



Konferenca o šolskem svetovalnem delu

19. Prispevki strok za svetovalno delo v praksi

Zbornik povzetkov • Ljubljana, 23. in 24. avgust, 2018

Conference on the School Counselling Work
19. Contributions of Disciplines to the Counselling Work in Practice

Book of Abstracts • Ljubljana, 23rd and 24th August, 2018



Zavod
Republike
Slovenije
za šolstvo



Univerza v Ljubljani
Fakulteta za socialno delo



REPUBLIKA SLOVENIJA
Ministrstvo za izobraževanje,
Znanost in šport



EVROPSKA UNIJA
Evropski sklad
za regionalni razvoj
Kvaliteta v vsaki pripravi

Naslov in arhivirana Republika Slovenija in Evropska unija in Evropskega zveza logo ribiška

Konferenca o šolskem svetovalnem delu

19. Prispevki strok za svetovalno delo v praksi – Zbornik povzetkov

Organizator: Zavod Republike Slovenije za šolstvo

Soorganizatorja: Filozofska fakulteta, Oddelek za pedagogiko in andragogiko ter Oddelek za psihologijo in Fakulteta za socialno delo, Univerza v Ljubljani

Programski odbor konference/The program committee:

mag. Tanja Bezić, koordinatorica, Zavod RS za šolstvo
prof. dr. Sonja Pečjak, Filozofska fakulteta, Univerza v Ljubljani
doc. dr. Petra Gregorčič Mrvar, Filozofska fakulteta, Univerza v Ljubljani
doc. dr. Milko Poštrak, Fakulteta za socialno delo, Univerza v Ljubljani
izr. prof. dr. Lidija Magajna, Pedagoška fakulteta, Univerza v Ljubljani
izr. prof. dr. Marija Javornik Krečič, Filozofska fakulteta, Univerza v Mariboru
izr. prof. dr. Katja Košir, Pedagoška in Filozofska fakulteta, Univerza v Mariboru
izr. prof. dr. Mojca Kukanja Gabrijelčič, Pedagoška fakulteta, Univerza na Primorskem
prof. dr. Jurka Lepičnik Vodopivec, Pedagoška fakulteta, Univerza na Primorskem
izr. prof. dr. Irena Lesar, Pedagoška fakulteta, Univerza v Ljubljani
mag. Karmen Novak, Društvo šolskih svetovalnih delavcev Slovenije
doc. dr. Tomaž Vec, Pedagoška fakulteta, Univerza v Ljubljani
izr. prof. dr. Tina Vršnik Perše, Pedagoška fakulteta, Univerza v Mariboru
prof. dr. Darja Zorc Maver, Pedagoška fakulteta, Univerza v Ljubljani

Organizacijski odbor konference/The organizing committee:

mag. Tanja Bezić, koordinatorica, Zavod RS za šolstvo
mag. Cvetka Bizjak, namestnica koordinatorice, Zavod RS za šolstvo
mag. Tamara Malešević, namestnica koordinatorice, Zavod RS za šolstvo
doc. dr. Petra Gregorčič Mrvar, Filozofska fakulteta, Univerza v Ljubljani
doc. dr. Katja Jeznik, Filozofska fakulteta, Univerza v Ljubljani
prof. dr. Sonja Pečjak, Filozofska fakulteta, Univerza v Ljubljani
asist. dr. Tina Pirc, Filozofska fakulteta, Univerza v Ljubljani
doc. dr. Milko Poštrak, Fakulteta za socialno delo, Univerza v Ljubljani
asist. dr. Tadeja Kodele, Fakulteta za socialno delo, Univerza v Ljubljani

Urednici zbornika: mag. Tanja Bezić in mag. Tamara Malešević

Strokovni pregled: prispevki so bili strokovno pregledani

Jezikovni pregled: avtorji sami odgovarjajo za jezikovno pravilnost

Izdal in založil: Zavod Republike Slovenija za šolstvo

Predstavniki: dr. Vinko Logaj

Spletna izdaja
Ljubljana 2018
Publikacija ni plačljiva

Publikacija je objavljena na povezavi
www.zrss.si/pdf/zbornik-konference-o-solskem-svetovalnem-delu-2018.pdf

Kataložni zapis o publikaciji (CIP) pripravili v Narodni in univerzitetni knjižnici v Ljubljani

COBISS.SI-ID=296325376

ISBN 978-961-03-0419-7 (pdf)

UVODNIK / EDITORIAL	13
mag. Tanja Bezić	
VABLJENA PREDAVANJA / INVITED LECTURES	17
<u>Šolsko svetovanje v spreminjanju pedagoških paradig</u>	18
School Counselling in the Process of Changing of the Pedagogical Paradigms prof. dr. Zdenko Medveš	
<u>Znanost in stroka socialnega dela kot nosilca procesov soustvarjanja podpore in pomoči v šoli</u>	21
The Science and the Profession of Social Work Co-creating Processes of Support and Help in Schools prof. dr. Gabi Čačinovič Vogrinčič	
<u>Šolsko socialno delo na Švedskem in v Avstriji</u>	24
School Social Work in Sweden and Austria mag. Sandra Jensen	
<u>Šolska svetovalna služba danes: analiza rezultatov raziskave o vlogi svetovalne službe v šoli</u>	25
School Counselling Service Today: Analysis of the Research Results on the Role of the Counselling Service at the School dr. Petra Gregorčič Mrvar, dr. Katja Jeznik, dr. Jana Kalin, dr. Robi Kroflič, dr. Jasna Mažgon, dr. Marjeta Šarić in dr. Barbara Šteh	
<u>Psihologija v šolskem svetovalnem delu: Quo vadis?</u>	27
Psychology in School Counseling: Quo vadis? prof. dr. Sonja Pečjak	
<u>Sodelovanje med ravnateljem in šolsko svetovalno službo – priložnost, ki je pedagog ne sme prezreti</u>	30
Collaboration between the Principal and the School Counselling Service – the Opportunity the Pedagogue Shouldn't Overlook prof. dr. Metod Resman	
PLENARNA PREDAVANJA / PLENARY LECTURES	33
<u>Izzivi in priložnosti, ki jih nudi vzgojni načrt šolski svetovalni službi</u>	34
What Challenges and Opportunities does the Educational Plan Offer to the School Counselling Service dr. Silvo Šinkovec	

<u>Vloga svetovalne službe pri delu z otroki s posebnimi potrebami</u>	36
The Role of the School Counselling Service in Working with Children with Special Needs	
izr. prof. dr. Tina Vršnik Perše	
<u>Vloga šolskih svetovalnih služb pri uresničevanju ciljev Resolucije o nacionalnem programu duševnega zdravja 2018 – 2028</u>	38
The Role of School Counselling Service in Implementation of the Resolution of the National Mental Health Program 2018 – 2028	
dr. Marija Anderluh, Nuša Konec - Juričič, izr. prof. dr. Vesna Švab, red. prof. dr. Mojca Zvezdana Dernovšek in Jožica Maučec Zakotnik	
<u>Analiza stanja ter potreb in ovir na področju strokovnega povezovanja v svetovalnih službah</u>	41
Analysis of Professional Networking and Further Education Needs in Slovenian Educational Counselling	
Ajda Erjavec Bartolj	
<u>Pomen sodelovanja svetovalnega delavca in učitelja pri uresničevanju strategij formativnega spremljanja v preventivnih dejavnostih</u>	43
Significance of School Counselor and Teacher Collaboration while Implementing Formative Assessment Strategies for Prevention Work	
dr. Maja Šebjanič Oražem	
<u>Izvajanje preventivnih dejavnosti v srednji šoli</u>	46
Implementing Preventive Activities in Secondary School	
mag. Karmen Novak	
PREDAVANJA V SEKCIJAH / PAPER SESSIONS	49
<u>1. SEKCIJA</u>	
<u>VLOGE RAZLIČNIH PROFILOV DELAVCEV SVETOVALNE SLUŽBE VRTCA OZ. ŠOLE</u>	49
<u>Vloga pedagoga v šolski svetovalni službi</u>	50
The Role of Pedagogues in School Counselling Service	
dr. Petra Gregorčič Mrvar	
<u>Vloga socialne pedagogike v šolskem kontekstu</u>	52
The Role of Social Pedagogy in the School Context	
prof. dr. Darja Zorc Maver	
<u>Vloga socialne delavke v svetovalni službi v okviru pedagoškega trikotnika</u>	53
The Role of a Social Worker in the School Counselling Service within the Pedagogical Triangle	
doc. dr. Milko Poštrak	

Varovanje duševnega zdravja otrok in mladostnikov – vloga šolske svetovalne službe **55**

Protecting the Mental Health of Children and Adolescents – the Role of the School Counselling Service
dr. Mateja Hudoklin

2. SEKCIJA

VARNO UČNO OKOLJE IN DUŠEVNO ZDRAVJE **57**

Psihosocialni dejavniki viktimizacije in nasilnega vedenja: značilnosti na ravni razredov in učencev **58**

Psychosocial Factors of Victimization and Bullying Behavior: Classroom – and Individual – level Characteristics
izr. prof. dr. Katja Košir

Timsko delo pri vključevanju učencev s čustveno-vedenskimi težavami v novo okolje **60**

Team Work in the Inclusion of Students with Emotional-Behavioral Problems in a New Environment
Lina Faletič

Z dokazi podprti pristopi v skrbi za duševno zdravje otrok in mladostnikov v šolskem okolju **62**

Evidence-based Interventions in Mental Health Support for Children and Adolescents in School Settings
dr. Peter Janjušević

Skrb za duševno zdravje in dobrobit otrok in mladostnikov v šolskem okolju (predstavitev preliminarnih rezultatov raziskave) **64**

Provision of Mental Health and Well-being Support for Children and Adolescents in the School Setting (preliminary research results)
dr. Marko Kalan in dr. Peter Janjušević

3. SEKCIJA

SVETOVALNO DELO Z MLADOSTNIKI **67**

Pogled šolske psihologinje na perfekcionizem mladostnikov: raziskovalna in svetovalna perspektiva **68**

A School Psychologist's View of Adolescent's Perfectionism: a Research and Counseling Perspective
dr. Gordana Rostohar

Kako lahko ustrezna ciljna usmerjenost in voljno delovanje pospešijo doseganje ciljev v svetovanju **71**

How Can Appropriate Goal Orientation and Volition Action Accelerate Goal Achievement in Counselling Process
dr. Mojca Čerče

Filozofsko-psihološki klub: z diskusijo do znanja in veščin **74**

Philosophy and Psychology Club: Discussion as a Path to Gaining Knowledge and Skills
Sonja Čorić

Uporaba vrstniške mediacije v srednjih šolah **77**

Use of Peer Mediation in High Schools
Mateja Vogrinčič

4. SEKCIJA

SVETOVALNO DELO Z RAZREDNIKI IN ODDELČNO SKUPNOSTJO, KARIERNA ORIENTACIJA, NADARJENI UČENCI **79**

Delo šolskega pedagoga z razrednikom in oddelčno skupnostjo **80**

The Pedagogue's Work with the Class Teacher and the Class Community
prof. dr. Jana Kalin

Model kompetenčnega okvira za karierne svetovalce, zaposlene na osnovnih šolah **82**

Model of Competence Framework for Career Counsellors Employed at Basic Schools
dr. Nina Krmac in prof. dr. Jurka Lepičnik Vodopivec

Področje odkrivanja in dela z nadarjenimi učenci v luči šolskih svetovalnih služb **84**

The Field of Discovery and Work with Gifted Pupils in the Light of School Counseling Services
mag. Petra Drogenik

Vloga šolskega psihologa pri delu z nadarjenimi učenci osnovne šole v Srbiji **86**

The Role of School Psychologist in Working with the Gifted Students of Elementary School in Serbia
Milica Milojević

5. SEKCIJA

SVETOVALNA SLUŽBA IN UČENCI Z UČNIMI TEŽAVAMI 89

Kako izboljšati prepoznavanje in obravnavo specifičnih učnih težav: vloga šolske psihologije 90

How to Improve the Identification and Treatment of Learning Disabilities: the Role of School Psychology
doc. dr. Lidija Magajna

Vključevanje dijakinje z Aspergerjevim sindromom – prilagoditve v vzgojno-izobraževalnem procesu 93

Inclusion of One Student with Asperger's Syndrome – Adjustments in Educational Process
Špela Potočnik

Učenci z avtističnimi motnjami v osnovni šoli – izziv šolske svetovalne službe 95

Pupils with Autistic Spectrum Disorders in Primary School – a Challenge for School Counselling Services
Mojca Lalić

Dvojno izjemni učenci in njihove potrebe – model sodelovanja v strokovni skupini 98

The Twice-exceptional Students and their Needs – a Model of Collaboration in the School Professional Team
Biserka Lep

