

VODENJE

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Pogledi na vodenje

- 3 Pomembnost vodenja v mednarodnem projektu OECD
o inovativnih učnih okoljih
David Istance
- 25 Z ustreznimi pristopi do preoblikovanja alternativnih pojmovanj
Nataša Dolenc-Orbanić in Claudio Battelli
- 39 Elektronski listovnik učenca v vlogi spodbujanja razvoja kritičnega
mišljenja in ustvarjalnosti: predstavitev mednarodnega projekta Eufolio
Tanja Rupnik Vec in Sašo Stanojev
- 59 Finančno načrtovanje v javnem zavodu
Tatjana Horvat in Bernardka Žvoric
- 79 Profesionalni razvoj ravnateljev v zakonodajnih okvirih
Mihaela Zavašnik Arčnik in Ksenija Mihovar Globokar

Izmenjave

- 101 Šolski dan za učitelje: primer spodbujanja sodelovanja
članov učiteljskega zbora
Janja Zupančič
- 119 Vpeljava programa mednarodne mature v prizadevanju
za bolj kakovostno delo na šoli
Janez Šušteršič

- 131 **Abstracts**



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David Istance **The Prominence of Leadership in the International OECD Project ‘Innovating Learning Environments’**

This paper presents the framework developed in the Innovative Learning Environments project (ILE) and published in 2013. This discussion makes clear just how important is leadership within this framework especially that which is described as ‘learning leadership.’ The paper then goes on to summarise the key points made in a follow-up report produced by the ILE project specifically on learning leadership, which uses the prism of the interrogatives – Why? What? Who? Where? When? How? The paper concludes with a set of orientations which also concluded the second OECD/ILE report on leadership for 21st century learning.

Keywords: learning environments, innovation, formative organisations, learning leadership

VODENJE 1|2015: 3–24

Nataša Dolenc-Orbanić and Claudio Battelli **Using Appropriate Approaches for Reshaping Alternative Conceptualisations**

Learning is viewed as a dynamic process of changing, reconstructing and forming notions and concepts, which requires the teacher to know when and how students learn concepts, since it is the way they are taught that influences the way the students will understand, use and incorporate these concepts into their existing experience. It is inevitable that children often form the so-called alternative notions and concepts that are incomplete or even incorrect. At first, these emerge spontaneously from different personal experiences, but they also take shape in schools, especially due to inadequate explanations as provided by the teacher, and the professionally incorrect or misleading clarifications of concepts as they appear in study materials. Thusly formed conceptualisations are often deeply rooted, they present a great obstacle for learning, and frequently prove difficult to reshape by means of traditional teaching strategies. Conversely, by using modern teaching approaches aimed at active knowledge construction, students are provided with opportunities to abandon their alternative understandings and replace them with new ones that are closer to scientific truths. In regard to the issue under discussion, this article presents some specific cases of how and why such incorrect conceptualisations emerge and through what approaches they can be reshaped, since the concept shaping is one of the fundamental tasks of instruction.

Keywords: natural science classes, alternative understandings, constructivist approach

VODENJE 1|2015: 25–37

Tanja Rupnik
Vec and
Sašo Stanojev

Student's Electronic Portfolio in the Role of Promoting the Development of Critical Thinking and Creativity – The Presentation of the International EUfolio Project

This paper outlines how the e-learning environment, more specifically a student's developmental e-portfolio, can be used as a tool for encouraging critical thinking and creativity. The presented models are taking shape within the framework of the international EUfolio project (EU Classroom ePortfolios – EUfolio) where seven European countries collaborate as partners. Slovenia is represented by three institutions which, in addition to the National Education Institute that has been heading the project in fifteen pilot elementary and secondary schools, also include the Ministry of Education, Science and Sport, and the Educational Research Institute. Our umbrella research question, as seen from the perspective of participating teachers and formed within the Slovene pilot project, differs slightly from the umbrella question in other countries (Ireland, Lithuania, Cyprus) that are also introducing the e-portfolio in their schools, and reads as follows: 'How can I use the developmental e-portfolio to encourage the planning, monitoring and (self-)evaluation of knowledge and skills with my students?' This article seeks to show in greater detail the goals and working strategy of the project as well as the first evaluations or effects that the participation in this project has had on the teaching practice of participant teachers.

