital competences, competences for collaboration and communication as well as critical thinking. In the recent years the projects have also addressed citizenship and character (proactive stance, tenacity, perseverance and resilience, and empathy, compassion and integrity in action). The projects also encourage more active involvement of teachers in the process of developing a school strategy that is focused on the improvements in teaching and learning processes and raising student achievements. The importance of NPDL project (New Pedagogies for Deep Learning) and STEM project (science, technology, engineering and mathematic) as case studies of two schools are presented. Finally, the development of networks within school is presented. The content of interactions is very important and professional discussions are aimed at well-being of students (physical, socio-emotional and readiness to learn). That could enable good learning and could be the base for good life. The interactions between different subject teachers started to emerge. The pairs and teams of teachers were working under the umbrella of a specific project.

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**Niina Holopainen** in **Esa Rätty**, Srednja šola Yhteiskoulun, Joensuu, Finska

## SOODVISNO SODELOVANJE UČITELJEV

Predstavitev se osredotoča na interakcije med učitelji in na način, kako sodelujejo. Izpostavljen je pomen soodvisnega sodelovanja, kakor tudi pomen timov učiteljev za različne naloge. V literaturi je tim pogosto opredeljen kot majhna skupina ljudi, ki imajo dopolnjujoče zmožnosti so zavezani skupnemu cilju ter vzajemno delijo odgovornost za rezultate. Predstavljen je primer srednje šole Joensuun Yhteiskoulun Lukio. Med timi, ki so pomembni za razvoj šole, je izpostavljen tim za kurikulum in vrednotenje. Planiranje in razvoj na področju informacijsko-komunikacijske tehnologije je v domeni tima za informacijsko komunikacijsko tehnologijo. Dva tima sta pomembna za izboljšave na področju učenja in poučevanja: tim za podporo učencev s posebnimi potrebami in nadarjenim učencem ter tim za mentorstvo učiteljem in svetovanje pri urah pouka. V tej šoli delujeta še dva zelo pomembna tima, to sta tim za odnose z javnostjo in oglaševanje



ter tim za proslave (na primer matura in drugi uradni dogodki. Eden od učiteljev je se posveča aktivnostim za dobro počutje zaposlenih. Ravnatelj in vodje timov razpravljajo o delu posameznih timov in interakcijah med različnimi člani vsakega posameznega tima. Opisane interakcije predstavljajo specifično mrežo znotraj šole. Ta predstavitev izpostavlja pomen soodvisnega sodelovanja učiteljev in tudi sistem menjavanja članov timov. Po določenem obdobju učitelji menjajo svoje time. Razvoj transversalnih veščin učencev in učiteljev je ena od prioritet. Poleg formalnih timov se v šoli oblikujejo neformalni timi s ciljem izboljševanja procesa učenja in poučevanja. Eden od takih timov je bil tim za obdobje učenja s timskim delom. Delo v tem timu predstavlja primer intenzivnega in soodvisnega sodelovanja, pri katerem si učitelji niso zgolj razdelili nalog ali samo sodelovali v profesionalnih razpravah z namenom izmenjave in deljenja znanja, ampak so preizkušali in razvijali nove pedagoške in didaktične pristope dela z učenci ter refleksijo.

### **INTERDEPENDANT COLLABORATION OF TEACHERS**

The presentation is focused on the interactions between teachers and on the way how they collaborate. The importance of interdependent collaboration is pointed out, as well as the formation of different teacher teams for various tasks. According to the literature a team is often described as a small group of people with complementary skills that are committed to a common purpose, sharing responsibility for outcomes and holding themselves mutually accountable. The Case of upper secondary school Joensuu Yhteiskoulun Lukio is presented. Among teams that are important for the school's development the curriculum and assessment team is highlighted. The planning and development concerning ICT is in the domain of ICT and audiovisual team. For the improvements in teaching and learning process there are also two important teams: the special support team for students with special needs and talented students, and the team for mentoring teachers and counselling sessions for students. In this particular secondary school, there are also two other very important teams, which are the team for public relations and advertising and the team for celebrations (graduate sessions and other official events). One teacher is without a team and is focused on staff well-being. The work of each team and the interactions between different team members within each team is further discussed at the meetings with the head teacher and the team leaders. The presented interactions represent the specific networks within the school. This presentation points out the importance of interdependent collaboration of teachers as well as the system of changing team members. Teachers change their teams after a certain period. The development of transversal skills of students and teachers is one of the priorities. Alongside the formal teams, at the school informal teams have been formed, which has an aim to develop improvements in the teaching and learning process. One of those teams was the teacher team for a team-learning period. The work in that team represents one of examples of intensive and interdependent collaboration, the teachers did not just split tasks or have professional discussions for knowledge sharing purposes but they were engaged in experimenting new pedagogical and didactical approaches to further develop the work with students as well as reflections.

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**PREDSTAVITEV REFERATOV 4, ČETRTEK, 8. APRIL 2021, 16.00-17.30**

## SKUPINA 1

Lovro Dretnik, Gimnazija Moste

# MREŽENJE DIJAKOV IN UČITELJEV V OKVIRU PROJEKTHNIH DNI NA GIMNAZIJI MOSTE V LJUBLJANI

Projektne dneve na Gimnaziji Moste izvajamo že kar nekaj let. V okviru le-teh vsako leto izberemo krovno temo, ki je bila letos Escape room in je povezovala najmanj dve različni predmetni področji. Zavedamo se, da ima projektno delo določene značilnosti, ki jih ni moč najti v drugih oblikah. Z letošnjimi projektnimi dnevi smo poleg projektne dela veliko doprinesli tudi na področje mreženja dijakov, saj so med sabo razvijali in ohranjali delovna razmerja. Pri mreženju je bistvenega pomena, da dijaki ne gradijo in vzdržujejo socialne mreže zgolj zaradi svoje lastne koristi, temveč da tudi sami vanjo nekaj prispevajo. Z mreženjem so dijaki pridobili velik socialni kapital, hkrati pa so prišli do številnih novih informacij, skupnih rezultatov in veliko večje motivacije za delo. Mreženje dijakov bom prikazal z Escape roomom, ki se je imenoval Matingliš in je povezoval matematiko in angleščino. V skupini je bilo 20 dijakov iz različnih razredov, ki sem jih razdelil v štiri skupine. Člani teh skupin so imeli na samem začetku nekaj časa, da se spoznajo in si znotraj skupine razdelijo naloge. Nekateri so bili močnejši pri matematiki, nekateri pri angleščini, nekateri pri organizaciji itd. S tem smo omogočili vzpostavljanje dobrih medsebojnih odnosov med vsemi člani skupine. To pomeni, da se je vzpostavilo načelo recipročnosti: kolikor daš, toliko lahko tudi dobiš, saj je mreženje vedno dvosmerni proces, od katerega morata imeti korist obe strani. Ko so bile vezi vzpostavljene in naloge razdeljene, so dijaki začeli delati in raziskovati. Ker je bilo na ta dan premalo časa, so se do naslednjega srečanja dijaki v skupni sestali še dvakrat, s čimer so svoj projekt lahko tudi zaključili. Na koncu projektnih dni smo izdelali evalvacijo dijakov in učiteljev, pričujoče rezultate pa bom predstavil na predstavitvi. Rezultati so motivacijski, navdušujoči, saj kažejo na veliko zadovoljstvo dijakov in učiteljev, hkrati pa predstavljajo glavne učinke in koristi vseh udeležencev.

## STUDENT AND TEACHER NETWORKING AS PART OF PROJECT DAYS AT GIMNAZIJA MOSTE

General secondary school Gimnazija Moste has been conducting the event "Projektne dnevi (project days)" for several years. An umbrella theme is chosen each year. This year, the topic was "Escape room" and it connected at least two different subject areas. We are aware that project work has some characteristics that are not usually found in other forms of learning. Within this year's project, in addition to project work, we also contributed considerably to student networking as they developed and maintained working relationships with each other. In networking, it is essential that students not only build and maintain social networks for their own benefit but also contribute something within their own network. Through networking, students gained a lot of social capital, and at the same time, through social networking, they gained a lot of information, worked towards obtaining results and developed additional motivation to work. The study aims to illustrate the networking of the students within a specific interdisciplinary project called "Matingliš" which connected Mathematics and English. There were 20 students from different classes in the group and they were divided into four groups. At the beginning, the groups were given some time to get to know each other and share tasks within the group. Some were stronger in Mathematics, some in English, some in organization, and so on. This led to the establishment of mutually beneficial relations with other members of the group. This means that the principle of reciprocity has been established: the more you give, the more you can get, because networking is always a two-way process that both parties must benefit from. Once the ties were established and the assignments given, the students began working and researching. As there was not enough time on that day, by the next meeting the students got together twice more and completed their project.

I. mednarodna znanstvena konferenca Vodenje v vzgoji in izobraževanju:  
**MREŽENJE KOT PODPORA VODENJU  
ZA UČENJE NA RAZLIČNIH RAVNEH**  
Povzetki referatov in interaktivnih delavnic





At the end of the event "Projektni dnevi", the evaluation of students and teachers was conducted, the results of which will be included in the presentation of the study. The results are motivating and exciting as they show an incredible amount of student and teacher satisfaction, and at the same time represent the main effects of the project and benefits for all participants.