6. SEKCIJA

SVETOVALNO DELO V VRTCU 101

V pisanem svetu čustev in občutkov otrok – razvojno-preventivno delo svetovalnega delavca v vrtcu 102

In the Colourful World of Feelings and Emotions of the Children – the Developmental-preventive Work of the Counsellor in the Kindergarten
Anita Fartek

Evalvacija in samoevalvacija svetovalnega dela v Vrtcu Ptuj 105

Evaluation and Self-evaluation of Counselling Work in Kindergarten Ptuj
Katja Križ

Delovanje in izzivi regijskega aktiva svetovalnih delavcev v vrtcih vzhodne Slovenije 107

Activities and Challenges of the Regional Group of Counsellors in the Kindergartens from the Eastern Slovenia
Alenka Štadler, Polona Bizjak in Andreja Križan Lipnik

Večletno spremljanje otrok z odloženim všolanjem v Občini Črnomelj 110

Long-term Observation of Children with Deffered Entry in Community Črnomelj
Ivana Leko

7. SEKCIJA

PARTICIPACIJA UČENCEV Z UČNIMI TEŽAVAMI IN SODELOVANJE Z ZUNANJIMI USTANOVAMI **113**

Kako omogočati in spodbujati participacijo učencev v procesu reševanja njihovih učnih težav? **114**

How to Enable and Encourage Pupils' Participation in the Process of Solving their Learning Difficulties?

dr. Tadeja Kodele

Realni projekti kot priložnost, da dijaki s posebnimi potrebami pokažejo svojo nadarjenost **116**

Real Projects are Opportunities for Children with Special Needs to Show their Talents

Mateja Zorko Pavšar

Posvetovalnica za učence in starše v sodelovanju in soustvarjanju z vrtci, šolami in drugimi institucijami **119**

The Counselling Center for Children and Parents in the Cooperation with Kindergartens, Schools and Other Institutions

Mateja Petric

8. SEKCIJA

PERSPEKTIVE RAZVOJA SVETOVALNE SLUŽBE **123**

Socialno delo v šoli za nove priložnosti otrok in družin s številnimi izzivi **124**

Social Work at School for New Opportunities of Children and Families Facing Multiple Challenges

doc. dr. Nina Mešl

Novi izzivi šolskega svetovalnega dela v družbi 21. stoletja **127**

New Challenges in School Counseling in the Society of the 21st Century

dr. Ksenija Domiter Protner

Projekt »Šolsko svetovalno delo širi meje v skupnost« **129**

The Project "School Counselling Service Spreads its Boundaries into the Community"

mag. Damjana Govekar

Psihosocialna svetovalnica za študente na Pedagoški fakulteti v Ljubljani **131**

Psychosocial Counselling for Students at the Faculty of Education in Ljubljana

doc. dr. Tomaž Vec

9. SEKCIJA

INKLUZIJA IN DELO SVETOVALNE SLUŽBE **135**

Inkluzivna naravnost študentov pedagogike in andragogike **136**

Inclusive Orientation of Students of Pedagogy and Andragogy
doc. dr. Katja Jeznik, izr. prof. dr. Jasna Mažgon in izr. prof. dr. Klara Skubic Ermenc

Šolsko okolje, habitus in zdravje: analiza reprezentativnega vzorca slovenske mladine **138**

School Environment, Habitus and Health: Analysis of a Representative Study of Slovenian Youth
izr. prof. dr. Andrej Kirbiš, izr. prof. dr. Marija Javornik Krečič, doc. dr. Marina Tavčar Krajnc, asist. Tina Cupar, prof. dr. Darko Friš in doc. dr. Danijela Lahe

Programi Neverjetna leta za šole **141**

The Incredible Years Programs in Schools
Ana Buijišić, Ana Mirković, dr. Sue Evans in dr. Marija Anderluh

Razvoj socializacijske komponente celotnega oddelka skozi inkluzijo **144**

Development of the Socialization Component of the Entire Class Through Inclusion
Ester Mlaj

Komunikacija je ključ za doseg skupnega cilja **146**

Communication is the Key to Achieving Common Goal
Breda Vöröš

10. SEKCIJA

USTVARJALNI IN TERAPEVTSKI PRISTOPI V SVETOVALNEM DELU **149**

Izrazno-ustvarjalna sredstva v svetovalnem delu in otrokov glas **150**

Expressive-Creative Means in Counselling Work, and the Child's Voice
dr. Klavdija Kustec

Vključitev metode "Trauma Releasing Exercise" (TRE) v šolski prostor **153**

Implementation of Method "Trauma Releasing Exercise" (TRE) in School System
dr. Tjaša Stepišnik Perdih in Špela Potočnik

Čustveno opismenjevanje in učenje socialnih veščin s pomočjo delavnic transakcijske analize ter programa »Izštekani« **155**

Emotional Literacy and Learning of Social Skills Through the Transakcional Analysis Workshops and Program »Izštekani«
Irena Lukić

ŠOLSKA PREVENTIVA SKOZI PRAVLJICE **158**

School Prevention through Fairy Tales
Iris Kravanja Šorli

11. SEKCIJA

PROFESIONALNI RAZVOJ SVETOVALNEGA DELAVCA **161**

Kako lahko supervizija prispeva k večji kakovosti strokovnega dela pedagoških delavcev **162**

How Supervision Can Contribute to a Higher Quality of Professional Work of Teachers

dr. Brigita Rupar

Samorazvoj strokovnega/svetovalnega delavca s portfoliom **164**

Self-development of a Professional/Counsellor Worker with Portfolio

Andreja Križan Lipnik

Supervizirana praksa psihologov: sistem SUPER PSIHOLOG in pomen supervizije za psihologe začetnike **166**

Supervised Practice of Psychologists: The SUPER PSIHOLOG System and Importance of Supervision for Novice Psychologists

izr. prof. dr. Anja Podlesek

Etični standardi za šolske svetovalne delavce **169**

Ethical Standards for School Counsellors

Petra Železnik in Maja Kres

Do kod nas veže obligacija prizadevanja? **171**

How Long Need to Follow Obligation Strain?

mag. Vesna Starman

DELAVNICE / WORKSHOPS **173**

Podpora mladostnikom s travmatičnimi izkušnjami: uporaba kreativnih medijev **174**

Support for Adolescents with Traumatic Experiences: The Use of Creative Media

Ines Paravan

Primeri dejavnosti za razvijanje miselne naravnosti rasti pri učencih **177**

Examples of Activities for the Development of a Growth Mindset in Pupils

mag. Ines Celin

Umestitev mladoletnikov brez spremstva v slovenski šolski prostor in svetovalno delo z njimi **179**

Inclusion of the Unaccompanied Minors in Slovene Educational System and Counselling Work with Them

Katja Mlakar in Julija Opeka

<u>Šolska svetovalna služba in Koncept odkrivanja in dela z nadarjenimi učenci</u>	182
School Counselling Service and The Concept of Recognising and Working with Gifted and Talented Students mag. Tanja Bezić	
<u>Podpremo enega učenca, izboljšamo cel razred – mit ali resničnost?</u>	184
Support One Pupil, Improve Whole Class – Myth or Reality? Matejka Lovše	
<u>Svetovalno delo v vrtcu</u>	187
Counselling Service in Kindergarten mag. Tamara Malešević	
<u>Čuječnost v svetovalni in osebni praksi</u>	189
Mindfulness in Counselling and Personal Practice Ines Paravan	
<u>Sodobni izzivi psihologov v svetovalnih službah v vrtcih, osnovnih in srednjih šolah</u>	191
Modern Challenges of Psychologists in the Counselling Service in the Kindergartens, Primary and Secondary Schools mag. Barbara Stožir Curk, Nataša Fabjanči in red. prof. dr Sonja Pečjak	
<u>Intervizija – priložnost kontinuirane strokovne rasti in izboljševanja profesionalne samopodobe šolskega svetovalnega delavca</u>	193
Intervision – Opportunity for Continuous Professional Growth and Improvement of Professional Self-image of School Counsellor Helena Skarlovnik Casar	
<u>Samouravnavanje anksioznih čustev</u>	195
Self-regulation of Anxious Emotions mag. Cvetka Bizjak	

UVODNIK / Editorial

mag. Tanja Bezić

koordinatorica konference/Coordinator of the Conference

Zavod Republike Slovenije za šolstvo

tanja.bezic@zrss.si

Zavod RS za šolstvo že vse od leta 1999 dalje, po sprejemu Programskih smernic za delo svetovalne službe v slovenskem šolskem sistemu (za delo v vrtcih, osnovnih šolah, srednjih šolah, dijaških domovih in zavodih), vsako leto organizira posvete svetovalnih delavcev, na katerih obravnavamo aktualne znanstvene in strokovne novice za delo svetovalne službe v praksi. Vsakoletni posveti zato potekajo pod naslovom *Prispevki strok za svetovalno delo v praksi*.

Letošnji, že 19. posvet, smo zastavili kot konferenco o šolskem svetovalnem delu. Pobudo zanjo je oblikovala Področna razvojna skupina Zavoda RS za šolstvo za svetovalno delo v vrtcih šolah in domovih, v kateri poleg svetovalk zavoda, zadolženih za razvojno in svetovalno delo na področju svetovalnega dela v vrtcih, šolah in domovih, sodelujejo tudi profesorji fakultet, ki usposablajo bodoče svetovalne delavce, ter svetovalni delavci iz prakse.

Naša želja je bila, da ob 50. obletnici zaposlitve prvih timov svetovalnih delavcev v slovenskih osnovnih šolah osvetlimo in poglobljeno spregovorimo o sedanjem delovanju svetovalne službe v slovenskem šolskem sistemu, prav tako pa tudi o perspektivah njenega razvoja in delovanja v prihodnosti.

Med najpomembnejšimi razlogi za konferenco, ki bi celostno zaobjela sedanji in perspektivni položaj, vlogo in dejavnosti svetovalne službe, so najprej konceptualne novice v šolskem sistemu v zadnjih 20-ih letih, ki imajo pomemben vpliv tudi na delovanje svetovalne službe. Sem sodijo Koncept odkrivanja in dela z nadarjenimi, Koncept Učne težave, nove zakonske podlage za usmerjanje otrok s posebnimi potrebami, za oblikovanje vzgojnega načrta in samoevalvacijo dela vrtcev in šol, zakonske spremembe na področju preprečevanja nasilja med vrstniki in nasilja v družini, strokovne in politične usmeritve glede vključevanja otrok in mladostnikov priseljencev v šolski sistem, krepitev zavedanja o pomenu varnega in inkluzivnega učnega okolja in poosebljenja (personalizacije) vzgojno-izobraževalnega dela itd.; sledijo spoznanja strokovnih analiz in znanstvenih raziskav o posameznih vidikih delovanja svetovalne službe ter spoznanja, ki temeljijo na dolgoletnem neposrednem sodelovanju svetovalcev Zavoda Republike Slovenije za šolstvo s svetovalnimi delavci v praksi v okviru delovanja študijskih skupin, različnih razvojnih in razvojno-aplikativnih projektov ter izvajanja strokovnih konzultacij za vzgojno-izobraževalne ustanove in strokovne delavce in delavke.

Izjemno pomembna spodbuda za konferenco je bila odločitev Oddelka za pedagogiko in andragogiko Filozofske fakultete Univerze v Ljubljani, da sedanje delovanje svetovalne službe znanstveno in celovito prouči, pa tudi jasna in močna podpora Oddelka za psihologijo Filozofske fakultete in Fakultete za socialno delo. V organizacijski odbor nam je tako uspelo povezati Zavod RS za šolstvo in vse tri »prve fakultete«, ki so do pred dvajsetimi leti edine skrbele za dodiplomsko izobraževanje bodočih svetovalnih

delavcev in delavk, v programski odbor pa tudi vse »nove fakultete«, med katerimi ga nekatere izvajajo komaj zadnja leta. Konferenco je podprlo tudi Ministrstvo RS za izobraževanje, znanost in šport v okviru ESS projekta Inovativni javni zavod.

Na povabilo za prispevke na konferenci se je odzvalo več kot 80 strokovnjakov – profesorjev fakultet, svetovalcev Zavoda RS za šolstvo, svetovalnih delavcev praktikov, strokovnjakov svetovalnih centrov in strokovnjakov zdravstvenega sektorja.

Programski odbor konference je potrdil namene in cilje konference ter oblike dela.

Temeljni namen konference je, da profesorji matičnih fakultet, zavodovi svetovalci, svetovalni delavci iz prakse in drugi zainteresirani strokovnjaki kritično ovrednotijo sedanje delovanje svetovalne službe in kompetence različnih strokovnih profilov svetovalnih delavcev za izvajanje svetovalnega dela v skladu s Programskimi smernicami za delo svetovalne službe (MIZŠ, 1999). Še predvsem smo se namenili ovrednotiti kompetence različnih profilov svetovalnih delavcev za njihovo uspešno sistemsko zasnovano, razvojno naravnano in preventivno delo ter za soustvarjanje spodbudnega učnega okolja za vsakega otroka, učenca oz. dijaka; poleg omenjenega pa še predvsem prepoznati kompetence svetovalnih delavcev, ki bodo potrebne za uspešno delovanje svetovalne službe v prihodnosti ter spoznati primere kakovostne inovativne prakse delovanja šolske svetovalne službe tako v Sloveniji kot tudi zunaj naših meja.

