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Andy Hargreaves  

**More Than A Sidekick: The Role of Deputy in Educational Leadership**

The Lone Ranger had Tonto. Batman had Robin. And headteachers, like sheriffs, also have their Deputies. Many famous characters have their sidekicks or assistants. But the assistants are more than second-in-command to these leaders themselves. They are integral to the exercise of leadership. This is because, in schools and other organizations today, leadership is not the exercise of one charismatic icon or hero. It is stretched across people who make different kinds of contributions together. This paper examines this wider understanding of leadership and the roles of deputies within it. It does so by recapitulating four essential and interrelated aspects of what Dean Fink and I have called sustainable leadership. It then argues how these four aspects are at their most powerful when they are fused together in what I call fusion leadership. Two examples – one from business and one from sport – are then presented in order to illustrate the principles at work. Finally, some implications are drawn for the nature and role of the deputy head.

*Keywords*: school, deputy, leadership, fusion leadership, sustainable leadership

Sara Bubb

**Leading Professional Development**

Professional development is crucial for organisational growth and school improvement. It has to meet a variety of needs: individual, team and organisational. There are also needs resulting from local and central government policy initiatives. The article presents the importance of professional development, its efficient management, its understanding by various theorists and practitioners and its promotion and implementation in practice. This paper seeks to deepen our understanding about the leadership of professional development. It outlines a new cyclic model of how it works which could be used by school leaders to ensure that staff development makes a difference to student learning.

*Keywords*: professional development, leadership, organisation, staff, learning

Mojca Kralj and Cveta Razdevšek Pučko

**Characteristics and Evaluation of the Profession of Class Teacher**

The article is part of a large scale study of teachers of the first stage of basic education (Družbeno značilnosti in perspektive poklicnega življenja profesorice razrednega pouka). It discusses a more narrow
Scope question of how the profession in question is seen by students, future class teachers, current practitioners and representatives of non-pedagogical professions. We also aimed to assess the differences between said groups. We studied the assessments of certain characteristics of the profession, evaluation, the issue of feminisation and an assessment of the prospect of the profession. It was established that students and current practitioners predominantly see their profession as positive and are not bothered by its feminisation. They do, however, feel that their work is not appreciated in the community and its prospects regarding possibilities for advancing towards other tasks were assessed as low. Surprisingly, non-teachers actually evaluated the profession higher than teachers themselves.

**Keywords:** profession of class teacher, characteristics, feminisation, evaluation, prospects

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**Justina Erčulj**  
**Managing Teacher Performance as a Strategy of Leadership for Learning**

The article presents managing teacher performance in the context of leadership for learning. The initial premise for this article is the fact that school leaders influence students’ achievements indirectly, predominantly by supporting teachers and regularly monitoring their work. The central part of the article is aimed at presenting steps of managing teacher performance. Special attention was paid to teachers’ own planning and preparation as studies and practice have shown that these are among the main factors for the success of the entire process. Observations are also presented as a method of data gathering that is the basis for teacher guidance during discussions after observation. The article concludes with the importance and areas of a school leader's professional development in the discussed field.

**Keywords:** school leader, leadership for learning, managing teacher performance, observation, professional development of school leader

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**Alojz Širec et al.**  
**Introduction of School Leader and Peer Observations in the Monitoring of Active Learning of Children and Students**

In recent time experts often discuss how to increase the activity of children within the education process in order to significantly increase learning efficiency. School leaders emphasise that certain teachers do know how to effectively motivate the activity of students, but seldom share their knowledge with peers. School leaders therefore considered how to assure the transfer of best practices and how to effectively assess the state of activity of students in their schools. A major obstacle
in this assessment is too few school leader’s observations. We decided to promote peer observations of teachers along with leaders’ observations in order to expand the monitoring of student activity. Monitoring instruments were prepared by teachers on the basis of a draft created within a project group and analysed together with the headteacher. The effect was quite promising. Peer observations were no longer carried out for their own sake (they became an integral part of the shared learning of staff and the headteacher). We believe that this will pave the way for implementation of further improvements in the learning process.

*Keywords:* student activity, observations, peer observations, transfer of good practices

**Peter Markič**

**Motivating Teachers and What the Assistant Headteacher Has to Do With It**

The article presents the main conclusions of the workshop on the roles and tasks of assistant headteachers in the motivation of teachers. The first part briefly introduces the theoretical background of motivation. Motivation is always the task of both the headteacher and the assistant and cannot be delegated to the assistant. The empirical part presents the main conclusions from the workshops. The assistants discussed their role in the motivation process. We also tried to find out how to motivate difficult teachers. The participants attended interviews in small groups and discussed the role of assistant headteachers as motivators of their fellow teachers. Assistant headteachers know that they have an important role in the motivation of their colleagues, as they are expected to be diplomats, psychologists, mediators and motivators. They strive for a positive working atmosphere and good interpersonal relationships, they listen to their colleagues, make sense of everyday activities and give advice. The best motivation is by their own practice.

*Keywords:* motivation, assistant headteachers, headteachers, positive psychology, difficult coworkers

**Vida Poglajen**

**Coaching as Support for Professional and Personal Development**

The article presents different kinds of coaching, particularly emphasizing peer coaching, which stands for support in personal and professional growth through mutual help within a staff. Our definition of coaching is based on theoretical work of Slovenian and foreign authors. We focus on the method and necessary skills and how they differ from other mechanisms for professional growth. Special emphasis is
given to asking coaching questions which are essential in the process. According to Barbara Gottesman we introduced five steps in the process of peer coaching and the way of placing it into the school environment. We continuously follow the interconnection of personal and professional growth of individuals with the professional growth of the entire staff. The last two chapters are a reflection on the actual implementation of coaching in present-day school. The question remains where and when the teachers as the ones who carry out the processes of learning should start acquainting themselves with the skills of the above mentioned method.

Keywords: coaching, peer coaching, teachers, personal development, professional development

**Freedom of Play and Playfulness in the Autonomy of Planning According to the Concept of ‘Play-Movement-Development’**

The purpose of this study is to introduce the concept of ‘Play-Movement-Development’ (PMD) and to analyze the opinions of the users of this concept to show the real possibility of its application in the kindergarten. The theory of the concept arose from the introduction of the Kindergarten Curriculum (1999) and is based on a child’s development, so its growth, maturation, experience and adaptation. It includes all the aspects of a child’s development and is based on the indivisible interconnection of development, movement and play. Between 2001 and 2013 the concept was applied in practice in 11 groups of the H. C. Andersen kindergarten. Using the causal experimentation method of pedagogical research (with extrospection and participation), its 12 years of implementation have show the concept to be completely effective. An analysis of the opinions of users has shown that the PMD-based study process allows them to carry out all global curricular goals while enabling learning before teaching and increasing the physical activity of children and educators. For a more consistent implementation of the concept, operators need more frequent training, especially on the knowledge and recognition of a child’s development.

Keywords: preschool children, play, movement, development, concept
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