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**Petra Mastnak**, Šolski center Velenje, Elektro in računalniška šola

## **MREŽENJE KOT PODPORA UČENJA ZGODOVINE NA DRUGAČEN NAČIN**

V vzgoji in izobraževanju se pojavljajo novi pristopi poučevanja, k čemur prispevajo tudi različne oblike mreženj. Ena od oblik je mreženje med učitelji in zunanjimi institucijami. Vzpostavili smo mreženje z »Vzorčnim mestom Velenje« kot zunanjo institucijo širšega družbenega okolja. V njej sem sodelovala kot učiteljica zgodovine. Naš namen je bil postaviti interaktivne učne postavitve, kjer bi obiskovalci odkrivali njim pogosto nezanimivo učno snov na igriv ter raziskovalen način. Mreženje je potekalo, od idejne zasnove do izvedbe, skoraj eno šolsko leto. Na uvodnih delovnih skupinah smo zasnovali sklope interaktivnih delavnic in jih poimenovali Vojne sveta. Predlagano teoretično podlago smo analizirali in iskali možne ideje postavitve interaktivnih delavnic z namenom razvijanja kompetenc ustvarjalnosti, sodelovanja, kritičnega mišljenja in reševanja problemov s podporo IKT. Ob mreži »Vzorčno mesto« je nastala še mreža »Dijaki«, sestavljena iz desetih dijakov prvih letnikov, ki so obiskovali krožek zgodovine pod mojim mentorstvom. Pripravili smo teoretične podlage vsebin, ki so predpisane v srednješolskem kurikulumu za zgodovino. Delo je temeljilo na soustvarjanju v dvojicah in skupinskem sodelovanju. Kot rezultat mreženja z Vzorčnim mestom in druge mreže »Dijaki« so nastala učna gradiva in interaktivne delavnice ob podpori IKT: simulacija z video igrami, virtualna resničnost, mapiranje in uporaba mobilnih aplikacij. Delavnice je obiskalo skoraj 4.000 obiskovalcev, od tega 800 dijakov in učencev iz celotne Slovenije. Delavnice so temeljile na aktivnem in izkustvenem učenju ter poudarjale moč mreže aktivnih udeležencev izobraževanja, kajti obiskovalci so morali medsebojno sodelovati v skupini pri reševanju nalog. Vsako skupino je skozi delavnico vodil vodnik, ki je nabiral znanje pod mentorstvom člana mreže v Vzorčnem mestu in tako se je razvilo tudi mreženje v obliki tutorstva. Vsem udeležencem mreženja je interaktivno učenje predstavljalo aktivno empirično izkušnjo, ki služi k boljšemu razumevanju učne snovi ter potrjuje uspešnost integracije mreženja v kurikulum.

### **NETWORKING AS A SUPPORT FOR LEARNING HISTORY IN A DIFFERENT WAY**

New approaches to teaching have been emerging in education including various networking forms. One of the forms is networking among teachers and external institutions. We established networking with »Pattern City Velenje« as an external institution in a wider social environment. I participated as a history teacher. Our goal was to create interactive learning environments where visitors would explore the study contents which they otherwise dislike, through fun and exploration. Networking from its initial phase to the implementation of the project lasted for almost one year. In the initial working groups, we created sets of interactive workshops and named them World Wars. We analyzed the proposed theoretical basis and searched for possible ideas on how to set interactive workshops in order to develop creative competencies, collaboration, critical thinking and problem solving with ICT support. Apart from the »Pattern City« network, the »Students« network was also created. It consisted of ten first-grade students who also attended the history club under my mentorship. We prepared theoretical grounds for the content that is required in the secondary school curriculum for history. Our work was based on creative





collaboration in pairs or teams. As a result of networking with »Pattern City« and also »Students« network, study materials and interactive workshops supported by ICT were created: video games simulations, virtual reality, mapping and use of mobile applications. Almost 4,000 visitors took part in these workshops, among those there were 800 primary and secondary school students from all over Slovenia. The workshops were based on active and experiential learning and emphasized the power of networks of active participants in education, since visitors had to collaborate in teams in order to solve tasks. Each team was led by a team leader who learned under the mentorship of a member of »Pattern City« network and thus also tutoring as a way of networking was promoted. For all networking participants, the interactive learning presented active empirical experience which can provide a better understanding of study content and also confirms that networking is successfully integrated into the curriculum.

**Borut Stojilković**, Zavod Republike Slovenije za šolstvo

## TEKMOVANJE IZ ZNANJA GEOGRAFIJE KOT NAČIN MREŽENJA V SLOVENSKEM IN MEDNARODNEM PROSTORU

Povezovanje pri tekmovanju iz znanja geografije poteka že 27 let. Tekmovalci tekmujejo trostopenjsko v štirih skupinah glede na raven in smer izobraževanja; prvi štirje iz srednješolskih skupin se uvrstijo na mednarodno geografsko olimpijado (Pravilnik ..., 2019). Pri tekmovanju poteka mreženje med učenci in dijaki, med učitelji, svetovalci ZRSŠ, fakultetnimi učitelji in drugimi strokovnjaki. Mreženje v šolskem letu 2019/2020 smo po prirejeni metodi analize dokumentov (Vogrinc, 2008) preučevali z vidikov: (i) števila in interakcij sodelujočih, (ii) prostorsko razporeditvijo tekmovališč in srečanj ter (iii) vsebinskega mreženja v sociokulturnem kontekstu. Sodelovalo je 8618 tekmovalcev, na območno raven, ki je potekala na 19 območnih tekmovališčih, se jih je uvrstilo 1356, na državno, ki je bila zaradi epidemije COVID odpovedana, pa se jih je uvrstilo 210 (Vir: DMFA InfoServer, 2019). Mreženje na šolski ravni je potekalo znotraj šol, na območni pa z območnimi tekmovalnimi komisijami (OTK), ki so se sestali z državno tekmovalno komisijo (DTK) z namenom poenotenja terenskega dela tekmovanja. Za pripravo državne ravni so vsebinsko in organizacijsko sodelovali DTK, ZRSŠ, šola organizatorica in lokalna občina. Vseskozi je sodelovanje potekalo s sodelavci DMFA, v začetku pa z avtorji virov za pripravo na tekmovanje. Znotraj DTK je mreženje potekalo med člani ZRSŠ, učitelji praktiki in fakultetami, na mednarodni ravni pa tekmovalcev z ostalimi sodelujočimi. Mreženje se je izkazalo z izborom teme tekmovanja (tj. podnebne spremembe), s čimer smo mrežili to idejo in znanje. Sestavljanje in analiza odgovorov nalog sta potrdila vsebinsko mreženje, saj je vsak sodelujoč v tekmovanje vstopal s svojim znanjem, kar so pokazali tudi različni odgovori na odprta vprašanja najvišjih taksonomskih stopenj (Anderson in sod., 2016). Dodana vrednost mreženja je vzpostavitev strokovnih diskusij glede izboljšanja tekmovanja. Hkrati vpliva na prenos novih spoznanj ali strokovnih rešitev znotraj stroke ter tudi izven stroke v geografijo. Poglobljena analiza kaže, da mreženje omogoča vpogled v stanje pouka geografije pri nas (intra- in inter- šolsko ter regionalno) in v svetu; s tem je poleg okrepljene ter hitreje popularizacije, odkrivanja potencialov in družbenega razvoja tudi spodbujanje in financiranje tekmovanja iz znanja geografije upravičeno.

### GEOGRAPHY COMPETITION AS A WAY OF NETWORKING IN SLOVENIA AND INTERNATIONALLY

The process of networking within the competition in geography has been ongoing for the last 27 years. The competitors compete on three levels and in four groups depending on their education level; the best four from the secondary education group make it to the International Geography Olympiad (Regulation,



2019). Networking within this competition includes primary and secondary school students, teachers, consultants of the National Education Institute of Slovenia (ZRSŠ), University professors and other professionals. We studied the networking from different viewpoints for the school year 2019/2020 using the adapted method of document analysis (Vogrinc, 2008): (i) the number of participants and their interactions, (ii) spatial distribution of the competition venues and meetings, and (iii) content networking in the socio-cultural context. There were 8618 competitors, 1356 of which got to the regional level and competed in 19 regional venues, and 210 who got to the national level (DMFA InfoServer, 2020), which was cancelled due to the COVID outbreak. The networking at the school level was within the schools, whereas at the regional level it was with the regional competition committees, which met with the national competition committee in order to standardize the fieldwork part of the competition. There were various participants in the content preparation and organisation at the national level: the national organising committee, National Education Institute, the guest school and its municipality. During the process, there was collaboration with Society of mathematicians, physicists and astronomers of Slovenia (DMFA), as well as the authors of the sources for the competition preparation. The national organizing committee enabled networking of the members of National Education Institute, the teachers and the universities, and at the international level networking was between the competitors and other participants. Networking followed the topic of the competition (i.e. climate change) because we were networking this idea and knowledge about it. Compiling and analysing the competitors' responses confirmed the content networking, since every contestant participated with her or his knowledge which was demonstrated by their responses to open questions at higher taxonomy levels (Anderson et al., 2016). An additional value of networking is in professional discussions regarding the improvement of the competition. It influences the transfer of new findings and professional solutions within the discipline and also outside the discipline into geography. A detailed analysis shows that networking enables an insight into the state of geography education in Slovenia (intra- and inter-regionally and school-wise) and worldwide. This and other factors – such as stronger and faster popularization, discovering potentials and social development – make promotion and financing of geography competition justified.