Naši cilji so bili, da na osnovi znanstveno raziskovalnih in strokovnih spoznanj

- kritično ovrednotimo kompetence različnih strokovnih profilov svetovalnih delavcev za uspešno razvojno in preventivno delo na nivoju vrtca oz. šole ter za soustvarjanje spodbudnega učnega okolja za vsakega otroka oz. učenca;
- *identificiramo* potrebne nove kompetence svetovalnih delavcev za uspešno delovanje svetovalne službe v vrtcu oz. šoli v prihodnosti;
- *spoznamo* primere inovativne prakse delovanja šolske svetovalne službe v Sloveniji in tujini ter oblikujemo predloge za njihovo promocijo in morebitno sistemsko umestitev.

Za okroglo mizo smo si za razpravo z različnimi deležniki postavili cilj spregovoriti o tem, kako povečati usklajenost pričakovanj svetovalnih delavcev in drugih deležnikov (vodstvenih delavcev, učiteljev, staršev, učencev in dijakov) o prioriteth dejavnostih, vsebinskih področjih ter nalogah svetovalne službe, kako izboljšati sodelovanje svetovalne službe z vsemi deležniki in okrepiti razvojno in preventivno vlogo svetovalne službe ter kako na sploh zmanjšati delež upravno-administrativnih nalog vrtcev in šol oz. kako razbremeniti s temi nalogami tudi svetovalne delavce. K razpravi smo povabili predstavnike MIZŠ, vodstva Zavoda RS za šolstvo, Društva ŠSD Slovenije, Šolo za ravnatelje ter združenja staršev, učiteljev in dijakov pa tudi predstavnike strokovnih sekcij in društev, katerih člani so svetovalni delavci.

Želimo, da bi zaključki konference postali pomembno izhodišče za nadaljnji razvoj svetovalne službe v Sloveniji in za razvoj študijskih programov, stalnega strokovnega izobraževanja ter za oblikovanje predlogov sistemskih izboljšav za še bolj uspešno delovanje svetovalne službe v našem šolskem sistemu.

Vsem članom programskega in organizacijskega odbora ter vsem aktivnim udeležencem se za njihovo nenadomestljiv prispevek še posebej zahvaljujemo.

Editorial

Since 1999, after the adoption of the Program Guidelines for the Work of the School Counselling Service in the Slovenian School System (for work in kindergartens, primary schools, secondary schools, student dormitories and specialized institutions for children with special educational needs), every year the National Education Institute Slovenia has been organizing conferences for school counselors, where we discuss current scientific and professional knowledge for the work of the school counselling service in practice. Therefore, annual professional meetings are going to take place under the title – The Contributions of the Disciplines to the Counselling work in practice.

This year's 19th Contributions were set up as a Conference on the School counselling work. The initiative was given by The Developmental Group of the National Education Institute Slovenia for the School counselling work, which represents institute's advisors, academics, and counsellors in practice.

On the occasion of the 50th anniversary of the employment of the first teams of counsellors in Slovene primary schools we wished to highlight and to have an in-depth discussion about the current functioning of the School counselling service in the Slovene school system, as well as the perspectives of its development and operation in the future.

Among the most important reasons for the conference - which would comprehensively cover the current and perspective position, the role and activities of the counselling service - are the new concepts in our school system in the last 20 years, which have a significant impact on the functioning of the counselling service - the concept of recognizing and working with gifted and talented students, the concept of learning difficulties, the new legal basis for guiding the children with special educational needs, the school educational plan, self-evaluation of the kindergartens and schools, changes of legislation in the field of peer and domestic violence, professional guidelines and political directives on the integration of immigrants' children and adolescents into the school system, strengthening of awareness of the importance of a safe and inclusive learning environment and the personalization of educational work, etc.. Followed by the findings of expert analyzes and scientific research on the specific aspects of the counselling service's functioning, and insights based on the long-standing cooperation of the National Education Institute's advisers with the counselors in practice - in the framework of study groups, various developmental and applicative development projects and consultations for educational institutions and school staff.

A very important incentive for the Conference was a decision of the Department of Educational Sciences of the Faculty of Arts of the University of Ljubljana to make a scientific research about the current functioning of the counselling service, as well as clear and strong support from the Department of Psychology at the Faculty of Arts and the Faculty of Social Work. The Organizational committee thus managed to connect the National Education Institute Slovenia and *all three "first Faculties"*, which until twenty years ago took care of undergraduate study programs for future school counsellors. But The Program committee involved also the *representatives from all the "new Faculties"*, among which some are only implementing the relevant programs in the last few years. The conference was also supported by the Ministry of Education, Science and Sport of the Republic of Slovenia in the framework of the ESS project - Innovative Public Institute.

More than 80 professionals – academics, advisors of the National Education Institute Slovenia, counselors in practice, experts from the Counselling centers and experts from the health sector - *responded to the invitation for their contribution* at the Conference. The Conference Program Committee confirmed the purposes and objectives of the Conference and the forms of work.

The main purpose of the Conference was that academics of the relevant faculties, advisers of the National Education Institute, counselors in practice and other interested experts critically evaluate the current functioning of the school counselling service and the competencies of various professional profiles of school counselors for the implementation of counseling work in accordance with the Program Guidelines for the Work of the Counselling Service in the Slovene School system (Ministry of Education, 1999). In particular, we aimed to evaluate the competencies of various profiles of counselors for their successful systematic and focused developmental and prevention work and for the co-creation of a stimulating learning environment for each child, student. In addition, the purpose was the recognition of the competencies of counsellors that will be essential for the successful operation of the school counselling service in the future, and to learn about the examples of high-quality innovative practice of the school counseling service both in Slovenia and beyond our borders.

Based on scientific research and professional knowledge we have set the following goals:

- *to critically evaluate the competencies of various professional profiles of counselors for successful developmental and preventive work at the level of kindergarten or school and for co-creation of a stimulating learning environment for each child or student,*
- *to identify the necessary new competences of counselors for the successful functioning of the service in kindergarten or school in the future,*
- *to learn about examples of innovative practice in the functioning of the school counseling service in Slovenia and abroad, and to formulate proposals for their promotion and possible systemic placement.*

At the round table we discussed how to increase the consistency of the expectations of counselors and other participants (managers, teachers, parents, pupils and students) about priority of activities, content areas and tasks of the counselling service, how to improve the cooperation of the service with all the participants, and strengthen the developmental and preventive role of the service, and how to reduce the amount of administrative tasks of kindergartens and schools, and thus relieve the counselors of at least some time-consuming tasks. The representatives of the Ministry of Education, Science and Sport, the National Education Institute Slovenia, the National School for Leadership and Education, the Association of School Counsellors Slovenia and other non-governmental associations of parents, teachers, students and professional societies whose members are school counsellors - were invited to the discussion.

We strongly desire, that the Conclusions of the Conference become one of the important foundations for further development of school counselling work in Slovenia, for the development of study programs, lifelong professional education, proposals for systematic improvements, and for even more effective functioning of the School counselling service in our school system.

We thank all the members of the Program and Organizing Committee and all participants. We especially thank the invited lecturers and all presenters for their irreplaceable contribution to the conference.

**VABLJENA PREDAVANJA /
Invited Lectures**

Šolsko svetovanje v spreminjanju pedagoških paradigem

School Counselling in the Process of Changing of the Pedagogical Paradigms

prof. dr. Zdenko Medveš

Oddelek za pedagogiko in andragogiko, Filozofska fakulteta,
Univerza v Ljubljani

zdenko.medves@guest.arnes.si

Povzetek

Razvoj šolskega svetovalnega dela v Sloveniji na svojstven način osvetljuje njegova umestitev v spreminjanje pedagoških paradigem dobrih zadnjih sedemdeset let. Začetek šolskega svetovanja, zlasti mladostnikom v 60-ih letih prejšnjega stoletja, naslanja dr. Franc Pediček na duhoslovno pedagoško paradigmo in humanistično psihologijo, ki je kot težišče svetovalnega dela izpostavljala predvsem individualno svetovanje.

V drugi razvojni fazi, zadnjih trideset let prejšnjega stoletja, se je kot podlaga šolskega svetovalnega dela uveljavljala socialno kritična pedagoška paradigma. V ospredje je postavljena skupnost in temeljne vrednote šolske pravičnosti, kar se je kazalo v osrednjih ciljih ključnih akcij šolske svetovalne službe. Težišče je bilo na razvijanju šole kot celostnega socialnega organizma. Empirični rezultati najboljšežnejših ter strokovno najbolj utemeljenih akcij svetovalne službe (povezane z ugotavljanjem šolske zrelosti ali poklicnih interesov) so bili v večji meri namenjeni snovanju organiziranosti šole kot celote (načrtovanje življenja in dela, sprejem šolskih novincev, normalizacija razredov, oddelkov, poklicno svetovanje in usmerjanje) in komajda kaj neposredni organizaciji pouka, učenja ali kot pomoč učiteljem v vzgoji. Aktivnost šolske svetovalne službe je bila bolj v pomoč pedagoškemu vodenju šole kot učiteljem.

Danes je aktualen obrat k reformski pedagoški paradigmi, ki se v pedagogiki napoveduje že proti koncu prejšnjega stoletja. Izziv izhaja iz systemske teorije, ki na vseh področju, tako v pouku in učenju kot v vzgoji, postavlja v ospredje paradigmo konstruktivizma. Systemska teorija na eni strani razume šolo kot sistem, ki lahko uspešno deluje le kot avtopoetični, samoreferenčen sistem, torej samoorganizirano (samoevalvacija). Še močnejši izziv izhaja iz teze, da je tudi posameznik/otrok samoreferenčni sistem. Otrok je medij vzgoje. To ne pomeni nadaljevanja ali obnavljanje pedocentristične ali na otroka usmerjene pedagogike, ki so jo v prejšnjem stoletju in jo še uveljavljajo alternativne oblike šolanja. Otrok/mladostnik je razumljen kot socialni subjekt in lahko sebe razvija in nadgrajuje samo v procesu komunikacije. Vzgoja je komunikacija.

Postavitve komunikacije kot osnovne pedagoške strategije v šoli je ob prodoru socialno-konstruktivistične smeri reformske pedagogike ključna naloga. Tudi šolske svetovalne službe. Reformska paradigma premika težišče delovanja iz šole kot celote na učence/dijake v procesih: v pouku, v učenju, v vzgoji. Razvoj pedagoške strategije

komunikacije postavlja šolski svetovalni službi tri nova delovna težišča: konceptualizacijo vzgoje, kakovost šole, inkluzijo. Na to bo osredotočeno naše nadaljnje razmišljanje.

Ključne besede: šolsko svetovalno delo, pedagoške paradigme, pedagoška strategija komunikacije

Abstract

The development of the school counselling service in Slovenia has shed light on its position in the ever changing pedagogical paradigms for the last seventy years. Dr. Franc Pediček connects the beginning of the school counselling especially to adolescents in the 60s of the previous century to the cultural pedagogy paradigm and the humanistic psychology which highlight the individual counselling as the focus of the counselling service.

In the second developmental phase, during the last thirty years of the previous century, the social critical pedagogy paradigm established itself as the foundation of the school counselling. It has put at the forefront the community and the fundamental values of the educational justice, both clearly visible in the key objectives of the school counselling service operations. The central point was the development of school as the wholesome social body.

The empirical results of the most comprehensive and professionally most founded operations of the counselling service (connections between school maturity and the professional/vocational interests) were mostly dedicated to the creation of the school organisation as a whole (planning, welcoming novice students, class formation in view of gender distribution, social background etc., job counselling) and hardly had anything to do with the organisation of instruction, learning or as a support to teachers in education. The school counselling service mostly supported the pedagogical leadership and not so much the teachers.

Nowadays there is a tendency towards the reform pedagogy paradigm which could be traced by the end of the previous century. The challenge has its roots in the systemic theory which puts forward the constructivism in instruction and learning i.e. education as such. The systemic theory understands school as a system which can succeed as self-reference system (self-evaluation). The thesis, that also an individual/child is a self-reference system is even more challenging. A child is the upbringing media. That does not refer to the pedocentric or child centred pedagogy used in alternative education in the previous century and up until now. A child/adolescent is understood as social subject who can develop only via communication. The upbringing is communication.

