

VODENJE

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Uvodnik

Polona Peček

Šola za ravnateljce

Pred vami je tematska številka revije *Vodenje v vzgoji in izobraževanju*, ki je v celoti posvečena člankom z letošnjega znanstvenega posveta *Vodenje v vzgoji in izobraževanju: Udejanjanje inovativnih učnih okolij kot izziv vrtecev, šol in izobraževalnega sistema* (posvet je potekal 5. in 6. aprila 2016). Ker je bilo člankov letos izjemno veliko, bo tudi naslednja tematska številka posvečena isti temi. Upamo, da boste ravnatelji in ravnateljice v tem izjemno velikem številu praks učenja in poučevanja v inovativnih učnih okoljih lahko izbrali tiste, ki jih boste uporabili v svoji vsakodnevni praksi s strokovnimi delavci. Obenem se vsem avtorjem člankov zahvaljujem za trud.

Za leto 2017 načrtujemo izid revije, v kateri bomo objavili prispevke o strpnosti in sprejemanju drugačnosti, sodelovalnem dialogu med starši in strokovnimi delavci, usposabljanju strokovnih delavcev za vodenje strokovnih aktivov ter o novostih s področja zakonodaje.

Vsak s svojega zornega kota nam bosta dogajanje po svetu v zvezi z vodenjem predstavila tuja strokovnjaka Dave Harris in David Hall.

Želim vam prijetno branje in čim več uspešnega prenosa domačih in tujih praks v vaše vodenje.

- Mag. Polona Peček je predavateljica na Šoli za ravnateljce in glavna urednica revije *Vodenje*. polona.pecek@solazaravnateljce.si

Erna Žgur

Innovative Learning Environments: Opportunity and Chance (Also) for Employment of Individuals with Special Needs

This article presents the use of innovative learning environments for bringing together special needs students (SNS), school, crafts- and tradespeople. Cirius Vipava has been developing a model of learning environments representing the essence of the Vipava Valley. The students have been guided to engage in learning and work processes with craftspeople within the fields of wine production, cellaring, fruit farming, viticulture, grapevine nurseries, and hospitality industry. Our study has analysed fifty-five questionnaires responded to by the pupils, their mentors, and craftspeople. The results of the chi-square test and Spearman's rank correlation coefficient have shown that these students, their mentors, and craftspeople are happy with their work progress and new learning environments. The craftspeople have expressed their readiness for future collaboration regardless of any adaptations to the working process. Meanwhile, the special needs students hope for an increased participation in the external activities in which they have tried their hand at successfully. Innovative learning environments have shown that such guided employment of SNS is feasible and can be successful, as the students can get involved with the local community, form connections with both, the community as well as craftspeople, and broaden their interactive social network within the environment in which they go to school and live in. Through these new learning environments, the students were able to gain more practical knowledge and skills as well as positive, even employment-related experience.

Keywords: special needs students, innovative learning environment, local trades- and craftspeople

VODENJE 2|2016: 5–19

Mojca Kompara

The Bilingual Area of Slovene Istria as an Innovative Learning Environment for Improving the Level of Italian among Elementary School Pupils

Slovene Istria is a strategic region, a junction of two important and different cultures and worlds which, in the future, must be preserved and enabled every opportunity for quality coexistence and development. This article will reveal the diachronic and synchronic state of popularity, knowledge and grasp of the Italian language among elementary and grammar-school students in Slovene Istria. The data was gathered through interviews with Italian language teachers, by means of a study implemented among grammar-school students and their matura results, and based on a study carried out among adults. Attention will also be drawn to the current status of the Italian language

in Slovene Istria, and various alternatives to the rigid teaching process, hermetic learning environment and the classic way of teaching will be suggested. With the aid of the innovative learning environment and *Activity – Dejavnost* model, which is based on sustainable learning from life and for life, it is possible to foster learners' motivation for learning the Italian language and preserving bilingualism in Slovene Istria.

Keywords: bilingualism, Slovene Istria, Italian language, elementary school, grammar school

VODENJE 2|2016: 21–34

Tadej Rifel **Innovative Learning Environment through the Lens of Holistic Education**

Even though the concept of holistic education can prove to be a very generalised and abstract one, this article argues for this concept as a combination of physical, mental and spiritual dimensions of the human being. This poses the constant challenge of not seeing a young person in a one- or two-dimensional way only, and of ensuring that school success always derives from that person's happiness and contentment, not the opposite. To this end, catholic schools in Slovenia create a space where pupils and grammar-school students can assert their talents at several levels and can be successful in technical areas, sports, culture and art. In addition, these schools display a high level of empathy and openness for religious questions. A key role in this is played by educators and teachers who, in a number of fields, do not act as the traditional pedagogical authority anymore, but also as promoters and mentors for pupils and grammar-school students in achieving holistically designed goals. This article will discuss actual examples of holistic education and bring attention to its advantages.