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**Tadeja Jeglič**, OŠ Savsko naselje

## **MREŽENJE PRI POUČEVANJU PLAVANJA OD PRVEGA DO PETEGA RAZREDA DEVETLETKE**

OŠ Savsko naselje v Ljubljani je ena redkih osnovnih šol v Sloveniji, ki ima v sklopu svojih prostorov bazen. Pri poučevanju plavanja, za vse učence od prvega do petega razreda, smo se odločili pristopiti k iskanju inovativnih načinov mreženja kot oblike vodenja strokovnih delavcev, med katerimi poteka medsebojno učenje. Prispevek predstavlja formalno in neformalno obliko mreženja. Formalno mreženje poteka trikrat letno, vzpostavljajo se povezave v dveh mrežah, to je med tremi strokovnimi delavci športa in med desetimi strokovnimi delavci razrednega pouka. Znotraj mreže strokovnih delavcev športa se načrtuje cilje, metode dela in analiza individualnega napredka učencev pri učenju plavanja, znotraj mreže strokovnih delavcev razrednega pouka pa se spremlja kognitivne in motorične sposobnosti učencev ter njihove posebnosti in morebitne zdravstvene težave. Neformalna oblika mreženja poteka znotraj vzgojno-izobraževalnega zavoda, pri čemer gre za sodelovanje strokovnih delavcev, ki so vključeni v omenjeni mreži. Strokovni delavci znotraj vsake mreže prispevamo in usklajujemo znanja s svojih strokovnih področij, načrtujemo in izvajamo prilagajanje na vodo v homogenih skupinah, učimo plavanje s pomočjo igre ter na podlagi vzpostavljenega sodelovanja v mrežah izboljšujemo procese učenja. Med



strokovnimi delavci poteka strokovna razprava, drug drugemu smo kritični prijatelji in skupaj iščemo rešitve za izboljšave. Pri vsaki pedagoški uri poučuje plavanje vsaj en strokovni delavec športa in en strokovni delavec razrednega pouka. Po končanih tečajih plavanja izvedemo empirično evalvacijo mreženj. Predstavljene so ugotovitve evalvacij različnih oblik mreženja med strokovnimi delavci. Ugotavljamo, da je mreženje kot oblika povezovanja strokovnih delavcev za izboljševanje procesa učenja zelo primerno, saj na ta način dobimo celosten vpogled v napredek vsakega učenca posebej, z vsemi njegovimi specifikami. Sodelujoči strokovni delavci se prek inovativnih oblik mreženja pri poučevanju plavanja srečujemo z vedno novimi izzivi. Z mreženjem bomo na šoli zagotovo nadaljevali.

## **NETWORKING AT SWIMMING LESSONS IN GRADES 1 TO 5 IN A NINE-YEAR PRIMARY SCHOOL**

Savsko naselje primary school in Ljubljana is one of the few primary schools in Slovenia with a swimming pool on its premises. At swimming lessons for students in grades 1 to 5, the education staff decided to look for innovative ways of networking as a form of leadership, as mutual learning is taking place between them. The article presents formal and informal forms of networking. Formal networking takes place three times a year and two different networks are formed. One network is formed between three sports teachers, and another one between ten education workers teaching in grades 1 to 5. The network of sports education staff plans the teaching objectives and methods, as well as analyses individual progress of students in their swimming lessons. The students' cognitive and motor skills, their individual characteristics and possible health issues are discussed within the network of 1st to 5th grade teachers. The informal networking takes place within the school, with individual teachers cooperating within the previously mentioned networks. The education staff within the network contribute and coordinate their knowledge from their specialised fields to plan and carry out students' adjustment to water in homogenous groups and teach swimming through fun games. Based on the cooperation within networks, the learning process improves. Professional discussion is held between the education staff, each individual plays the role of a critical friend to others, and the group is constantly looking for solutions and improvements. During each swimming lesson, at least one sports teacher and one member of 1st to 5th grade education staff teach the students. The article presents the results of evaluations of different networking forms among education workers. We find that networking is a very suitable way of building connections between education workers. It improves the learning process, as it gives the education staff overall insight into each individual student's improvement with all the specifics. The participating education staff brings up new challenges with innovative forms of networking during swimming lessons. The group is going to continue to perform networking.

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### SKUPINA 2

**Tanja Kek**, Biotehniški izobraževalni center Ljubljana

## **OBLIKOVANJE IN KREPITEV MREŽ ZA IZBOLJŠANJE KAKOVOSTI NA PODROČJU DELA Z DIJAKI S POSEBNIMI POTREBAMI**

Zahtevnost in izjemna kompleksnost dela z dijaki s posebnimi potrebami, posebej tistimi z vedenjskimi, čustvenimi in drugimi težavami oz. motnjami zahteva od učitelja povezovanje, sodelovanje in oblikovanje mrež z drugimi učitelji ter strokovnimi delavci pa tudi drugimi institucijami ter tako prispeva k profesionalnemu učenju učitelja. Prispevek predstavlja vzpostavljene mreže, njihovo analizo in učinek na



delo z dijaki ter tudi na zadovoljstvo učiteljev pri delu z njimi. Ugotovili smo, da učitelji potrebujejo dodatna znanja, povezanost in kontinuirano sodelovanje z ustanovami, specializiranimi za dijake s posebnimi potrebami. V procesu izboljšanja dela z dijaki smo okrepili notranje mreže strokovnih sodelavcev, ki sodelujejo na področju nižjega poklicnega izobraževanja. 20 učiteljev, ki neposredno izvajajo pouk, smo vključili v večmesečno dodatno usposabljanje in delavnice na področju metodike dela ter pristopov pri vplivanju na vedenje dijakov s posebnimi potrebami. Svetovanja so potekala tudi individualno. Mesečno smo spremljali delo učiteljev (izvajanje dogovorjenih aktivnosti in reševanje individualnih situacij v razredu). V usposabljanja o čustveno-vedenjskih težavah smo vključili tudi vse ostale učitelje v učiteljskem zboru in druge strokovne delavce (skupaj 50 sodelavcev). Delu mreže učiteljev (dvema skupinama s po desetimi člani) smo z namenom opolnomočenja ponudili možnost sodelovanja v supervizijskih skupinah. Ustvarili smo nekatere nove mreže. Povezali smo se s Centrom Janeza Levca Ljubljana in Vzgojno-izobraževalnim centrom Višnja Gora, ki sta mrežo učiteljev z izvedenimi usposabljanji in kontinuiranim svetovanjem obogatila za nova spoznanja in nov način dela v razredu. Na osnovi opazovanja skozi vse šolsko leto, na osnovi dokumentacije in poročanja na pedagoških konferencah ter drugih tematskih sestankih smo potrdili, da so se okrepile povezave in sodelovanje med učitelji, ki prispevajo k uspešnejšemu delu z dijaki s specifičnimi težavami oz. motnjami. Povečalo se je zadovoljstvo učiteljev. Mreže, ki so se razvile med učitelji v šoli in izven nje, omogočajo razvoj novih pedagoških praks, krepitev profesionalnega učenja in priložnosti za izboljšanje kakovosti dosežkov dijakov.

## **NETWORK FORMATION AS A MEANS OF IMPROVING THE QUALITY OF WORK WITH STUDENTS WITH SPECIAL NEEDS**

The level of difficulty and extreme complexity of working with special needs students, especially those with behavioural, emotional and other issues or disabilities, require from a teacher to connect, collaborate and form networks with other teachers as well as other education staff and various institutions, which is essential for the teacher's professional development. The article presents the established networks, their analysis and the effect they have on working with students but also the teachers' satisfaction level when working with them. We learnt that teachers need additional knowledge, interaction and continued cooperation with special education institutions. In order to improve working with students, inner networking of education staff who are engaged in lower vocational education was encouraged. 20 classroom teachers were included in a several-month long additional professional training programme, learning the methodology and the factors influencing the behaviour of special needs students. 50 other teachers and education staff were also included in the training programme. In order to empower them, two groups of 10 teachers were offered to collaborate in supervision groups and new networks were created. We connected with the Special Education Centre Janez Levec and the Reformatory Boarding Educational Institution Višnja Gora. Both institutions undoubtedly enriched the participants' networking experience. By conducting the training programme and offering continuous consulting, both institutions provided the teachers with new realizations and offered new approaches to teaching. Based on observations throughout the school year, documentation and feedback at teacher conferences, we have been able to detect that interactions and collaborations between teachers have strengthened, which consequently makes working with special needs students more successful. As a result, teachers' enthusiasm has increased as well. Networks developed between the teachers inside and outside the school enable the development of new pedagogical approaches, they enhance the concept of professional training and increase the opportunities to improve the quality of students' achievements.