With the social constructivist line of the reform pedagogy, establishing communication as the fundamental pedagogical strategy in school has become the key task, not only for school but for the school counselling service as well. The reform pedagogy shifts what happens at school as a whole to the students in different processes: when in class or learning and in upbringing. The development of the pedagogical communication strategy defines three new fields of work for the school counselling service: the conceptualisation of the upbringing, the school quality, inclusion. This is going to be the focus of our further considerations.

Keywords: school counselling service, pedagogy paradigms, pedagogical communication strategy

Temeljni viri / References

Halder, V. (2012). Autopoesis anders verstanden. Zur Rezeption der Luhmanschen Systemtheorie in der Pädagogik, Zeitschrift für Pädagogik, Jahrgang 58, Heft 3, str. 340–353)

Luhmann, N.(1987). Strukturelle Defizite. Bemerkungen zur systemtheoretischen Analyse des Erziehungswesens. In J.Oelkers &H.-E.Tenorth (Hrsg.), Pädagogik, Erziehungswissenschaft und Systemtheorie (S.57-75). Weinheim/Basel:BeltzVerlag

Medveš, Z. (2018). Vzgoja med etičnim diskurzom in zdravo pametjo. V: Sodobna pedagogika, letnik 69, št. 1, str. 44– 70.

Medveš, Z. (2017). Inkluzija je tema obče pedagogike – pedagoški diskurz Vinka Skalarja. V: Socialna pedagogika, letnik 21, št. 01– 02, str. 3– 24:

Znanost in stroka socialnega dela kot nosilca procesov soustvarjanja podpore in pomoči v šoli

The Science and the Profession of Social Work Co-creating Processes of Support and Help in Schools

prof. dr. Gabi Čacinovič Vogrinčič

Fakulteta za socialno delo, Univerza v Ljubljani

gabi.cacinovicvogrincic@fsd.uni-lj.si

Povzetek

Predmet socialnega dela je soustvarjanje rešitev za kompleksne psihosocialne probleme, so procesi soustvarjanja pomoči in podpore na vseh ravneh življenja – na mikro-, mezo- in makro ravni. Naše znanstveno delo je vedno zajemalo dva kompleksna delovna sklopa. V prvega sodi raziskovanje značilnosti družbenih problemov, družbenega razvoja in značilnosti psihosocialnih problemov ljudi, obstoječih družbenih institucij, politike in socialne politike, značilnosti pravnega reda. Za razvoj naše znanosti je ključen drugi sklop: raziskovanje procesov pomoči, kako definiramo pomoč v socialnem delu, kaj je posebnost in edinstvenost procesov pomoči socialnega dela.

V šolskem prostoru to pomeni, da je delež in dolžnost socialnega dela, da vzpostavi in varuje procese podpore in pomoči na način, da je spoštljiv in odgovoren zaveznik vseh – učencev, učiteljev, staršev v šolski skupnosti. V jeziku socialnega dela pravimo, da v delovnem odnosu soustvarjamo edinstvene projekte pomoči, ki povežejo vse v soustvarjanju rešitev v šolski skupnosti. Še posebej je pomembna socialno delovna opora družini in družine otroku.

Socialno delo v šoli prispeva k temu, da se stiske in neuspehi, ki jih povzročijo revščina, neprijazno socialno okolje, pritiski in zahteve šole ali nemoč družine, reševali tam, kjer so ključni viri pomoči v okolju: to so v procesu socialnega dela soustvarjene spremembe, ki sežejo od dela z družino do sodelovanja z učitelji za nove oblike pomoči v razredu.

Raziskave kažejo, da se vedno več otrok in njihovih družin sooča s socialnimi stiskami in nemočjo družine, da otrokom učinkovito pomaga pri učenju. Ti učenci so usodno odvisni od podpore in pomoči v šoli, a je ne dobijo na način, da bi mogli stopati vštric z vrstniki. Zdi se, da stiske, ki jih povzročajo socialni problemi učencev, v šoli niso prepoznane, še več, v šoli so nevidne. Kot so nevidne stiske učencev, ki se lomijo pod nesmiselnimi bremenitvami in pritiski šole. Učne težave in stiske učencev se vedno bolj pogosto definirajo kot osebna krivda in odgovornost, vedno več je ukrepov, ki sodijo v ozek medicinski model.

Odlična javna šola je eden od temeljev socialne države. V šolo pride vsak otrok, v sodelovanje so povabljeni vsi starši, zato je tako pomembno, da prav šola zagotovi izkušnjo sodelovanja, izkušnjo soustvarjanja v učeči se skupnosti, ki nikogar ne izključi. Preprečiti moramo, da se v šoli, ki mora vsakemu otroku zagotoviti dobre pogoje za uspešno učenje in ustvarjalni razvoj, začne izključevanje. V šolski svetovalni službi se

moramo odločno zavzeti za to, da revščina ne bo razslojevala in izključevala cele skupine otrok, saj se to že dogaja.

Socialno delo v šolski svetovalni službo ima dve ključni nalogi: 1. Intenzivna skrb v projektih reševanja socialnih problemov otrok in družin na način, da v delovnem odnosu in edinstvenih projektih pomoči v šoli dobijo učinkovito pomoč za uspešno učenje in vključenost v učečo se skupnost. V konceptu soustvarjanja najdemo odgovor na vprašanje, kako zagotoviti učencem in učiteljem šole, v kateri jim bo dobro biti: to je šola, ki je od vseh, šola, v kateri vsak učenec napreduje po svoji edinstveni pot pri učenju in pridobivanju znanja. Soustvarjanje je možno v šoli, kjer so učitelji spoštljivi in odgovorni zavezniki učenca na način, da se mu pridružijo kot ekspertu iz izkušenj v odprtih pogovorih, kjer se slišijo vsi glasovi. Tudi glas učenca, ki je pogosto preslišan. In tu smo že pri drugi nalogi: 2. Soustvarjanje odlične javne šole, a drugačne šole. Potrebujemo šole, ki gradijo na viziji, da je lahko vsak učenec uspešen v šoli, ki je od vseh.

Ključne besede: znanost in stroka socialnega dela, soustvarjanje procesov podpore in pomoči, socialno delo z družino, spoštljiv in odgovoren zaveznik, ekspert iz izkušenj, delovni odnos, edinstveni delovni projekt učenja

Abstract:

We define help and support in social work as a co-creating process where the social worker acts as an appreciative and accountable ally, connecting all the involved in solutions - teachers, students, parents, the school community. In the language of social work we say: they all are experts in experience in the working relationship where we co-create individual projects of help.

In school the focus of social work is on children and multichallenged families, on complex social problems as poverty, unemployment, social exclusion. The crucial problem is that those families are unable to support their children in their school work, so they depend entirely on the support in school. But schools don't provide support enough to substitute the lack of help in families in the way to enable students for equal success in the learning community. Social problems, poverty, family problems, seem to be unrecognised as important factors for failure and severe stress. Unrecognised and invisible. Learning difficulties are recognized and defined as individual responsibility, help doesn't include co-creating changes in the social environment from social work with families to co-creating new ways of help in the classroom. It is extremely important that social work contributes in activating all the needed and available resources in the social network.

An excellent public school is the base for a social state. Every child comes to school, every parent is invited to cooperate so it is extremely important to guarantee the experience of good cooperation and successful learning for every single child. We can't allow public schools to exclude and differentiate. Research shows that this is already happening.

Social work in school has two basic tasks. Task number one is intensive help and support in co-creating solutions for social problems of children and families establishing working relationships and individual working project for successful learning and inclusion. In the concept of co-creation there is the answer to the question, how to build schools where every single child can grow in knowledge and

creativity on his unique way, That are schools where teachers are appreciative and accountable allies of the child, the expert on experience, who has a voice that is heard. Task number two is to contribute creating excellent public schools, schools based on the paradigm and the vision that every child can be successful in schools that belong to them all.

Keywords: science and profession of social work, co-creating processes of help and support, social work with families, appreciative and accountable ally, the working relationship, individual project of help

Temeljni viri / References

- Čačinovič Vogrinčič, G. (2002), Koncept delovnega odnosa v socialnem delu. Socialno delo, 41 (2): 91–97.
- Čačinovič Vogrinčič, G. (2006), Socialno delo z družino. Ljubljana. Fakulteta za socialno delo.
- Čačinovič Vogrinčič, G. (2008), Soustvarjanje v šoli: učenje kot pogovor. Ljubljana: Zavod Republike Slovenije za šolstvo, Ministrstvo za šolstvo in šport, Zavod RS za šolstvo.
- Čačinovič Vogrinčič, G. (2010), Soustvarjanje v delovnem odnosu: izvirni delovni projekt pomoči. V: Šugman Bohinc, L. (ur.) Učenci z učnimi težavami, Izvirni delovni projekt pomoči. Ljubljana: Fakulteta za socialno delo, Ministrstvo za šolstvo in šport.
- Čačinovič Vogrinčič, G. (2013) Spoštovanje otroštva. V: Kodele, T., Mešl, N. Otrokov glas v procesu učenja in pomoči. Ljubljana: zavod RS za šolstvo.
- Kodele, T., Mešl, N. (2013), (ur.), Otrokov glas v procesu učenja in pomoči. Ljubljana: Zavod RS za šolstvo.
- Koncept dela Učne težave, programski svet Republike Slovenije (2007). Ljubljana: Ministrstvo za šolstvo in šport. Zavod RS za šolstvo.
- Lozman, T. (2009), Respecting Childhood. London: Continuum.
- Magajna, L. et. al (2008) Učne težave v osnovni šoli, problemi, perspektive, priporočila. Ljubljana: Zavod RS za šolstvo.
- Šugman Bohinc, L. (ur.) (2011), Učenci z učnimi težavami, Izvirni delovni projekt pomoči. Ljubljana: Ministrstvo za šolstvo in šport, Fakulteta za socialno delo.

Šolsko socialno delo na Švedskem in v Avstriji

School Social Work in Sweden and Austria

mag. Sandra Jensen

ISOP Schulsozialarbeit – Innovative Sozialprojekte GmbH, Graz, Avstrija

sandra.jensen@isop.at

Povzetek

V predstavitvi Sandre Jensen (rojena na Švedskem, v Avstriji živi in dela že skoraj 20 let) bo prikazano švedsko in avstrijsko šolsko socialno delo. Švedska ima dolgoletno zgodovino delovanja šolskih svetovalcev, saj se je to delo pričelo že v štiridesetih letih prejšnjega stoletja, medtem ko je Avstrija šele na začetku, saj se je delo šolskih svetovalcev pričelo šele pred približno 20-timi leti. Na Švedskem morajo imeti dostop do šolskih svetovalcev vsi učenci. Šolski svetovalci so tam del zdravstvenega tima in so odgovorni za večjo ozaveščenost o socialnih vprašanjih na šoli – na individualni, skupinski in organizacijski ravni. V Avstriji ima le okoli 15 % šol vzpostavljeno šolsko socialno delo, ki pa se med avstrijskimi deželami tudi razlikuje. V tej predstavitvi bo posebna pozornost namenjena delovanju šolskega socialnega dela na avstrijskem Štajerskem.

Razprava bo usmerjena tudi v predstavitev podobnosti in razlik v delovanju šolskih svetovalcev na Švedskem in v Avstriji ter nekaterim drugim pomembnim vprašanjem.

Ključne besede: šolsko socialno delo, Švedska, Avstrija, zdravstveni tim šole, svetovanje

Abstract

In the presentation by Sandra Jensen (born in Sweden, living in Austria since almost 20 years) the Swedish and the Austrian school social work will be presented. Sweden has a long history of School counselors going back to the 1940ies, whereas Austria is only in the beginning with a history of about 20 years. In Sweden all pupils should have access to school counselors, who are part of the school health team and responsible for creating a greater awareness of the social issues at school at individual, group and organizational levels. In Austria only about 15 % of the schools have school social work, which also differ throughout Austria. The focus of the Austrian school counselling in this presentation is Styria.

What are the similarities and differences in the two countries in regard of school counsellors? This and other questions will be discussed.