Keywords: holistic education, catholic school, talent actualisation, pedagogical practice, school performance

VODENJE 2|2016: 35–49

Beatrika Jernejc **Cross-Curricular Orthography Classes: An Example of an Interactive Team Lesson**

Modern instruction is based on a competency approach and integrative curriculum which encourages collaborative learning. This article presents various types of cross-curricular connections and describes an example of an interactive team lesson, from its planning phase to evaluation. Within our *Enriched Foreign Language Learning* project,

the teachers of Slovene, German and English carried out an interactive team lesson on the topic of big and small capitals. We decided on several categories of big and small capital letters. As orthography is not a very popular topic among pupils, our lesson was designed in such a way as to allow the teachers to assume the role of coordinators, while the emphasis lay on the pupils' team work and their constant activity. Through comparative discussion in English and German, our pupils connected their knowledge and upgraded it. The preparation of dynamic lessons requires a lot of constructive collaboration among teachers and good planning. For pupils, these lessons have several advantages: they enable them a broader overview of the content under discussion, facilitate comparison, a faster knowledge recall, constant mental activity, and the exchange of communication roles, from that of an active listener to teacher.

Keywords: cross-curricular connectivity, collaborative teaching, interactive team class, group work, constant activity

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Rok Lipnik **Tablets in Mathematics Classes as an Innovative Learning Environment**

In the academic year 2015/2016, I gradually started introducing iPad tablet computers in mathematics classes at Celje-Center Grammar School. I have started with 32 tablets, which I use based on the interest of the teacher during regular classes due to the innovativeness of the approach. There are two mathematics teachers responsible for tablet computers at our school, and they carry out all the lessons with the tablets, either individually, as a team or in a team with the mathematics teacher of the given individual class. Through tablet computers, I have been developing an innovative learning environment and promoting motivation, while at the same time they have facilitated the supervision of students' progress for me. Where tablet computers are used during class, teacher and student roles change, with the teacher no longer being at the head of the class, as is typical of traditional classes, the students become independent and only need their teacher to assist. At the same time, classroom appearance changes, as the classic layout of desks and chairs is not required anymore nor desired. I will describe some typical examples of lessons using tablets and assess this kind of classes.

Keywords: tablet computer, innovative environment, motivation, modern approaches

VODENJE 2|2016: 69–82

Maja Mohorič
Naglič and
Darija Peternelj

Innovative Learning Environment: Our Challenge

Every week, we put our second-grade pupils in a learning situation that enabled them to work independently as well as in groups. In this, we followed the learning goals of the curriculum. The design of the learning situation encouraged engagement and enabled the pupils to follow their inner motivation in gaining new knowledge. This classroom project was designed in order to offer something new to our pupils. The initial goal was to develop mutual and inter-classroom collaboration and assistance. Gaining new knowledge was a secondary goal, since we built on the premise that pupils want to learn side by side with their peers and together with them, and by using different media. Our aim was to adapt the contents and forms of work to individuals' capabilities. Planning for this sort of work requires a clear definition of objectives, a definitive content plan and the drawing up of comprehensive work instructions. This is why a team approach among teachers is key. An interesting and broad area where our intent was to transfer the knowledge to students, was the exploration of the human body. The topic was divided into subtopics – processes occurring within the body. With every subtopic, the work was carried out following the same progression. The teachers directed and adapted the work, guided those pupils who had problems, encouraged them and observed. This approach deepened our professional work and development in our teaching profession. The most important realisation and the greatest affirmation for the organisation of our work was the high motivation that pupils showed for carrying out the class project, every week anew. The authors called the thus created learning environment an *Innovative Learning Environment*, because this is not the way classes are normally organised in our school.

Keywords: team work, innovative learning environment, mutual assistance

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Lina Faletič

Principles of Dalton Education in Practice

Following our visit to a school in Netherlands, where we were introduced to the Dalton Plan, we decided to include its basic principles into our classes. We view instruction differently now. The noise bothers us less as we realise that our pupils use most of their time discussing the subject matter. Classes are planned in a way that makes pupils assume responsibility for the results they achieve. We inform them what should be done and when, but then they are allowed to schedule their time on their own. This way, we have noticed that pupils are more motivated. We allow them to change rooms and carry out certain activities independently, without our supervision, outside their classrooms. This is how we gradually help them adapt to independent

work. This kind of methods are also very well suited to pupils with special needs. The principle of optionality was introduced in regard to additional professional assistance, and in turn reduced aversion to work. This article seeks to explain how the underlying principles of the Dalton Plan, such as responsibility, independence, freedom and cooperation, have been integrated into our work.

Keywords: Dalton Plan education, freedom, independence, responsibility learning

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