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mag. **Andrej Gregorač**, Vzgojni zavod Kranj

## **PREDSTAVITEV MREŽENJA V OBLIKI INTERVIZIJSKIH SREČANJ STROKOVNIH DELAVCEV**

V okviru projekta NasVIZ - Sistemski pristop k medvrstniškemu nasilju v VIZ smo strokovni delavci VZ Kranj in OŠ Simon Jenko v šolskem letu 2015/2016 začeli z izvedbo intervizijskih srečanj, pri katerih je bil osnovni cilj izmenjava dobrih izkušenj in praks pri delu z vedenjsko zahtevnejšimi otroki, tako v programih stanovanjskih skupin kot v razredih OŠ. Intervizijska srečanja so bila načrtovana kot metoda učenja, kjer smo strokovni delavci, ki nas je povezovalo delo z vedenjsko zahtevnejšimi otroki, želeli v manjših skupinah do 8 oseb odpirati vprašanja v zvezi z delom z vedenjsko zahtevnejšimi otroki, ki so se nam pojavljala na delovnem mestu. Intervizijska srečanja so potekala v šolskih letih od 2015/2016 do 2018/2019. V teh letih je na vseh srečanjih v različnih oblikah sodelovalo prek 80 strokovnih delavcev iz 13 osnovnih šol s področja Kranja in širše okolice, VZ Kranj, CSD-ja Kranj ter Komisije za usmerjanje OPP, Enota Kranj. V šolskem letu 2019/2020 je bil potek srečanj prekinjen zaradi epidemije. Samo delo v skupinah je potekalo po metodi študije primera, ki ga je za vsako srečanje pripravil eden izmed strokovnih delavcev. Primer smo analizirali s ti. metodo funkcionalna analiza vedenja (FAV), poiskali možne drugačne pristope k obravnavi otroka v razredu in skušali te pristope prenesti v prakso. Srečanja sva koordinirala pomočnica ravnateljja OŠ Simon Jenko Kranj in ravnatelj VZ Kranj. Na samih srečanjih nihče od strokovnih delavcev ni prevzemal stalne vloge supervizorja. Poudarek na srečanjih je bilo na učenju, izmenjavi izkušenj o dobrih vzgojno-izobraževalnih praksah ter preučevanju možnosti prenosa posameznih praks iz enega okolja v drugo. Na posameznem srečanju je v povprečju sodelovalo med 6 do 8 strokovnih delavcev. Takšno sodelovanje predstavlja priložnost za permanentno pedagoško svetovalno pomoč (svetovalna pomoč za izboljševanje pedagoških pristopov za vedenjsko zahtevnejše otroke) z oblikovanjem neformalne mreže strokovnih delavcev, ki so sodelovali v intervizijskih srečanjih.

### **NETWORKING IN A FORM OF INTERVISION MEETINGS AMONG PROFESSIONALS**

Within the project NasVIZ – Systematic approach to peer violence in education institutions, the educational workers from the Youth Residential Treatment Centre Kranj and Primary School Simon Jenko Kranj launched the so called intervision meetings which began in the school year 2015/2016. The goal was to exchange good experience and practise of working with behaviourally challenging children in community homes and schools. Intersivision meetings were designed as a learning method for educational workers to discuss the questions we were faced with at our work with behaviourally challenging children. The meetings were held in small groups of up to 8 workers. The intersivision meetings were organized in the years of 2015/2016, 2016/2017, 2017/2018 and 2018/2019. During these years, over 80 professionals participated in different forms of meetings. They came from 13 primary schools in a wider Kranj area, The Youth Residential Treatment Centre Kranj, Social Work Centre Kranj and from the Commission for placement of children with special needs. In the years of 2019/2020 the meetings were cancelled due to the pandemic. The work in groups was based on different study cases, each time presented by a different group member. We analysed each case with the method of Functional behaviour assessment, we discussed possible alternatives to existing educational approaches in the classroom and tried to introduce these new approaches into practical work. The meetings were coordinated by a deputy head teacher of Simon Jenko Primary School and the head teacher of The Youth Residential Treatment Centre Kranj. At the meetings no member took the role of a supervisor. The emphasis was on learning, exchanging experiences about



successful educational practises and analysing the possibilities of practise transfer from one environment to another. On average, there were 6 to 8 members participating in each meeting. This type of cooperation represents the possibility for creating a permanent educational counselling assistance (professional assistance for improving educational practise when working with challenging children) with creation of informal network of professional educational workers, who participated in the intervision meetings.

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**Maja Poljanšek**, CIRIUS Kamnik

## **DAN EKSPERIMENTOV: PRIMER MREŽENJA UČENCEV OŠ CIRIUS KAMNIK**

Na Osnovni šoli CIRIUS Kamnik izobražujemo in vzgajamo gibalno ovirane ter dolgotrajno bolne učence s kombiniranimi motnjami v treh intelektualno različno zahtevnih programih. Med učenci različnih starostnih skupin in programov ni druženja, dobre povezanosti ali medsebojnega sprejemanja. Ena od ovir, ki preprečuje mreženje in povezovanje učencev, je lokacijska razpršenost prostorov, kjer izvajamo pouk. Za izboljšanje odnosov med učenci smo uvedli dodatne dejavnosti. Povezovanje učencev različnih starostnih skupin in različnih programov je v času rednega pouka težko izvedljivo, zato aktivnosti, ki omogočajo mreženje med učenci, realiziramo na dnevih dejavnosti. Tretjina dni dejavnosti se izvede za celo šolo hkrati, tema je za vse enaka, sama izvedba in zahtevnost pa sta prilagojeni sposobnostim skupine oz. oddelka. Eden takih dni dejavnosti je dan eksperimentov. Prispevek prikazuje mreženje učencev različnih skupin. Posamezna skupina pripravi in izvede eksperiment v dveh šolskih urah. Naslednje tri ure učenci delijo znanje o eksperimentu drugim. Učenci se preizkusijo v vlogi učiteljev in na preprost način prikažejo naučeno učencem različnih starosti iz vseh treh programov. Poleg tega se spoznavajo, družijo, razvijajo medosebne odnose in pridobivajo pozitivne izkušnje drug z drugim. Analiza pokaže, da je v šolskem letu 2018/2019 v 16 skupinah sodelovalo skupno 105 učencev. V vsaki skupini so si učenci pri izvajanju eksperimenta razdelili naloge in se med seboj povezovali. Na ta način so imeli priložnosti, da pokažejo svoja močna področja. S primerno in dobro načrtovano dejavnostjo je ustvarjeno učno okolje, v katerem se učenci počutijo varne, uspešne, ne glede na starost, mentalno in gibalno sposobnost ter druge primanjkljaje. Hkrati si ob tovrstnih dejavnosti pomagajo, se spoznavajo in razvijajo ter ohranjajo medosebne odnose. Te povezave se ohranjajo tudi po končani vodeni aktivnosti, kar se vidi predvsem v druženju in pogovorih v neusmerjenem prostem času. Da učenci spletejo trdnejše odnose, potrebujejo dodatne aktivnosti. K temu pozitivno pripomorejo skupni dnevi dejavnosti, kot je dan eksperimentov, ki jim omogoča, da so vsi v enakem položaju. Takrat se z vzpostavljanjem mrež ustvarijo odnosi in prijateljstva, ki trajajo.

### **DAY OF EXPERIMENTS: AN EXAMPLE OF NETWORKING OF STUDENTS AT CIRIUS KAMNIK PRIMARY SCHOOL**

At CIRIUS Kamnik primary school we educate and raise students with physical disabilities and long-term illnesses with combined disorders, in three intellectually modified educational programmes. There is no socializing, good connection or mutual acceptance among students of different age groups and programmes. One of the obstacles that prevents networking and connecting among students is dispersed locations of the classrooms. To improve students' relationships, the teachers decided to introduce additional activities. It is difficult to connect students of different age groups and different programmes and keep them active in the course of regular classes, so we organise activities that enable



networking among students on activity days. A third of the activity days is carried out for all the students at the same time, the topic is the same for everyone and the implementation and complexity are adapted to the abilities of the class. One of such activities is, for example, the day of experiments. The article presents networking among students of different age groups. The teacher dedicates two lessons to the preparation and implementation of the experiment. In the next three lessons, the students share the acquired knowledge with others. The students test themselves in the role of teachers and show what they have learned to students of different ages from all three programmes in a simple way. In addition, they get to know each other, socialize, develop mutual relationships and gain positive experience with each other. The analysis of the school year 2018/2019 shows that there were 105 students involved in 16 groups. The students divided tasks in every group, and consequently socialized. Such activities were an opportunity for them to show their strengths. With appropriate and well-planned activities, we create a study environment where the students feel safe and successful, regardless of age, mental and physical abilities and other deficiencies. At the same time, such activities enable them to develop, help and get to know each other better, maintaining mutual relationships. These connections are maintained even after the activity, which can be seen mainly in socializing and conversations in their free time. The students need additional activities in order to forge stronger relationships. Organising activity days for all the students, such as the day of experiments, makes a positive contribution to this objective, enabling everyone to be in the same position. In this way, networking also creates relationships and friendships that last.