Keywords: school social work, Sweden, Austria, school health team, counselling

Temeljni viri / References

Akademikerförbundet SSR (2015), Policy för skolkuratorer, Kalmar
Marterer Michaela (Hrsg.) (2012), Schulsozialarbeit in Österreich – Status, wischenbilanz und Perspektiven, Graz,
Wien akademssr.se/yrkesfragor/socionom/skolkurator [24. 5. 2018]
www.ogsa.at/arbeitsgemeinschaften/ag-chulsozialarbeit/[24. 5. 2018]
www.psykologiguiden.se/rad-och-fakta/forskola-och-skola/skola/elevhalsan/skolkuratorn [24.5.2018]
www.skolkurator.nu/ [24. 5. 2018]

Šolska svetovalna služba danes: analiza rezultatov raziskave o vlogi svetovalne službe v šoli

School Counselling Service Today: Analysis of the Research Results on the Role of the Counselling Service at the School

dr. Petra Gregorčič Mrvar, dr. Katja Jeznik, dr. Jana Kalin, dr. Robi Kroflič, dr. Jasna Mažgon, dr. Marjeta Šarić in dr. Barbara Šteh

Filozofska fakulteta Univerze v Ljubljani,

Oddelek za pedagogiko in andragogiko

Petra.GregorcicMrvar@ff.uni-lj.si

Povzetek

Koncept šolskega svetovalnega dela, kot je danes uveljavljen pri nas, se je začel oblikovati v drugi polovici 60. let prejšnjega stoletja. Letos obeležujemo 50. obletnico zaposlitve prvih timov svetovalnih delavcev v šolah. Temeljni konceptualni dokument za šolsko svetovalno delo predstavljajo Programske smernice za delo svetovalne službe, ki so bile v maju 1999 potrjene na Strokovnem svetu RS za splošno izobraževanje in veljajo še danes. Kljub dolgi tradiciji šolske svetovalne službe v Sloveniji je bilo narejenih le nekaj reprezentativnih empiričnih raziskav o njenem delovanju. Opravljene raziskave, podobno kot tudi praksa delovanja svetovalne službe, kažejo, da je svetovalna služba pomemben sestavni del vsake šole oz. vrtca. Prav tako pa kažejo, da z novimi šolsko konceptualnimi in sistemskimi rešitvami svetovalna služba doživlja vrsto sprememb, ki vplivajo na njeno delovanje in delovanje posameznih profilov v njej. Zaradi pomanjkanja raziskav o delovanju svetovalne službe in navkljub zavesti, da vsega ni mogoče proučiti, smo se lotili raziskave, da bi to vrzel vsaj delno zapolnili.

Raziskavo smo izvedli v začetku leta 2018, v vzorec pa smo vključili šolske svetovalne delavce, učence, dijake, učitelje, ravnatelje in starše osnovnih ter srednjih šol. Zanimalo nas je, kako svetovalna služba danes deluje v šolskem prostoru in kako svetovalni delavci sodelujejo s posameznimi udeleženci v šoli. Konkretno smo proučevali: kako svetovalni delavci ocenjujejo pogostost izvajanja nalog svetovalne službe, strategije dela ter vsebinsko usmeritev? Kakšno svetovalno podporo pričakujejo učenci, dijaki, učitelji, ravnatelji in starši? Kakšno je ujemanje med vlogo svetovalne službe, kot si jo predstavljajo svetovalni delavci, ter zamislili in potrebami učencev, dijakov, učiteljev, ravnateljev in staršev? Nenazadnje smo proučevali razlike pri svetovalnem delu v osnovni in srednji šoli (v nalogah, vsebini, strategijah dela) in razlike v svetovalnem delu posameznih profilov svetovalnih delavcev: pedagogov, psihologov, socialnih delavcev, specialnih pedagogov itd. V prispevku bomo pokazali nekatere rezultate raziskave in na podlagi teh začrtali nadaljnje vsebinske ter organizacijske poti svetovalnega dela v vzgojno-izobraževalnih ustanovah.

Ključne besede: šolska svetovalna služba, učenci/dijaki, učitelji, ravnatelji, starši

Abstract

The concept of school-based counselling work in Slovenia as we know it today started to develop in late sixties. This year it is the 50th anniversary of the first team of school counsellors in schools. Programme Guidelines for the School Counselling Service is the main concept document for school counselling. The Programme Guidelines were adopted by the Council of Experts of the Republic of Slovenia for General Education in May 1999. In spite of the long tradition of school counselling service in Slovenia, only a few representative evaluation research studies were conducted on how the school counselling service operates in practice. Similarly to the school counselling practice, the existent research shows that school counselling service is an important part of each school. On the other hand, the school counselling service has experienced changes in the last decade that have had an impact on the work of school counsellors.

Due to the lack of research on school counselling service, we started the research which was carried out in the beginning of 2018. The empirical research study was conducted among primary and secondary-school counsellors, students, teachers, head teachers and parents. In the survey, we were interested in how the counselling service functions today and how school counsellors collaborate with different individuals and groups in the school. Research focused on: (i) how do counsellors assess the frequency of carrying out the tasks of the school counselling service, strategy of work and the content; (ii) what kind of counselling support students, teachers, head teachers, and parents expect; (iii) what is the match between the role of the counselling service, as represented by counsellors, and the needs of students, teachers, head teachers, and parents; (iv) finally, we studied differences in school counselling work in elementary and secondary school as well as differences in the counselling work of individual profiles of school counsellor service: pedagogues, psychologists, social workers, special pedagogues, etc. In this talk we will present research results and directions in order to maximize the impact of school counselling work in educational institutions.

Keywords: school counselling service, students, teachers, head teachers, parents

Temeljni viri / References

Programske smernice. Svetovalno delo v osnovni šoli [Program guidelines. Counseling services in primary school]. (2008). Ljubljana: Zavod Republike Slovenije za šolstvo.

Programske smernice. Svetovalno delo v srednji šoli [Program guidelines. Counseling services in secondary school]. (2008). Ljubljana: Zavod Republike Slovenije za šolstvo.

Resman, M., Bečaj, J., Bezić, T., Čačinovič Vogrinčič, G. in Musek, J. (1999). Svetovalno delo v vrtcih, osnovnih in srednjih šolah [Counseling services in preschools, elementary and secondary schools]. Ljubljana: Zavod RS za šolstvo.

Psihologija v šolskem svetovalnem delu: Quo vadis?

Psychology in School Counseling: Quo vadis?

prof. dr. Sonja Pečjak

Filozofska fakulteta v Ljubljani, Oddelek za psihologijo

sonja.pecjak@ff.uni-lj.si

Povzetek

Primerjava Programskih smernic (1999) z vidika konceptualne skladnosti s tujimi koncepti (Foxy, Baker in Gerler, 2017) kaže identičnost v dejavnostih (pomoči, razvojno-preventivnih ter dejavnostih načrtovanja in evalvacije) in ciljih (z namenom pomoči učencu pri doseganju ciljev učencev – akademskih, socialnih, kariernih itd., pri čemer enako poudarjajo fleksibilno uravnoteženost teh dejavnosti) ter profesionalnih spretnostih, ki jih šolski svetovalci pri tem uporabljajo za doseg ciljev (neposredno svetovanje, posredno svetovanje ali posvetovanje, koordiniranje, vodenje, zagovornišvo in timsko delovanje; Coleman in Yeh, 2011).

Vse dejavnosti, cilje in področja dela (učni, osebni, socialni in karierni razvoj) psihologi najdemo v domačem strateškem dokumentu in s tega vidika dajejo Programske smernice šolskemu psihologu dovolj širok referenčni okvir za njegovo delovanje.

Ena bistvenih značilnosti sodobnega šolskega psihološkega svetovanja je eklektičen pristop, v smislu zavestne in strokovno korektno asimilacije različnih teoretičnih perspektiv v osebni konstrukt, ki ga lahko prepoznamo pri svetovalcu. Tak eklektičen stil svetovanja je po mnenju teoretikov primeren za celotno populacijo in vse situacije v vzgojno-izobraževalnem prostoru, kar prinaša odgovornost šolskega psihologa za delo z vsemi in ne le z neko specifično skupino učencev (npr. z učenci s posebnimi potrebami). Tak pristop pa vključuje potrebo po dobri teoretični podlagi – poznavanju razvojnih, kognitivnih, socialnih in osebnostnih teorij ter modelov svetovanja. Dobra teoretična podlaga oz. razvite kompetence omogočajo psihologu prepoznavanje in identifikacijo težav ter razumevanje pojavov, kar je edino lahko podlaga strokovnim intervencijam.

Na področju psihologije obstajajo v Evropski skupnosti standardi minimalnih kompetenc za opravljanje psihološke dejavnosti – t. i. EuroPsy certifikat. Ta zahteva študij bodočega psihologa v obsegu 360 ECT; od tega 300 ECTS iz akademskega študija (180 ECT na I. stopnji in 120 ECT na II. stopnji bolonjskega študija, ki zagotavlja osnovno psihološko usposobljenost) ter 60 ECTS supervizirane prakse (pri nas v okviru programa SUPER PSIHOLOG pri Društvu psihologov Slovenije). V okviru razvoja kompetenc bom predstavila 4-letno longitudinalno raziskavo spremljanja razvoja psiholoških kompetenc študentov psihologije, opravljeno na FF v Ljubljani, kot jo predvideva EuroPsy certifikat (Pečjak, Peklaj in Puklek Levpušček, 2016). Izpostaviti velja (družbeno) odgovornost posameznih izobraževalnih institucij za pridobitev potrebnih kompetenc njihovih študentov.

Ob koncu izpostavljam nekaj izzivov, ki so pred šolsko svetovalno službo (in šolskimi psihologi):

- potreba po večji proaktivni vlogi psihologa v šolskem prostoru kot (so)oblikovalca okolja, ki bo omogočal optimalni razvoj otrok in mladostnikov – torej več razvojno preventivnega delovanja (Vogrinc in Krek, 2012;

Resolucija o nacionalnem programu duševnega zdravja 2018– 2028, 2017) s potrebo po več primarne in sekundarne psihološke preventive pri povečanih čustvenih težavah (anksioznosti, depresivnosti) in porastu vedenjskih problemov, ki vodijo v porast hospitalizacij pri mladostnikih, mlajših od 17 let.;

- potreba po razjasnitvi kompetenc posameznih profilov šolskih svetovalcev (Vogrinc in Krek, 2012; Valand, 2016 – neurejen status in premalo natančno opredeljene naloge) v povezavi s pričakovanji zaposlovalcev;
- nujnost supervizije in nadaljnega strokovnega spopolnjevanja.

Ključne besede: psiholog, Programske smernice, celotna populacija, kompetence EuroPsy, razvojno preventivne dejavnosti

Abstract

The comparison of Programme guidelines (1999) regarding conceptual congruence with foreign concepts (Foxy, Baker and Gerler, 2017) reveals high similarity in activities (help, developmental-preventive activities along with planning and evaluation) and goals (with the intention to help students by reaching their goals – academic, social, career etc., with equally emphasizing flexible balancing of these activities) and professional skills, which school counselors use to reach these goals (direct counseling, indirect counseling or consulting, coordination, management, advocating and team work; Coleman and Yeh, 2011).

Psychologists can find all activities, goals and areas of work (academic, personal, social and career development) in our own strategic document, which means that Programme guidelines provide school psychologists with a broad enough reference frame for their work.

One of the essential characteristics of modern school psychological counseling is the eclectic approach with conscious and professionally correct assimilation of different theoretical approaches into a personal construct, which could be recognized in a counselor. According to theorists, such an eclectic style of counseling is appropriate for the whole population and for all situations in the field of education. This holds school psychologists responsible to work with all groups of students, not only with specific ones (e. g., special needs students). In addition, such an approach involves the need for good theoretical background – knowing (different) developmental, cognitive, social and personality theories and models of counseling. Good theoretical background along with developed competencies enable psychologists to recognize and identify difficulties and to understand the phenomena, which is the only possible foundation for professional interventions.

In the field of psychology, European Federation of Psychologists' Associations set standards for minimal competencies for performing psychological activities – i.e. EuroPsy certificate. Future psychologists have to acquire 360 ECTS – 300 ECTS from academic study programmes (180 ECTS in the 1st cycle (BA) and 120 ECTS in the 2nd cycle (MA) of the Bologna study (system), which provide the basic psychological qualification) and 60 ECTS of supervised practice. In our country, this could be accomplished through SUPER PSYCHOLOGIST program (performed) by Slovenian psychologists' association. With regard to competencies' development, I will present a 4-year longitudinal study of monitoring the development of psychological

competencies of psychology students as proposed by EuroPsy certificate, which was carried out at the Faculty of Arts Ljubljana (Pečjak, Peklaj and Puklek Levpušček, 2016). The (social) responsibility of individual educational institutions to acquire the necessary competencies of their students should be emphasized.

Finally, I would like to propose some challenges that school counseling services (and school psychologists) are currently facing:

- the need for a more proactive role of a psychologist in the school field as a co-developer of the environment, which would enable the optimal development of children and adolescents – namely, more developmental preventive action (Vogrinc and Krek, 2012; Resolution on the National Program of Mental Health 2018– 2028, 2017) with the need for more primary and secondary psychological prevention by increased emotional problems (anxiety, depression) and an increase in behavioral problems leading to an increase in hospitalization of adolescents under 17 years of age;
- the need to clarify the competencies of individual profiles of school counselors (Vogrinc and Krek, 2012; Valand, 2016 – disorderly status and insufficiently defined tasks) in connection with the expectations of employers;
- the need for supervision and further professional training.

Keywords: psychologist, Programme guidelines, whole population, EuroPsy competencies, developmental preventive activities

Temeljni viri / References

Coleman, H. L. K. and Yeh, C. (2011). School counseling. New York and London: Routledge.