Keywords: e-portfolio, critical thinking, creativity, self-regulated learning

VODENJE 1|2015: 39–58

Tatjana Horvat
and Bernardka
Žvorc

Financial Planning in a Public Institute

The aim of this article is to present the legal frameworks that regulate the content of financial plans in public institutes in the field of education, and to investigate the content adequacy of financial plans by means of univariate and bivariate analyses in elementary schools. A financial plan is a financially weighted programme plan, or annual work plan, of a given public school. Drawing on legal frameworks, theoretical principles and good practice, it can be supposed what content could be considered adequate in such financial plans. The biggest problem is that, despite these frameworks being known, the content of financial plans still lacks in several schools. We carried out a study among the accountants of our elementary school sample in order to test our hypothesis that more than 51 per cent of elementary schools fail at creating a content-adequate financial plan. The hypothesis was tested with a chi-square test for the equality of proportions, and confirmed. Furthermore, the use of frameworks for drafting financial plans was analysed, and it was consequently determined that more

than 70 per cent of schools receive such guidelines from their founding municipalities, 22.4 per cent from the Ministry of Education, while more than one quarter of schools are not provided with guidelines from anyone.

Keywords: financial plan, planning, public institute, school

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Mihaela
Zavašnik Arčnik
and Ksenija
Mihovar
Globokar

Headteachers' Professional Development in the Framework of Regulation

Even though empirical research has regularly failed to prove a direct impact that the professional development of headteachers may have on student achievements, there is empirical evidence together with a wide consensus among researchers, practitioners and the designers of school policies that this professional development fosters the improvement of knowledge and skills among headteachers, which then indirectly contributes to a better and more efficient leadership of the faculty and, as a logical consequence, to teaching and learning in classrooms and student achievement. Headteachers' professional development serves several functions or purposes, the essence being the effect of the professional development that shows in the indicators of quality leadership and is visible in the development of the school. This paper outlines the profile of the professional development for headteachers from the perspective of Slovene regulation while, based on the examination of the legislation and on-topic discussion, it keeps looking for answers regarding the functions and periods of the professional development for headteachers. The discussion and conclusion already suggest certain challenges, which will have to be tackled in the future through joint efforts by the ministry, public institutions in the field of education, associations, unions and headteachers.

Keywords: headteacher, professional development, legislation, headship, leadership

VODENJE 1|2015: 79–99

Janja Zupančič

School Day for Teachers: A Case of Promoting Collaboration Among Teaching Faculty Members

Rather than being just a legal requirement, the continuing professional training of teachers and other education staff poses a need which goes hand in hand with professional responsibility. Training topics and forms differ based on the specifics of each individual school. The role of its leadership staff in developing the professionalism of its institution is therefore multilayered-strategic, visionary, motivational, organisational and interrelating-and cannot follow a uniform model.

Our paper presents a case of elementary school faculty training, which was designed as a simulation of a regular school day. Its topics corresponded with the school's priority goals and the current matter of interest. Classes were carried out by teachers for their co-workers. The model of this in-house training will be described in all its phases, from planning to organisation, implementation and evaluation. In addition, the views of both 'students' and 'teachers' will be recounted, and some recommendations for sustainable changes and long-term development will be put forth.

Keywords: in-house training, self-evaluation, priority goals, promoting collaboration

VODENJE 1|2015: 101–117

Janez Šušteršič

Introduction of the International Baccalaureate Programme as Part of Quality Improvement Efforts in a School

For a qualitative shift in the instruction process, it sometimes perhaps suffices for a school to join a worldwide community of schools that exercise a renown high-quality programme of education. Thanks to the favourable set of conditions and a brave decision made by the leadership at the right moment, two schools in Slovenia succeeded in doing just that a quarter of a century ago. They were admitted into the family of schools that have been carrying out the programme of International Baccalaureate. This programme represents a model of exercising high-quality external knowledge assessment. It should also be noted that the main goal of external testing lies in achieving an unbiased way of assessing students' knowledge that is as independent of teachers' subjective assessment as possible and less susceptible to external pressures for a higher grade, which often present themselves in the form of 'grade bargaining' by students or their parents. At the same time it provides important information on the basis of which, in connection with other criteria, essential decisions can be made when formulating requirements for accessing higher levels of education (from elementary school to high school or from high school to university), requirements for job applications, conditions for scholarship eligibility etc. In addition, I will briefly outline some areas where the implementation of the International Baccalaureate Programme has already influenced the general education curriculum in Slovenia either in terms of implementation or contents, and where opportunities for further improvements lie.

Keywords: International Baccalaureate, external examination, quality of learning and teaching, higher and standard levels

VODENJE 1|2015: 119–130