Petra Bukovec, OŠ Vavta vas

## MREŽENJE STROKOVNIH DELAVCEV ZA VEČJO GIBALNO AKTIVNOST UČENCEV PRI POUKU

V aktivu 1. triade smo strokovni delavci izpostavili problem premajhne gibalne aktivnosti otrok med poukom. Vzpostavili smo mrežo z aktivom 1. triade bližnje osnovne šole. Na mreženju, v katerega je bilo vključenih deset strokovnih delavcev 1. triade, smo predstavili primere dobre prakse na področju gibalnih iger, ki so primerne za vsakodnevno uporabo v razredu. Cilj mreženja je bil povečati gibalno aktivnost pri pouku z gibalnimi igrami. Na srečanju smo uporabili metode razgovora, razlage, demonstracije in opazovanja. Učitelji so pri igrah aktivno sodelovali, si beležili in dejavnosti tudi posneli. V nadaljevanju so gibalne igre izvajali vsak v svojem razredu. V obdobju treh mesecev se je mreža oblikovala še dvakrat. Vmesno srečanje je bilo namenjeno poročanju o poteku izvajanja, vsak učitelj je namreč sproti beležil svoja opažanja o odnosu otrok do iger. Ugotovili smo, da imajo učenci najraje igre, ki imajo zelo kratka, enostavna navodila in so hkrati povezana tudi z glasbo. Med izvajanjem so se učenci počutili sproščeno, pouk so nadaljevali lažje in bolj motivirano. V vsakem razredu je bilo tudi nekaj učencev, ki pri igrah niso želeli sodelovati. Na zaključnem srečanju mreže smo s pomočjo kratkega anketnega vprašalnika ugotavljali, kaj smo učitelji z mreženjem pridobili in s čim smo zadovoljni. Vsi smo spoznali veliko novih gibalnih iger, ki jih še vedno občasno izvajamo med poukom. Zadovoljni smo bili z odzivom učencev ter medsebojnim sodelovanjem, ki ga je spodbudilo mreženje. Večini učiteljev je način pridobivanja novih znanj preko mreženja zelo ustrezal, saj smo lahko na konkreten način spoznavali nove vsebine in ideje za tovrstno delo. Ta način dela smo predstavili tudi ostalim sodelavcem na pedagoški konferenci. Mreženje strokovnih delavcev omogoča, da se obogatimo z izmenjavo novih izkušenj ter pripomore k nadaljnjemu povezovanju učiteljev.



## NETWORKING OF PROFESSIONALS FOR GREATER PHYSICAL ACTIVITY OF STUDENTS IN THE CLASSROOM

Our working group of professionals teaching in the first three grades of primary school pointed out the problem of insufficient physical activity of children during lessons. We established a network with the teachers of the first three grades from a nearby primary school. The network of ten professionals teaching the first three grades presented examples of good practice in the field of movement games that are suitable for everyday use in the classroom. Our goal was to increase physical activity during lessons using movement games. At the meeting, we used the methods of conversation, explanation, demonstration, and observation. Teachers actively participated in the games, took notes and recorded the activities. Later, the movement games were performed by each teacher in their own class. Over a period of three months, the network reconnected two more times. The interim meeting was intended to report on the progress of implementation, as each teacher recorded their observations on children's attitude towards games. We concluded that students prefer games that have very short, simple instructions and are also related to music. During the implementation, the students felt relaxed, they continued the lessons easier and felt more motivated. There were also a few students in each class who did not want to participate in the games. At the final meeting of the network, we used a short questionnaire to find out what teachers gained from the networking and what we were satisfied with. We all learned a lot of new movement games that we still occasionally use during lessons. We were satisfied with the response of the students and the cooperation that was encouraged by our networking. For most teachers, the method of acquiring new knowledge through networking was very suitable, as we were able to learn about new content and got ideas for this type of work in a practical way. We also presented our experience with networking to other colleagues at the school's pedagogical conference. Networking of professionals allows us to enrich ourselves by sharing new experiences and promotes connections among teachers.

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### SKUPINA 3

**James Brightman**, Mednarodna šola Carinthia, Avstrija in **Ursula Schatz**, Mednarodna šola Graz, Avstrija

## VELIK POTENCIAL VIRTUALNIH PROFESIONALNIH UČEČIH SE SKUPNOSTI V ŠOLAH IN MED ŠOLAMI

Profesionalne učeče se skupnosti ustvarjajo priložnosti za redno sodelovanje in izvajanje akcijskih raziskav različnih izobraževalnih skupin tako, da kar najbolj sledijo potrebam učencev. Uporaba in delovanje profesionalnih učečih se skupnosti v mnogih šolah obeta krepitev številnih vidikov izobraževalne prakse kot je npr. učinkovitost učiteljev, profesionalni razvoj, zadovoljstvo pri delu, sodelovanje, skupinska dinamika, praksa poučevanja in šolska kultura. Pri učinkoviti vpeljavi učečih se skupnosti se je izkazal tudi opazen učinek na izboljšanje dosežkov učencev. V digitalni dobi lahko moč profesionalnih učečih se skupnosti združimo s sistemi za upravljanje učenja kot sta Moodle in Google Classroom ali socialnimi omrežji, kot so Facebook, Twitter in WhatsApp. S tem pripomoremo k učinkovitemu delovanju profesionalnih učečih se skupnosti v šolah in postavimo temelje za ustvarjanje mrež virtualnih profesionalnih učečih se skupnosti med šolami. V tej predstavitvi boste spoznali raziskave, ki izkazujejo pozitivne učinke virtualnih profesionalnih učečih se skupnosti in se seznanili s tem, kako dve učeči se skupnosti v regiji dejansko krepi sodelovanje in dobro virtualno prakso. Razprava bo potekala tudi o tem, kako lahko vodje podpirajo in spodbujajo uspešne virtualne profesionalne učeče se skupnosti v svojih šolah in regijah. Razpravljali bomo o idejah in vprašanjih o virtualni profesionalni učeči se skupnosti kot platformi za vključevanje, izboljšave in razvoj učenja in sodelovanja med šolami v regiji Alpe-Adria.





## THE POWERFUL POTENTIAL OF VIRTUAL PROFESSIONAL LEARNING COMMUNITIES WITHIN AND AMONG SCHOOLS

Professional learning communities (PLCs) provide teams of educators the opportunity to collaborate on a recurring basis to conduct action research on the best ways they may serve their students' needs. The implementation of PLCs have shown promise in many schools to enhance several aspects of educational practice, such as teacher-efficacy, professional development, job satisfaction, collaboration, group dynamics, instructional practices, and school culture. They have also been shown to increase student achievement when implemented effectively in schools. In the digital age, we can now leverage the power of PLCs via technology, through learning management systems like Moodle and Google Classroom or social networks like Facebook, Twitter, and WhatsApp. This may enhance the implementation of PLCs within schools and has created the powerful opportunity to create Virtual PLCs (VPLCs) among schools. During this presentation, you will learn about the research supporting VPLCs and how two PLCs in the region are enhancing collaboration and best practices for their teams virtually. We will also discuss how leaders can support and facilitate successful VPLCs in their schools and regions. The ideas and questions about how VPLCs could be a platform to engage, enhance, and extend learning and collaboration among schools in the Alpe-Adria region will be discussed.

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Natalija Mihelčič Gradišar, OŠ Stopiče

## MREŽENJE PRI MEDPREDMETNEM SODELOVANJU IN MEDSEBOJNIH HOSPITACIJAH

Prispevek osvetljuje medsebojno povezovanje učiteljev v dveh oblikah, in sicer medsebojne hospitacije in medpredmetno povezovanje med različnimi vsebinskimi sklopi oziroma predmeti. Medsebojne povezave so se vzpostavile v obliki interakcij med dvema učiteljema, in sicer v petih parih: v pare so se povezovali učitelji geografije/zgodovine in učitelji, ki poučujejo naravoslovno-tehnične predmete in jim je geografska učna snov blizu. Učitelji so med seboj sodelovali na skupnih sestankih, na katerih so dorekli način dela, (skupne) cilje ter po zaključenih hospitacijah evalvirali uro. Tako je bila vzpostavljena mreža 5 učiteljev, ki so razpravljali o ugotovitvah hospitacij, evalvaciji in o predlogih vnašanja izboljšav v pouk. Analiza vsebine interakcij pri kolegialnih hospitacijah je pokazala raznovrstnost uporabljenih oblik in metod dela pri posameznih predmetih. Analiza mreženja pri medpredmetnem povezovanju je pokazala, da se je mreža sodelujočih bolj pogosto vzpostavljala in zaradi priprave, organizacijske in časovno natančne opredelitve ter tudi evalvacije tovrstnega dela petih učiteljev. Pri tem so sodelovali trije učitelji naravoslovno-tehničnega aktiva ter dva učitelja družboslovnega aktiva. Analiza mreženja učiteljev je tako pokazala, da so se sestali 3-krat vsi skupaj pred izvedbo, izvedli medpredmetne povezave v parih in se sestali 3-krat po izvedbi. Z učitelji-deležniki je bil opravljen tudi intervju, na katerem je bilo bolj temeljito predstavljeno njihovo videnje o poteku medpredmetne povezave. Evalvacija je pokazala zadovoljive učne rezultate, večjo motiviranost učencev, učitelji pa so v intervjujih povedali, da jim je medpredmetno povezovanje prineslo bolj zanimivo delo, povezanost in zadovoljstvo. Sama evalvacija učiteljev pa je nakazala, da se sodelujoči želijo še naprej tovrstno povezovati in mrežiti, saj se na takšen način spletajo dobri odnosi, poveča strokovnost in tehnike pedagoškega procesa. Rezultate smo zapisali v zapisnike aktivov in predstavili na pedagoških konferencah. Medpredmetno povezovanje in kolegialne hospitacije so potekale skozi celo šolsko leto, tako da se je oblikovala mreža učiteljev, ki so mreženje ocenili kot odličen pristop k delu.