Fox, S. P., Baker, S. B., and Gerler, E. R. (2017). School counseling in the 21st century. New York and London: Routledge.

Pečjak, S., Peklaj, C., and Puklek Levpušček, M. (2016). Razvijanje pedagoško-psiholoških kompetenc pri študentih psihologije. V: K. Aškerc idr. (ur.). Izboljševanje kakovosti poučevanja in učenja v visokošolskem poučevanju: od teorije k praksi, od prakse k teoriji. Ljubljana: Center RS za mobilnost in evropske programe izobraževanja in usposabljanja.

Programske smernice (1999). Ljubljana: Nacionalni kurikularni svet.

Resolucija o nacionalnem programu duševnega zdravja 2018– 2028 (2017). Predlog. Ljubljana: Ministrstvo za zdravje.

Valand, K. (2016). Zaposlitvena struktura šolskih svetovalnih delavcev. Magistrsko delo. Maribor: UM Filozofska fakulteta.

Vogrinc, J. and Krek, J. (2012). Delovanje svetovalne službe. Ljubljana: Pedagoška fakulteta.

Sodelovanje med ravnateljem in šolsko svetovalno službo – priložnost, ki je pedagog ne sme prezreti

Collaboration between the Principal and the School Counselling Service – the Opportunity the Pedagogue Shouldn't Overlook

prof. dr. Metod Resman

Filozofska fakulteta, Univerza v Ljubljani

Oddelek za pedagogiko in andragogiko

metod.resman@guest.arnes.si

Povzetek

V začetku 90.-ih let prejšnjega stoletja je bilo z vidika razvoja šolstva in šolske svetovalne službe precej dinamično. V osamosvojitve ter splošno družbeno in šolsko reformo smo šli z zahtevo po dezideologizaciji in večji avtonomiji šol, ravnateljev in učiteljev ter dvigu kakovosti šolskega dela na splošno.

Oblikovanje programa razvoja šole, spremljanje in evalvacija, vzgojni načrti šol, zgodnejši vstop otrok v šolo, integracija in inkluzija itd. so bile novitete, ki so narekovale tudi spremembo dela šolske svetovalne službe. Premik šolskega svetovalnega dela od individualne k bolj sistemski orientaciji odpira možnosti, da se svetovalna služba in še zlasti šolski pedagog skupaj z ravnateljem postavi na čelo, ko se šola sooča s katerikoli vidikom kakovosti pedagoškega dela.

Pedagogizacija šolskega dela, razčlenjevanje dobrih delovnih rezultatov in njihovo populariziranje in teoretično utemeljevanje, sistematično sledenje, sprotno vrednotenje in evalviranje vzgojno-izobraževalnega dela in procesa itd. je strokovna odgovornost šolskega pedagoga, saj je po svoji vsebinski in metodološki izobrazbi usposobljen za to.

Kakovosten razvoj šolskega dela je zato v veliki meri odvisen od sodelovanja med ravnateljem in šolskim pedagogom, njune usklajenosti glede vizije in razvoja šole, od poznavanja dela drugega, od komunikacije, medsebojnega spoštovanja in zaupanja. Usklajenost njunega dela na eni strani povečuje učinkovitost vodenja in razvijanja kakovosti šole, na drugi strani pa utemeljuje in afirmira identiteto poklica šolskega pedagoga.

Ključne besede: ravnatelj, pedagoško vodenje, koncept in strategija svetovalne službe in šolskega pedagoga, komunikacija, medsebojno zaupanje, spoštovanje

Abstract

At the beginning of the 90s in the previous century the development of education and the school counselling service was quite dynamic. The independence and the general school reform demanded a move away from the then ideology, a greater autonomy of schools, principals, teachers and the rise of the quality of education in general.

The creation of the school development plan, monitoring and evaluation, the educational school plan, an earlier starting age, integration and inclusion, etc. were the novelties which called for change of the school counselling service. A shift from individual to more systemic orientation of the school counselling service provides possibilities for both the school pedagogue as well as for the principal to be first to react in case the school faces any quality issue of the pedagogical work.

The professional responsibility of the pedagogue is to analyse good work outcomes, spread them and justify them theoretically. Besides that it is also the pedagogue's responsibility to systematically follow, assess in a formative way and evaluate the pedagogical process as he/she is trained to do that as far as the contents and methodology are concerned.

The quality development in school widely depends on several factors, e.g. the collaboration between the principal and the school pedagogue, their accordance regarding the vision and the development of the school, the way they communicate, respect and trust they have for each other. On one hand their working in the same direction contributes to the efficacy in leadership and the development of the school quality and on the other hand it affirms the identity of the school pedagogue.

Keywords: principal, pedagogical leadership, school counselling service/pedagogue concept and the strategy, communication, mutual trust, respect

Temeljni viri / References

- House, R. (2005): How might the role of school counselor change in the next 20 years. V: Foundations and Basics: ASCA 2005, str. 8– 12.
- Medveš, Z. (2000): Kakovost v šoli. *Sodobna pedagogika*, št. 4.
- Pediček, F. (1970): Delovne naloge šolskega pedagoga. Ljubljana: *Sodobna pedagogika*, 5-6, str. 242– 244.
- Resman, M. (2004): Ravnatelj, vodenje in šolski svetovalni delavec. *Vodenje v vzgoji in izobraževanju*, 2, str. 7– 22.
- Rubin, H. (2009): Collaborative Leadership. *Developing Effective Partnerships for Communities and Schools*. A Joint Publication: Corwin, AASA, ICL. California, USA.

**PLENARNA PREDAVANJA /
Plenary Lectures**

Izzivi in priložnosti, ki jih nudi vzgojni načrt šolski svetovalni službi

What Challenges and Opportunities does the Educational Plan Offer to the School Counselling Service

dr. Silvo Šinkovec

Inštitut Franca Pedička Ljubljana

silvo.sinkovec@rkc.si

Povzetek

Od kar imamo v slovenskih osnovnih šolah (2008) vzgojne načrte, je to nova okoliščina za delo šolskega svetovalnega delavca, kajti poleg vrednot in vzgojnih načel, vzgojni načrti vsebujejo vzgojne dejavnosti, med katere štejemo tudi svetovanje. Zato je namen našega prispevka pogledati izzive, ki jih ponuja vzgojni načrt za šolsko svetovalno službo. V prvem delu predstavimo osnovne okvire, znotraj katerih svetovalna služba načrtuje svoje delo: potrebe učencev; znanje, ki ga strokovnjak prinese s fakultete; potrebe ustanove in pričakovanja vodstva; zakonodajni okvir; strokovno okolje, ki razvija vizijo in potrebne veščine; starši in odnos z njimi. V drugem delu prispevka predstavimo ključne rezultate raziskave o stanju vzgojnih načrtov v osnovnih šolah. Naredili smo trideset intervjujev z vodstvi šol in raziskali, kako vrednote, zapisane v vzgojnih načrtih, živijo na šolah, katere vzgojne dejavnosti prinašajo zelene sadove, odkrili statični in dinamični del vzgojnega načrta ter povezanost vzgojnega načrta z vzgojnim smotrom 'spodbujanje celostnega razvoja osebnosti'. Iz rezultatov raziskave izluščimo nekaj izzivov za delo šolske svetovalne službe, tako v luči razvoja šole in njene vzgojne razsežnosti, kot tudi z vidika spodbujanja celostnega razvoja osebnosti. Prvi izziv je povezanost vzgojnega načrta in vzgojnega koncepta, kajti za dober vzgojni načrt je potreben tudi vzgojni koncept, zato predlagamo nekaj možnosti razvoja vzgojnih načrtov z vidika vzgojnega koncepta v povezavi z vlogo šolskega svetovalnega delavca. Šola spodbuja celosten razvoj učencev, zato je drugi izziv pregled, za katera področja razvoja osebnosti šola dobro skrbi, katera področja pa zanemarija, s čimer skrbi za uravnoteženost dejavnosti. Spremljanje učencev v njihovem osebnem razvoju, da postanejo samostojne in celovito razvite osebnosti pomeni poseben čar te službe. Tretji izziv šolske svetovalne službe je skrb za poenotenost vseh dejavnosti, da se ne kopičijo le kot zbirka zanimivih dejavnosti, temveč so med seboj usklajene. Zato je pomembno, ob katerem jedru osebnosti šola gradi svoje številne dejavnosti. Predlagamo samospoštovanje kot jedro osebnosti, ki se odlično ujema z najbolj pogosto izbrano vrednoto v vzgojnih načrtih: spoštovanjem. Zato v zaključku prispevka pokažemo možne povezave šolske svetovalne službe z graditvijo kulture spoštovanja.

Ključne besede: vzgojni načrt, vzgojni koncept, celostni razvoj osebnosti, spoštovanje in samospoštovanje, svetovanje

Abstract

Since the establishment of the educational plans in the Slovene primary schools in 2008, the school counsellors are faced with a new circumstance. That is, beside values and educational principles, the educational activities are also included into the educational plans - and among them we can find the school counselling. The purpose of our article is thus to see to the challenges that the educational plan sets for the school counselling service. In the first part we introduce the basic frame that serves for the plan of the work of the counselling service: pupils' needs; experts' knowledge gained at the university; institutional needs and the expectations of the management; legislative framework; professional environment developing a vision and required skills; parents and relationship with them. In the second part of the article we present the key outcomes of the research on the position of the educational plans in the primary schools. We conducted thirty interviews with the managements of the schools and researched how values written in the school plans are perceived at schools. Furthermore we researched what educational activities bring the wanted results and discovered the static and the dynamic part of the educational plan and the connection of the educational plan with the educational aim of the "encouragement of the integral personality development." From the results of the research we can get to the several challenges for the work of the school counselling service - in the light of the school development and its educational dimension on one hand, as well as from the view of the encouragement of the integral personality development on the other hand. The first challenge is the connection of the educational plan and the educational concept. For a good educational plan an educational concept is needed. Therefore we suggest several possibilities for the development of the educational plans in the light of the educational concept and in the connection of the role of the school counsellor.

As school encourages an integral development of the pupils, the second challenge proves itself to be testing what areas of the personality development school takes a good care of and what areas are neglected. In this way the equilibrium of the activities is taken care of. A special bonus of the school counselling service is supervising the pupils in their personal development that enables them to become independent and fully developed personalities. The third challenge of the school counselling service is trying to unify all the activities in order for them to be coordinated and not solely accumulated as a collection of interesting activities. That is why it is important around what core of personality the school builds its numerous activities. We suggest one sole core of personality: self-esteem, that gets along well with the most frequently chosen value in the educational plans, that is respect. Therefore in the conclusion of our article we show possible connections of the school counselling service with the construction of the culture of respect, for the counselling in its core means supervising the personality development of the pupils.

Keywords: educational plan, educational concept, integral personality development, respect and self-esteem, counselling

Temeljni vir / Referenes:

Šinkovec, Silvo (2017). Vzgojni načrt v šoli. Spodbujanje celostnega razvoja osebnosti učencev. Ljubljana: Založništvo Jutro in Inštitut Franca Pedička.

Vloga svetovalne službe pri delu z otroki s posebnimi potrebami

The Role of the School Counselling Service in Working with Children with Special Needs

izr. prof. dr. Tina Vršnik Perše

Pedagoška fakulteta, Univerza v Mariboru in Pedagoški inštitut

tina.vrsnik@um.si

Povzetek

V okviru predavanja bodo predstavljeni rezultati analize podatkov, ki so bili pridobljeni v okviru nacionalne evalvacijske študije Evalvacija različnih oblik dodatne strokovne pomoči, ki je otrokom dodeljena v skladu z Zakonom o usmerjanju otrok s posebnimi potrebami. Raziskava je bila izvedena na reprezentativnem vzorcu osnovnih in srednjih šol v Sloveniji, ki je bila dodatno poglobljena še s kvalitativnim raziskovalnim pristopom. V okviru raziskave so bile izvedene tudi podrobnejše analize glede vloge, ki jo imajo zaposleni v šolski svetovalni službi pri delu z otroki s posebnimi potrebami ter primerjave z drugimi strokovnimi delavci. Ugotovljeno je bilo, da ima šolska svetovalna služba pri tem ključno vlogo, saj se zaposleni v šolski svetovalni službi v veliki meri vključujejo v delo z otroki s posebnimi potrebami in opravljajo številne in raznolike naloge, izrazite razlike pa se pojavljajo glede na stopnjo izobraževanja otrok s posebnimi potrebami kakor tudi glede na regije. Prav tako bodo prikazani rezultati analiz, ki kažejo, da tisti, ki so zaposleni v šolski svetovalni službi, izražajo statistično značilno višje strinjanje s pozitivnimi stališči o otrocih s posebnimi potrebami, o postopku usmerjanja ter o izvedbi dodatne strokovne pomoči in individualiziranem programu v primerjavi z drugimi strokovnimi delavci na šoli. Hkrati šolski svetovalni delavci z bolj pozitivnimi stališči do dela z učenci s posebnimi potrebami višje ocenjujejo tudi učinek dodatne strokovne pomoči, ki je eden izmed pomembnejših kazalnikov uspešnosti dela z otroki s posebnimi potrebami. Na podlagi kvalitativne raziskave smo potrdili, da je pomoč otrokom s posebnimi potrebami najbolj učinkovita tam, kjer je med različnimi strokovnimi delavci na šoli vzpostavljena dobra komunikacija.