## CROSS-CURRICULAR NETWORKING AND PEER OBSERVATIONS

The article focuses on teacher networks in two various forms, namely peer observations and cross-curricular cooperation. The networks were established in the form of interactions in five different pairs each comprising two teachers. Each pair consisted of a geography / history teacher and a STEM teacher. The teachers participated in joint meetings, where they defined their way of work, (mutual) goals and evaluated the lesson after the observations. Thus, a network of 5 teachers was set up to discuss the findings of the observations, the evaluation and the recommendations for lessons' improvements. The analysis of the content of peer observations showed the diversity of pedagogical approaches and methods used in different subjects. Additionally, the analysis of cross-curricular networking revealed that the interactions between teachers were more frequent due to the teachers' preparation, organization, timeline and evaluation. Three STEM teachers and two social sciences teachers took part in this networking. Teachers' network analyses also showed that they met 3 times all together before the implementation, implemented cross-curricular lessons in pairs and met 3 times after the implementation. The teachers were also interviewed. Through the interviews the teachers' presented the course of their cross-curricular networking in detail. The interviews revealed satisfactory students' learning outcomes and higher students' motivation. In the interviews the teachers also pointed out that due to this type of cross-curricular networking students reported their learning was more interesting, they felt more connected and satisfied. Moreover, the teachers expressed a strong interest in continuing this type of networking as they believe in this way good relations are forged and greater pedagogical expertise and professionalism achieved. The results were recorded in the minutes of subject groups meeting and presented at pedagogical conferences.

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**Nina Hladnik**, Šolski center Kranj, Srednja ekonomska, storitvena in gradbena šola

## KOLEGIALNE HOSPITACIJE KOT UČINKOVITA OBLIKA MREŽENJA ZA USTVARJANJE INOVATIVNEGA UČNEGA OKOLJA IN RAZVOJ KOMPETENC 21. STOLETJA

V prispevku bom predstavila vzpostavljanje povezav šolskega razvojnega tima strokovnih sodelavcev SESGŠ ŠC Kranj, s ciljem izvajanja kolegialnih hospitacij kot obliko mreženja. V sodobno zasnovan pouk zato, na temelju kolegialnih hospitacij, preiščeno vključujemo aktivne oblike in metode dela, kot so sodelovalno učenje in poučevanje, formativno spremljanje, uporaba sodobne IKT ter predvsem tvorjenje in sprejemanje tipološko raznovrstnih besedil s ciljem razvijati t. i. gradnike bralne pismenosti, npr. bralnega razumevanja, kritičnega mišljenja ter tvorjenja (meta)besedil. V izvedbo kolegialnih hospitacij se aktivno vključuje deset stalnih strokovnih sodelavcev različnih predmetnih področij (slovenščina, matematika, ekonomija, biologija, gradbeništvo), vodstvo šole, šolska knjižničarka in zunanji sodelavci z ZRSŠ. Od septembra 2018 je bilo izvedenih 26 kolegialnih hospitacij (18 v razredu in 8 na daljavo), pri čemer so se sodelujoči pred in po izvedbi ter vsaj dvakrat v ocenjevalnem obdobju tudi osebno sestali; in sicer z namenom konstruktivne izmenjave (strokovnih) mnenj, izkušenj, izmenjave primerov dobrih praks ter vrednotenja učinkov medpredmetnega povezovanja in medsebojnih odnosov, kritičnega prijateljevanja za osebn(stn)o in strokovno rast itd. Mreža strokovnih sodelavcev deluje pod okriljem



projekta Bralna pismenost in razvoj slovenščine – OBJEM. Metoda zbiranja in analize podatkov ter povzetkov hospitacij, ki podpirajo ugotovitve iz prispevka, temelji na uporabi napredne spletne aplikacije »Microsoft Teams«. Aplikacija nam omogoča racionalizacijo procesov mreženja, uspešnejšo komunikacijo, hitro in sprotno povratno informacijo, takojšnjo in nenehno dostopnost in preglednost izvedbenih gradiv, pregled nad evalvacijo izvedenih hospitacij ter enostavnejšo analizo doseženih učinkov kolegialnih hospitacij. V prispevku bodo podrobneje predstavljeni načini vzpostavljanja ter izvedbe povezav med sodelavci pri izvajanju kolegialnih hospitacij in doseženi učinki (cilji) kolegialnih hospitacij kot učinkovite oblike mreženja za ustvarjanje inovativnega učnega okolja in razvoj kompetenc 21. stoletja. Kolegialne hospitacije zaradi usklajevanja učnih obveznosti učiteljev pomenijo sicer velik organizacijski izziv, hkrati pa ponujajo heterogene možnosti in ustvarjalne priložnosti za strokovno in osebno(stno) rast. Ključna prednost tovrstnega mreženja je soustvarjanje spodbudnega okolja za razvoj in širjenje sodobnih oblik ter metod učenja in poučevanja.

### **PEER OBSERVATIONS AS AN EFFECTIVE FORM OF NETWORKING FOR CREATING AN INNOVATIVE LEARNING ENVIRONMENT AND DEVELOPING 21ST CENTURY COMPETENCIES**

The article presents the establishment of links among the members of the school development team of education staff at the Secondary School for Economics, Services and Civil Construction, School Center Kranj, with the aim of conducting peer observations as a form of networking. Based on peer observations, we thoughtfully include active forms and methods of work, such as collaborative learning and teaching, formative monitoring, the use of modern ICT and, above all, the creation and adoption of typologically diverse texts with the aim of developing cornerstones of reading literacy, e. g. reading comprehension, critical thinking and the creation of (meta) texts. Ten permanent members of education staff from various subject areas (Slovene, mathematics, economics, biology, construction), school leadership, a school librarian and external experts from the National Education Institute Slovenia are actively involved in the implementation of peer observations. A total of twenty-six (eighteen live and eight online) classroom peer observations have been conducted since September 2018, with members meeting in person before and after the observation and at least twice during the assessment period, with the aim of constructively exchanging views, experiences, expertise, testing good practices and evaluating their interactions, cross-curricular connections, important friendships for personal and professional growth, etc. The network of education staff operates under the auspices of the project Reading literacy and the development of Slovene language - OBJEM. The method of collecting and analyzing data and summaries of surveys which support the findings of the paper, is based on the use of an advanced web application "Microsoft Teams". The application allows us to streamline networking processes, to ensure more successful communication, fast and real-time feedback, immediate and continuous availability and transparency of implementation materials, an overview of the evaluation of performed observations and a simpler analysis of the achieved effects of peer observations. The paper will specify the ways of establishing and implementing links between colleagues in the implementation of peer observations and the achieved effects (goals) of peer observations as an effective form of networking to create an innovative learning environment and develop the 21st century competencies. Peer observations which are due to the coordination of teaching obligations a great organizational challenge, offer different possibilities and creative opportunities for professional and personal growth. The key advantage of such networking is the co-creation of a stimulating environment for the development and dissemination of modern forms and methods of learning and teaching.

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**Katarzyna Drabarek**, Osnovna šola z integriranimi oddelki št. 6, Siedlce, Poljska

## **eTWINNING KOT NAČIN USPEŠNEGA MREŽENJA**

Prispevek predstavlja študijo primera osnovne šole, ki je začela z eTwinning pred petimi leti in ima danes že drugič znamko eTwinning šola za leta 2020-2021. To pomeni, da ima eTwinning ves čas pomembno vlogo. Šola je dobila veliko evropskih in nacionalnih značk za projekte, ki so jih učitelji izvajali z drugimi evropskimi šolami. Kontakti iz eTwinning projektov so prispevali k temu, da je šola vodila (izvajala) dva Erasmus+ KA 229 projekta financirana s strani Evropske unije. Sodelovanje v teh projektih je omogočilo izmenjavo širših izkušenj in primerov dobrih praks med partnerskimi šolami. Prvi projekt, ki se je začel 2018, vključuje neformalne igre in digitalni pouk za inkluzijo. Doslej so se učitelji in učenci povezovali v treh krajših izmenjavah. Drugi projekt se je začel decembra 2020 in se ukvarja z igrifikacijo kot metodo za motivacijo in večanje kakovosti procesa učenja in poučevanja. Zaradi časa pandemije so partnerji sodelovali on-line v okviru eTwinning projekta, ki poteka istočasno. Sodelovanje med učitelji v šoli je veliko boljše kot pred implementacijo eTwinning projektov. Učitelji se povezujemo in delamo skupaj za projekte, izmenjujemo ideje in izkušnje ter drug drugemu predstavimo nove metode, kot so obrnjeno učenje, projektno učenje in drugo, ter nekatera orodja s katerimi smo se seznanili med eTwinning projekti, kot na primer stripi, avatarji.. in drugo. Vsaj eden ali dva projekta v šolskem letu vključujeta več kot enega učitelja iz šole, in vsaj dvakrat v letu se učitelji sestanejo, da bi si izmenjali nove izkušnje. Nadalje prispevek osvetljuje primer mreže za sodelovanje in samoizobraževanje, ki ga je navdihnil eTwinning za učitelje tujih jezikov v Centru za stalno strokovno izpopolnjevanje učiteljev v poljski pokrajini Mazovija. Mreža ima cilj izmenjave izkušenj, podpore drug drugemu in razvoja spretnosti uporabe eTwinning projektov in IKT orodij povezanih z učenjem jezikov. Mreženje v šolah, ki je nastalo v okviru eTwinning projektov, vpliva na primere mrež v posamezni šoli in v Centru za stalno strokovno izpopolnjevanje učiteljev v poljski pokrajini Mazovija, kakor tudi na razvoj Erasmus+ projektov. Vse prednosti sodelovanja v programu in njegov pomemben vpliv na učence, šolo, kakovost pouka potrjujejo tudi mnenja učiteljev, ki so sodelovali v eTwinningu.

### **SUCCESSFUL NETWORKING THROUGH eTWINNING**

There is an incredible impact of eTwinning on networking within schools. This contribution presents the case study of a primary school, in which eTwinning started five years ago and now it holds an eTwinning School label for the second time for years 2020-2021. It means that eTwinning plays a significant role at the school all the time. The eTwinning projects' contacts contribute that the school has carried out two Erasmus+ KA 229 projects funded by the European Union. The collaboration enables exchanging broader experiences and good practices among partner schools. The first one (2018) dealt with non-formal games and inclusive digital classrooms. The second one (2020) concerned gamification as a method for motivating and enhancing teaching and learning quality. The collaboration between teachers in the school is much better now than before implementing eTwinning projects. The teachers work together on several projects, share their ideas and experiences showing each other new methods e.g. flipped classroom method, project based lessons etc. and tools including comics, avatars, Flipgrid, Kahoot!, LearningApps. At least one project a school year involves more than one teacher from the school and teachers organise meetings at least twice a year. Further, this contribution highlights the example of a network of cooperation and self-education 'eTwinning inspirations for foreign language teachers' in Mazovian In-Service Teacher Training Centre. The network aims to share experiences, support each other and develop the skills to use eTwinning projects and related ICT tools among foreign language teachers. Networking within schools created in the frame of eTwinning projects impacts the examples mentioned above of networks within the school and in In-Service Teacher Training Centre as well as Erasmus projects' development. All the advantages for the programme participants and its significant impact on students, school, the lessons' quality are confirmed by teachers who cooperated in eTwinning.

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## PREDSTAVITEV REFERATOV Z INTERAKTIVNO DELAVNICO,

ČETRTEK, 8. APRIL 2021, 14.15-15.45

**Suzana Plemenitaš**, Osnovna šola Dobje, **Dužanka Mudrinić**, Vrtec Maštolend, Novi Sad, Srbija,  
**Morena Ravnić**, Vrtec Maslačak, Pula, Hrvaška

## MEDNARODNO SODELOVANJE IN SPODBUJANJE MREŽENJA STROKOVNIH DELAVCEV ZA IZBOLJŠANJE PRAKSE

V interaktivni delavnici ravnateljice treh vrtcev – Enote vrtca Dobje, vrtca »Maštolend« iz Novega Sada in vrtca Maslačak iz »Pule« bo predstavljeno sodelovanje treh približno enako velikih vzgojno-izobraževalnih institucij kot uvod v strokovno diskusijo in generiranje idej, kako mednarodno mreženje ravnateljic in nadalje mreženje timov zagotavlja kakovost dela in nadgradi vodenje organizacije. Vse tri vzgojno-izobraževalne institucije sodelujejo v okviru Erasmus+ projektov že peto leto z zavedanjem, da je za dobro in inovativno delo organizacije potrebno nenehno iskati in nadgrajevati ustaljeno prakso. Namen našega mreženja in vpeljevanja organizacije v mednarodni prostor je vzpostavitev povezovalne mreže treh do petih strokovnih delavcev v vsaki organizaciji. Predstavljena bo vzpostavitev mreže ravnateljic kot prvi korak in vzor kolektivu za dajanje pobud pri vnašanju sprememb in delovanju v mednarodnem prostoru. V drugem koraku pa je vsaka ravnateljica vzpodbujala vzpostavljanje mreže strokovnih delavcev za mednarodno sodelovanje in raziskovanjem lastne prakse ter profesionalni razvoj. Vsaka od ravnateljic je sodelovala s koordinatorjem mrež v svoji organizaciji ter spremljala in evalvirala proces. Rezultati aktivnosti v mrežah so bili predstavljeni na pedagoških konferencah posamezne vzgojno-izobraževalne organizacije. S tem smo postavile temelj nadaljnje postavitve in delovanja mreže strokovnih delavcev v lastnem kolektivu. V petih letih mreženja smo vse tri organizacije »odprle vrata« mednarodnem prostoru, vzpostavile so se mreže strokovnih delavcev, ki se povezujejo znotraj in izven organizacij. Predstavljeni bodo primeri treh mrež strokovnih delavcev, v vsaki vzgojno-izobraževalni organizaciji ena, in sicer z namenom raziskovanja lastne prakse strokovnih delavcev. Analizirana bo vsaka mreža po petih letih, in sicer glede števila vključenih strokovnih delavcev ter glede načina sodelovanja. Predstavljeni bodo tudi rezultati spremembe sodelovanja strokovnih delavcev pri raziskovanju lastne prakse. Poleg tega so strokovni delavci pridobili na pozitivni samopodobi, le-ta se odraža v višji samozavesti zaposlenih. Povišal se je interes za učenje tujih jezikov. Predstavljeni bodo tudi rezultati vzpostavljanja mreže ravnateljic. Mednarodno mreženje v okviru Erasmus + projektov je preko lastnih izkušenj prineslo odprtost, širino, drugačen pogled ter inovativnost pri vodenju organizacije.

### IMPROVING PRACTICE THROUGH INTERNATIONAL COOPERATION AND ENCOURAGEMENT OF PROFESSIONAL NETWORKING

The headteachers of three similarly sized preschools, Dobje Preschool from Dobje (Slovenia), Maštolend Preschool from Novi Sad (Serbia) and Maslačak Preschool from Pula (Croatia), will organize an interactive workshop presenting interinstitutional collaboration. The event will encourage a professional discussion as well as a generation of ideas on how international networking between headteachers and consequently networking of teams ensures the quality of work and improves preschool leadership. Being aware that in order to achieve quality and innovation, the educational institution has to establish new activities and upgrade the existing ones perpetually, the three preschools have been participating in Erasmus+ projects for five years. The purpose of networking and introducing the institutions to the international context is to establish a network of three to five educators from each institution. The formation of headteachers' network will be presented as an example of how to incorporate changes and operate in the international arena. The headteachers have been encouraging the teaching staff to establish professional networks for international collaboration, research their own practice and professional development. Moreover, each of the headteachers cooperated with the institution's network coordinator, as well as monitored and evaluated the networking process. The results obtained were presented during educational conferences of each educational institution. This way, the headteachers laid the foundation

I. mednarodna znanstvena konferenca vodenje v vzgoji in izobraževanju:  
**MREŽENJE KOT PODPORA VODENJU  
ZA UČENJE NA RAZLIČNIH RAVNENIH**  
Povzetki referatov in interaktivnih delavnic





for the formation and functioning of the professional network of the staff. In five years of networking, the three preschools have opened the door to the international arena by creating networks that bring together educators from the institutions. The examples of three professional networks, developed over five years, will be presented. The analysis will be conducted with regard to the number of educators involved and the way of cooperation. The workshop will also present the results of the new form of cooperation among the educators in the context of analyzing their own practice. The results obtained show not only the improvement of employees' self-esteem, which is reflected in their increased self-confidence, but also the surge of interest in foreign language learning. Furthermore, the results on the headteachers' network will be presented. Through international networking within the Erasmus+ projects, the institutions experience open-mindedness, breadth, a new perspective and innovative leadership.