Ključne besede: šolska svetovalna služba, otroci s posebnimi potrebami, evalvacija

Abstract

The lecture will present the results of data analysis that was conducted as a part of National Evaluation Study of different forms of additional professional support that is assigned for children with special needs according to the Placement of Children with Special Needs Act. The research was conducted on a representative sample of elementary schools and upper secondary schools in Slovenia and was further enhanced by a qualitative research approach. The research analysis included detailed investigation of the role that school guidance service has in working with children with

special needs and comparison with other school staff. It was determined that school guidance service has a key role in working with children with special needs since they are very much enrolled in the related tasks but there are significant differences regarding the level of education and also regarding the statistical regions. The results of analyses will also be presented that indicate that school guidance service staff statistically significantly express more agreement with positive views and attitudes on children with special needs, on special needs guidance proceedings and on implementing the additional professional support offered to the children with special needs compared to other school staff. At the same time the school guidance service staff with more positive views and attitudes also assessed the effect of the additional professional support higher than others. Based on the qualitative research we have confirmed that the support for children with special needs is the most effective where the communication is well established.

Keywords: school counselling service, children with special needs, evaluation

Temeljni viri / References

Opara, D., Barle Lakota, A., Globačnik, B., Kobal Grum, D., Košir, S., Macedoni Lukšič, M., ... Klavžar, K., 2010, Analiza vzgoje in izobraževanja otrok s posebnimi potrebami v Sloveniji. Ljubljana, Pedagoški inštitut.

Vršnik Perše, T., Schmidt Krajnc, M., Čagran, B., Košir, K., Hmelak, M., Bratina, T., Licardo, M., Kalan, M. in Lorbek, T. (2016). Evalvacija različnih oblik dodatne strokovne pomoči, ki je otrokom dodeljena v skladu z Zakonom o usmerjanju otrok s posebnimi potrebami. Maribor: Pedagoška fakulteta UM.

ZUOPP-1: Zakon o usmerjanju otrok s posebnimi potrebami (2011). Uradni list RS, št. 58/11.

Vloga šolskih svetovalnih služb pri uresničevanju ciljev Resolucije o nacionalnem programu duševnega zdravja 2018 – 2028

The Role of School Counselling Service in Implementation of the Resolution of the National Mental Health Program 2018 – 2028

**dr. Marija Anderluh, Nuša Konec - Juričič, izr. prof. dr. Vesna Švab,
red. prof. dr. Mojca Zvezdana Dernovšek in Jožica Maučec Zakotnik**

Delovna skupina pri Ministrstvu za zdravje za pripravo Resolucije o nacionalnem programu duševnega zdravja

Working group at the Ministry of Health for preparing the Resolution of the National Mental Health Program

marija.anderluh@kclj.si

Povzetek

Resolucija o nacionalnem programu duševnega zdravja 2018–2028, sprejeta aprila letos s podporo vseh političnih strank, predstavlja krovno zavezanost vlade in resornih ministrstev k sodelovanju in aktivni skrbi za varovanje in krepitev duševnega zdravja. Resolucija temelji na povezovanju vseh strokovnih teles pri promociji duševnega zdravja, preprečevanju težav v duševnem zdravju ter tudi zgodnji prepoznavi in zdravljenju duševnih bolezni. Skrb za duševno zdravje otrok in mladih, ki predstavlja pomemben del resolucije, je lahko učinkovita le, če temelji na povezovanju in tesnem sodelovanju strokovnih služb na področju zdravstva, socialnega varstva in šolstva. Šolske svetovalne službe predstavljajo pomemben vezni člen tovrstnega povezovanja. Resolucija podpira medresorsko sodelovanje pri ključnih aktivnosti promocije in preventive, ki na področju otrok in mladostnikov zajemajo:

1. Promocijo duševnega zdravja, destigmatizacijo in preventivo duševnih motenj z ustvarjanjem duševnemu zdravju podpornih okolij in pripravo protokolov medsebojnega sodelovanja izvajalcev na tem področju.
2. Uvajanje preizkušenih in evalviranih programov promocije in preventive duševnega zdravja ter z dokazi podprtih programov v predšolsko in šolsko okolje, v prvi vrsti namenjene učiteljem, kot tudi intervencije, namenjene staršem.
3. Pilotno testiranje in sistemsko uvajanje z dokazi podprtih programov zmanjševanja medvrstniškega nasilja, ki povečujejo občutljivost otrok do te problematike in vzpostavljajo varno in vzpodbudno šolsko okolje.
4. Krepitev sodelovanja šolskih svetovalnih služb z regionalnimi centri za duševno zdravje otrok in mladostnikov pri skrbi za ranljive posameznike in zagotavljanje programov bolnišnične šole pri ponovnem vključevanju otrok, zdravljenih zaradi duševnih motenj, v matično okolje.
5. Vzpostavitev mreže svetovalnih centrov za otroke, mladostnike in starše, ki bo omogočila lokalno dostopnost, učinkovito povezovanje s šolskimi svetovalnimi službami in pravočasno prepoznavo težav ter pripravo protokolov pomoči otrokom z učnimi težavami.

Za zagotovitev pravočasne prepoznave in zgodnje obravnave bo vzpostavljena mreža 25 centrov za duševno zdravje otrok in mladostnikov (CDZOM) v okviru zdravstvenih domov in zagotovljeno sodelovanje s službami na področju vzgoje in izobraževanja.

Resolucija posebej obravnava tudi področje ustrezne obravnave otrok in mladostnikov z vedenjskimi motnjami in trajajočim agresivnim vedenjem, predvideva posodobitev mreže vzgojnih zavodov, zagotovitev standarda kadra in programov za interdisciplinarno obravnavo ter prenovu vzgojnega programa za otroke in mladostnike s čustvenimi in vedenjskimi motnjami. Predvideva tudi pripravo, pilotno izvajanje in kasnejšo implementacijo skupnostnih služb za obravnavo otrok, mladostnikov in družin v lokalnem okolju.

Za doseg vseh teh ciljev predvideva resolucija zagotavljanje vsebin o pomenu varovanja duševnega zdravja v izobraževalnih kurikulumih osnovnih in srednjih šol ter vključitev oz. okrepitev izobraževanih vsebin s področja promocije, preventive in zgodnje prepoznave v strokovno izobraževanje na srednješolski in visokošolski ravni za poklice v zdravstvu, socialni ter vzgoji in izobraževanju. Posebno pozornost posveča tudi zagotavljanju ustrezne usposobljenosti vseh strokovnih delavcev tudi v vzgoji in izobraževanju za delo z otroki in mladimi z duševnimi motnjami.

Ključne besede: duševno zdravje otrok, šolska svetovalna služba, z dokazi podprti programi v šolah

Abstract

The Resolution on the National Program for Mental Health 2018– 2028, adopted in April this year with the support of all political parties, represents the overwhelming commitment of the government and line ministries to cooperate and actively care for the protection and strengthening of mental health. The resolution is based on the integration of all professional bodies in the promotion of mental health, prevention of mental health problems, and early recognition and treatment of mental illness. Concern for the mental health of children and young people, which represents an important part of the resolution, can only be effective if it is based on the integration and close cooperation of professional services in the field of health care, social care and education. School counseling services are an important link of such cooperation.

The resolution supports cross-sector cooperation in key activities in promotion and prevention of mental health of children and adolescents:

1. Promoting mental health, destigmatization and prevention of mental disorders by creating mental health supportive environments and preparing protocols for cooperation of providers in this field.
2. Introduction of evaluated programs of promotion and prevention of mental health and evidence-based programs in the pre-school and school environment, primarily intended for teachers as well as interventions for parents.
3. Pilot testing and systematic introduction of evidence-based anti bullying programs to reduce peer violence that increase children's sensitivity to this issue and establish a safe and stimulating school environment.
4. Strengthening the involvement of school counseling services with regional mental health centres of children and adolescents in caring for vulnerable individuals. Providing hospital school programs to reintegrate children treated with mental disorders into the home environment.

5. Establish a network of counseling centers for children, adolescents and parents, which will enable local accessibility, effective networking with school counseling services, and timely identification of problems and the preparation of protocols to help children with learning difficulties.

In order to ensure timely identification and early treatment, a network of 25 mental health centers for children and adolescents (CDZOM) in the framework of health centers will be established and cooperation with education and training services will be ensured.

The resolution specifically plan to ensure the adequate treatment of children and adolescents with behavioral disorders and ongoing aggressive behavior. It provides the modernization of the network of educational institutions, ensuring the standard of personnel and programs for interdisciplinary treatment and the renovation of the educational program for children and adolescents with emotional and behavioral disorders. It ensures piloting and subsequent implementation of community services for the treatment of children, adolescents and families in the local environment.

In order to achieve all these goals, the resolution provides for the provision of content on the importance of protecting mental health in educational curricula for primary and secondary schools. It reinforces the educational content of promotion, prevention and early recognition in the curriculum of primary and secondary schools, as well as higher educational curriculum in the field of health, social care and education. Special attention is also paid to the provision of adequate training of all professionals in education and training to work with children and young people with mental disorders.

Keywords: child mental health, school counselling service, evidence based programs in schools

Temeljni viri / References

Resolucija o nacionalnem programu duševnega zdravja 2018– 2028, dostopna na http://www.mz.gov.si/fileadmin/mz.gov.si/pageuploads/NOVICE/28032018_ReNPDZ18-28.pdf.

**Analiza stanja ter potreb in ovir na področju
strokovnega povezovanja v svetovalnih službah**
**Analysis of Professional Networking and Further Education
Needs in Slovenian Educational Counselling**

Ajda Erjavec Bartolj
Društvo šolskih svetovalnih delavcev Slovenije
aida.erjavec-bartolj@gimvic.org

Povzetek

Ob obletnici uvajanja strokovnih timov svetovalnih delavcev na šole in oživitvi delovanja Društva šolskih svetovalnih delavcev Slovenije (DŠSDS) smo v izvršnem odboru društva izvedli analizo stanja na področju medsebojnega povezovanja praktikov po izobraževalni vertikali.

Glavni namen analize je bil pridobiti podatke o aktualnih potrebah ciljne populacije na področju povezovanja in izobraževanja, ki naj bi postale smernice delovanja DŠSDS v prihodnosti. V analizi smo postavljali vprašanja na temo začetne strokovne socializacije in vprašanja glede vključenosti vprašanih v različne oblike strokovnega sodelovanja in izobraževanja v preteklih treh letih. Zanimale so nas tudi glavne ovire, ki nastopajo pri strokovnem izobraževanju in povezovanju pa tudi pri sodelovanju v raziskavah področja. Sodelujoče smo povprašali tudi po tem, na katerih področjih strokovnega povezovanja in izobraževanja bi potrebovali/želeli več podpore.

V prispevku predstavljamo rezultate spletnega anketiranja zaposlenih v svetovalnih službah vrtcev, osnovnih šol, srednjih šol, dijaških domov in vzgojnih zavodov ter zaposlenih v kariernih centrih slovenskih univerz. Glede na rezultate predhodnih raziskav in pobude na različnih strokovnih srečanjih so rezultati pričakovani. Kažejo, da je dodatna podpora potrebna – tako na področju strokovnega izobraževanja in kolegialnega mreženja kot tudi pri zagotavljanju sprejemljivih pogojev dela in povratnem vplivu na šolski sistem v smeri »od spodaj navzgor«.

Ključne besede: mreženje, nadaljnje izobraževanje, svetovalne službe, analiza potreb

Abstract

Executive board of Association of Slovenian school counsellors carried out a research on professional cooperation of counselling practitioners throughout the educational vertical – due to revival of the Association and in honour of the anniversary of introducing counselling teams.

Main goal of our research was to obtain data on the target group's current needs for networking and further education, so conclusions may be used as guidelines for future activities of the Association. We asked practitioners questions about their initial professional socialization support and their involvement in various forms of professional networking and educational activities in the last three years. We also explored main obstacles for further education, cooperation among practitioners and

participation in field research. Participants also replied to a set of questions addressing their need for additional support.

Our conference contribution focuses on results of this e-questionnaire filled out by counselling professionals in kindergartens, primary and secondary school, dorms, reformatory institutions and university career centres. Considering fragments of existing research and informal commentaries at live networking events, results are not surprising. Practitioners need additional support not only in form of educational activities and systematic networking, but also in regards to »bottom – up« communication when influencing their own working conditions and other characteristics of the educational system.