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**ČETRTEK, 8. APRIL 2021, 16.00-17.30**

**Simon Konečnik**, Šolski center Velenje, Elektro in računalniška šola

## **KAKO Z MREŽENJEM VZPODBUJATI DIGITALNO PISMENOST?**

Mreženja strokovnih delavcev v šolah (VIZ) lahko dopolnjujejo strokovna znanja, dajejo socialno podporo in omogočajo nastanek učnih gradiv in drugih virov, ki so pomembni pri uvajanju sprememb v izobraževanju. Za izhodišče interaktivne delavnice bodo predstavljeni primeri razvoja različnih mrež učiteljev z namenom razvijanja IKT kompetenc. Šolski razvojni tim naše šole se je ukvarjal z iskanjem možnosti, kako izboljšati digitalno pismenost med učitelji. Dobre rezultate smo dosegli z neformalnimi mreženji z izvajanjem izobraževanj iz IKT za učitelje, ki so to želeli. Ta mreža je nastajala eno šolsko leto in iz tega je nastala nova mreža Inovativna pedagogika (IP), ki raste in se razvija že tretje leto zapored. Na delavnici bomo spoznali možnosti praktične uporabe različnih orodij, s katerimi smo tudi v naših – prej opisanih mreženjih preverjali nivo usposobljenosti učiteljev za področje digitalnih kompetenc, kar nas je usmerjalo in motiviralo za izobraževanja iz IKT. Kot referenčno orodje bomo preizkusili spletno orodje MENTEP, kjer bodo lahko udeleženci v delavnici vrednotili svoje pedagoške digitalne kompetence. Preizkusili bomo tudi orodje SELFIE, ki pokaže, kje kot šola delujemo dobro in kje so potrebne izboljšave ter katere morajo biti prednostne naloge.

Na osnovi pridobljenih rezultatov bomo na interaktivni delavnici izmenjali izkušnje in podali predloge za nastanke mrež, ki podpirajo učenje IKT. Za interakcijo med udeleženci bomo uporabljali IKT podporo. Razvoj digitalizacije izobraževalnim institucijam narekuje razvijanje digitalnih kompetenc, tako udeležencev izobraževanja kot tudi izobraževalcev (strokovnih delavcev). Če bomo v šolah znali sistemsko integrirati prednosti IKT v vzgojno-izobraževalni proces, bomo pomembno prispevali k napredku družbe. Sistemsko podpora k uresnitvi tega cilja je sodelovanje in zato je raziskovanje pri iskanju učinkovitih mreženj lahko dober odgovor v tej smeri.

## **HOW CAN DIGITAL LITERACY BE ENCOURAGED WITH NETWORKING?**

Networking among professionals in schools (educational institutions) can complement expert knowledge, add social support and enable creating educational materials and other sources, which are important for the implementation of changes in education. As a starting point of the interactive workshop, some examples of the development of various teachers' networks for the purpose of developing ICT competencies will be presented. The development team of our school explored the possibilities of how



to enhance digital literacy among teachers. We achieved good results through informal networking with the implementation of ICT trainings for teachers who expressed interest. This network was being formed during one school year and now a new network Innovative Pedagogy (IP) has been forming and developing for the past three years. The possibilities of practical use of various tools will be presented in the workshop. We used these tools to assess, through previously mentioned networking, the level of teachers' digital competencies, which led and motivated us for ICT training and education. As a reference tool we will use online tool MENTEP (Mentoring Technology-Enhanced Pedagogy), where the workshop's participants will be able to self-assess their pedagogical digital competencies. We will also use online tool SELFIE (Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies), which shows where our strengths in a school are and where improvements are needed and also which priority tasks should be considered first.

On the basis of acquired results in the workshop we will exchange experience and make proposals for the creation of networks which enhance ICT learning. We will be using ICT support for the interaction among the participants. The development of the digitalization of educational institutions demands the development of digital competencies for both, participants in education and professional educators. If schools are able to systematically integrate ICT benefits in the educational process, they will significantly contribute to the progress of society. Systematic support towards such goals lies in cooperation and because of that the research of efficient networking may hold the answer.

mag. **Barbara Lesničar**, Zavod RS za šolstvo, **Herman Pušnik** in **Boris Ferk**, Prva gimnazija Maribor

## **RAZVOJNI TIM NAŠE ŠOLE: MREŽENJE PRI UVAJANJU FORMATIVNEGA SPREMLJANJA V PODPORO UČENJU**

V prispevku bomo opisali, kako na Prvi gimnaziji Maribor uvajamo formativno spremljanje v podporo učenju dijakov. Razvojno nalogo vodi Zavod RS za šolstvo in traja dve leti. Osnovni cilj je spodbuditi individualni razvoj dijakov ter izboljšati kakovost in trajnost njihovega znanja. V prvem letu smo ustanovili tim, v katerem sodelujejo učitelji zgodovine, matematike, kemije, angleščine, slovenščine, latinščine in športa. Poleg učiteljev so člani tima še ravnatelj in trije moderatorji, svetovalci Zavoda RS za šolstvo. Tim se je najprej osredotočil na delo članov, ki so s pomočjo raziskovanja lastne prakse uvajali različne elemente formativnega spremljanja in ugotavljali, kaj pri pouku deluje in kaj ne, nato pa ustrezno prilagajali lastno pedagoško prakso. Poleg tega je tim organiziral kolegialne hospitacije. Nato smo začeli z mreženjem znotraj organizacije. Najprej smo z metodo "svetovne kavarne" določili začetno stanje v kolektivu. Učitelji so se po omizjih opredelili do vnaprej pripravljenih iztočnic v zvezi s formativnim spremljanjem in posledično ocenjevanjem znanja. Tim je organiziral še intervjuje z dijaki, drugačna je bila tudi ocenjevalna konferenca januarja 2020. Namesto ustaljenega poročanja o učnem uspehu dijakov je tim kolektiv seznanil s povzetki razprav v „svetovni kavarni“ in organiziral diskusijo o tem, kar so v intervjujih povedali dijaki. Tako zbrane podatke je tim analiziral in identificiral področja, s katerimi se bomo ukvarjali na šoli.

V delavnici bomo najprej predstavili mreženje na šoli, nato pa se bomo osredotočili na diskusijo, in sicer v štirih omizjih po metodi „svetovne kavarne“. Razpravljali bomo o izzivih mreženja in uvajanja novosti v kolektiv z vidika ravnatelja (podpora timu, vpliv vodenja na mreženje), učitelja (dodana vrednost mreženja in pomen kolegialnih hospitacij), dijaka (vključenost dijakov v mreženje) ter Zavoda RS za šolstvo (podpora in vpliv na oblikovanje mrež). Ob koncu bomo povzeli ugotovitve in oblikovali skupne sklepe razprave.



## DEVELOPMENT TEAM AT PRVA GIMNAZIJA GENERAL UPPER-SECONDARY SCHOOL IN MARIBOR: NETWORKING WHILE INTRODUCING FORMATIVE ASSESSMENT TO SUPPORT STUDENTS' LEARNING

The article focuses on the introduction of formative assessment to support students' learning at our school. With this purpose, we joined a 2-year project introduced by the National Education Institute (NEI). The main goal was to encourage the individual development of students and thus enhance the quality and sustainability of their knowledge. During the first year, a project team with the teachers of History, Maths, Chemistry, English, Slovene, Latin and Sports was established. NEI senior consultants supported the team. First, our team focused on the work of its members, the reflection on their own pedagogical practice and the introduction of the elements of formative assessment in order to find out what worked and where the adaptation of pedagogical practice was needed. To support networking and mutual learning the team also organised peer observations. After the initial phase, we started with networking inside our organisation. The first step was using the World Café method in order to assess the situation. In their panels, the groups of teachers used some baseline to express their views on formative assessment and consequently on the evaluation of students' knowledge. The interviews with students were carried out as well. In January 2020, the staff meeting which is usually dedicated to mid-term assessment of students' knowledge also differed from the usual routine. The standard reports on students' achievements were replaced by the summary of the World Café outputs and the discussion on students' views expressed during interviews. Data gathered from both events was consequently analysed by the team who thus identified the areas for further work and action.

The workshop is going to focus on networking and the discussion using the World Café method. We are going to bring to light the challenges of networking and school innovation from the perspective of the headteacher (supporting the team, leadership influence on networking), the teacher (added value of networking and the importance of peer observations), the student (students' participation in networking), NEI (support and the influence on establishing the networks). All previously mentioned stakeholders are going to host the World Café event. The workshop will round up by summarizing the conclusions of the group discussions.

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### Krepitev kompetenc strokovnih delavcev na področju vodenja inovativnega vzgojno-izobraževalnega zavoda v obdobju od 2018 do 2022



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Šola za ravnatelje



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MINISTRSTVO ZA IZOBRAŽEVANJE,  
ZNANOST IN ŠPORT



EVROPSKA UNIJA  
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**I. MEDNARODNA ZNANSTVENA KONFERENCA  
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