Keywords: networking, further education, educational counselling, needs analysis

Temeljni viri / References

- Bezić, T. (2008). Razvoj in spremljanje delovanja mreže svetovalnih služb. *Sodobna pedagogika*, 59, št. 2, str. 60–80.
- Javrh, P. (2014). Stabilna poklicna identiteta svetovalnih delavcev v času sprememb. *Šolsko svetovalno delo*, 18, št. 3/4, str. 9–14.
- Kovač, J. (2013). Supervizija, stres in poklicna izgorelost šolskih svetovalnih delavcev. Maribor: Mednarodna založba Oddelka za slovenske jezike in književnosti, Filozofska fakulteta.
- Resman, M., Bečaj, J., Bezić, T., Čačinovič Vogrinčič, G. in Musek, J. (1999). *Svetovalno delo v vrtcih, osnovnih in srednjih šolah*. Ljubljana: Zavod RS za šolstvo.
- Vogrinc, J. in Krek, J. (2012). *Delovanje svetovalne službe*. Ljubljana: Pedagoška fakulteta. Dostopno na: http://pefprints.pef.uni-lj.si/1188/1/Vogrinc_Krek_Delovanje_svetovalne.pdf (pridobljeno 25. 7. 2015).

Pomen sodelovanja svetovalnega delavca in učitelja pri uresničevanju strategij formativnega spremljanja v preventivnih dejavnostih

Significance of School Counselor and Teacher Collaboration while Implementing Formative Assessment Strategies for Prevention Work

dr. Maja Šebjanič Oražem

Osnovna šola Puconci

maja.sebjanic@ospuconci.si

Povzetek

V prispevku želimo prikazati pomen sodelovanja šolskega svetovalnega delavca z učiteljem pri uresničevanju strategij formativnega spremljanja v preventivnih dejavnostih s področja medsebojnih odnosov med učenci, s poudarkom na konstruktivnem reševanju konfliktov v 1. triletju osnovne šole. Strokovnjaki (Bezić, 2008; Kalin, 2004; Resman in Mrvar, 2013) ugotavljajo, da se svetovalni delavci v šolah vedno pogosteje srečujejo z vzgojnimi problemi, agresijo in nasiljem, prav tako pa tudi učitelji najpogosteje navajajo, da bi potrebovali pomoč svetovalne službe pri reševanju vzgojne problematike, zato se je povečala tudi potreba po preventivnem delu svetovalne službe. Vanje sodi razvoj različnih kompetenc (zlasti osebnih in socialnih), sposobnosti, spretnosti in navad, ki jih bodo učenci potrebovali za socialno preživetje v življenju (Resman, 2007; Resman in Mrvar, 2013).

K razvoju osebnih in socialnih kompetenc, ki učencem omogočajo uspešno soočanje s konfliktnimi situacijami, lahko svetovalni delavec prispeva z različnimi oblikami preventivnega dela, kakor so na primer delavnice, pripravljene po načelih formativnega spremljanja. Da bi pripravljen preventivni program lahko uresničili, je pomembno sodelovanje z učiteljem oziroma njuno timsko delo, saj je to oblika dela, ki dokazano prispeva k bolj kakovostnim rezultatom, saj se v oddelku dogaja bistveno za učenčevo učenje in njegov osebni razvoj. Poleg tega je učitelj tisti, ki z učenci preživi večino časa, jih opazuje, spoznava ... (Resman, 1997, 2005; Resman in Mrvar, 2013), in lahko svetovalnemu delavcu posreduje številne informacije o učencih in njihovih medsebojnih odnosih, razredni klimi in podobno, ki so zanj izjemnega pomena. Sodelovanje svetovalnega delavca in učitelja tako omogoči, da bolj kakovostno identificirajo določen problem, imajo širši vpogled v možne rešitve in se skupaj lažje odločajo (Bezić, 1998), katere oblike in metode dela ter strategije formativnega spremljanja bi bile za delo z oddelkom najučinkovitejše.

Medsebojno sodelovanje svetovalnega delavca in učitelja je torej nujno potrebno tako pri načrtovanju kakor tudi pri izvajanju preventivnih dejavnosti. Tudi naše ugotovitve, osnovane na podlagi izvajanja cikla delavnic (v trajanju 8–10 učni ur), katerih namen je bil urjenje učencev (razvijanje osebnih in socialnih kompetenc) za konstruktivno reševanje konfliktov in ki so zajemale strategije formativnega spremljanja, kažejo, da je sodelovanje svetovalnega delavca pri pripravi in izvedbi tovrstnih delavnic z učiteljem izjemnega pomena. Izkazalo se je namreč, da so bili rezultati med samim izvajanjem

delavnic in rezultati ob zaključku delavnic ter s tem njihovi dolgoročni učinki v letu, ko smo tesno sodelovali z učiteljem v vseh fazah načrtovanja in izvajanja delavnic, večji kot v letu, ko takšnega sodelovanja z učiteljem nismo uspeli realizirati.

Ključne besede: formativno spremljanje, osebni in socialni razvoj, preventivne dejavnosti

Abstract

The article aims to illustrate the importance of collaboration between school counselors and teachers by implementing formative assessment for preventive work related to interpersonal relations between pupils, with an emphasis on constructive conflict management in the first triennium of elementary school. Experts (Bezić, 2008; Kalin, 2004; Resman and Mrvar, 2013) report that while school counselors are increasingly dealing with pupils' discipline problems, aggression and violence, teachers more often look for counselling help mainly regarding behavioral problems. Consequently, the need for preventive counselling has increased. Counselling includes development of various personal and social skills, competences, abilities and habits that pupils need for social survival in life (Resman, 2007; Resman and Mrvar, 2013). A counselor can contribute to development of competences that would enable pupils to deal with conflict situations by introducing various forms of preventive work, e.g. workshops prepared by the principles of formal assessment. Teamwork between a school counselor and a teacher contributes to better quality results and it should exist in order for a prepared preventive program to be realized. As a teacher is the one who spends most of the time with pupils, observing and learning about them, ... (Resman, 1997, 2005; Resman and Mrvar, 2013) he can provide crucial information about pupils and their interpersonal relations, class climate, and the like. Collaboration between a counselor and a teacher enables them to identify a certain problem more qualitatively, to have a broader insight into possible solutions and to make it easier to decide (Bezić, 1998) which formative assessment methods of work and strategies would be most effective for class work. Cooperation between a counselor and a teacher is necessary in both planning and preventive phases. Our findings, based on implementation of the workshop (lasting 8-10 lessons) aimed at pupils training (developing personal and social competences) in constructive conflict management, supported by formative assessment strategies, have shown that cooperation of a counselor with a teacher in both preparation and implementation of workshops is highly important. It has been proved that there were better results and the long-term effects during the year when we worked closely with the teacher in all the workshop phases from planning to implementation than in the year when such a cooperation with the teacher did not occur.

Keywords: formative assessment, personal and social development, preventive activities

Temeljni viri / References

Bezić, T. (2008). Razvoj in spremljanje delovanja mreže svetovalnih služb. *Sodobna pedagogika*, 59(2), 60–80.

- Čačinovič Vogrinčič, G. idr. (2008). Programske smernice. Svetovalna služba v osnovni šoli. Ljubljana: Zavod Republike Slovenije za šolstvo.
- Kalin, J. (2004). Sodelovanje učitelja in razrednika s svetovalno službo. Šolsko svetovalno delo, 9(3/4), 27–32.
- Resman, M. (1997). Oddelek, učitelj in svetovalni delavec. Sodobna pedagogika, 48(3/4), 121–135.
- Resman, M. in Gregorčič Mrvar, P. (2013). Svetovalni delavec in učitelj: konceptualna stališča, aktualne potrebe in zadrege. Šolsko svetovalno delo, 17(3/4), 7–14.

Izvajanje preventivnih dejavnosti v srednji šoli

Implementing Preventive Activities in Secondary School

mag. Karmen Novak
Ekonomska šola Ljubljana
karmen.novak2@guest.arnes.si

Povzetek

Namen predavanja je predstaviti primer dobre prakse s področja izvajanja preventivnih dejavnosti v gimnazijskem programu in programu srednjega strokovnega izobraževanja, kot to določajo programske smernice za delo svetovalnih služb v srednjih šolah. Kljub sistemskim smernicam in priporočilom akademske stroke raziskave in izkušnje svetovalnih delavk kažejo, da je to ob vseh ostalih vsebinskih nalogah zapostavljeno področje, za katerega težko najdemo čas. Avtorica predstavlja, kako vsebine preventive s področja drog, varne spolnosti, duševnega zdravja, skrbi zase, nasilja, predsodkov, asertivnosti, vzgoje in druge vsebine implementira v program v obliki obveznih izbirnih vsebin (OIV) oz. interesnih dejavnosti, kar v veliki meri olajša umeščanje skupinskih oblik preventivnega dela na področju duševnega zdravja v redne dejavnosti dijakov. V vseh oddelkih jih izvaja v okviru Zdravstvene vzgoje in Vzgoje za družino, mir in nenasilje. Njeni dijaki so v 1. in/ali 2. letniku letno deležni 15 oz. 18 ur teh vsebin. Pri implementaciji se svetovalna delavka z dijaki poveže, vzpostavi klimo varnega okolja, v kateri dijaki dobijo občutek, da imajo na šoli zaupno osebo, ki jim je dostopna. Taka srečanja lahko delujejo tudi presejalno – delo v skupini tako postane uvod v individualno obravnavo oz. svetovanje. Avtorica predstavi nekatere oblike in metode dela in poda praktične izvedbene napotke na podlagi dosedanjih izkušenj z izvajanjem. Predstavi tudi nekaj predlogov za reševanje izzivov, na katere naleti pri izvedbi.

Ključne besede: preventiva, gimnazijski program, program srednjega strokovnega izobraževanja, obvezne izbirne vsebine, interesne dejavnosti

Abstract

The purpose of the lecture is to present an example of good practice in the field of preventive activities in the gymnasium program and the program of secondary vocational education, as stipulated by the Program guidelines for counselling in secondary schools. However, the research as well as the counsellors' experience show it to be a neglected area for which it is difficult to find time, with all other substantive tasks, defined in the Guidelines. The author presents how to implement the content of prevention in the field of drugs, safe sexuality, mental health, self-care, violence, prejudice, assertiveness, constructive parent-teenager relationship and other content in the program, integrated into the framework of compulsory interest activities. This makes the job of systematic integration of group activities for mental health prevention into regular school curriculum a bit easier. The school counsellor implements her activities during Health Education and Education for Family, Peace and Nonviolence.

Thus, her 1st- and / or 2nd-year students receive 15–18 hours of these contents per year. This enables the student counsellor to connect with students and establishes a climate of safe environment. In this manner, students develop a feeling that they have a confidential and accessible person at school. Such meetings can also act as screening and become the basis for further individual counselling. The author presents some forms and methods of work and provides practical implementation instructions based on her experience. She also presents some suggestions for the challenges that she encounters during implementation of these activities.

Keywords: preventive activities, high school, secondary school, compulsory interest activities

Temeljni viri / References

- Čačinovič Vogrinčič, G. et al. (2008). PROGRAMSKE smernice. Svetovalna služba v gimnazijah, nižjih in srednjih poklicnih šolah ter strokovnih šolah in v dijaških domovih, 1. natis. Ljubljana: Zavod Republike Slovenije za šolstvo
- Resman, M. (1999a). Razvojna vloga svetovalne službe. V: M. Resman, J. Bečaj, T. Bezič, G. Čačinovič Vogrinčič in J. Musek (ur.). Svetovalno delo v vrtcih, osnovnih in srednjih šolah. Ljubljana: Zavod RS za šolstvo,
- Resman, M. (2007). Vzgojni koncept šole se uresničuje v oddelkih: zakaj svetovalno pozornost usmeriti v oddelek?. *Sodobna pedagogika*, 58, posebna izdaja 2007, str.122–139.
- Vogrinc, J. in Krek, J. (2012). Delovanje svetovalne službe. Ljubljana: Pedagoška fakulteta. Dostopno na: http://pefprints.pef.uni-lj.si/1188/1/Vogrinc_Krek_Delovanje_svetovalne.pdf (pridobljeno 25. 5. 2018).
- Vršnik Perše, T., Ivanuš Grmek, I., Lepičnik Vodopivec, J., Arnejčič, B., Javornik Krečič, M., Rutar Leben, T. in Kozina, A. (2008). Vloga svetovalne službe v vrtcih, osnovnih in srednjih šolah (preliminarna študija). Dostopno na: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/razvoj_solstva/evalvacija/2009/Evalvacija_Vloga_svetovalne_sluzbe.pdf. (pridobljeno 25. 5. 2018).

PREDAVANJA V SEKCIJAH /
Paper Sessions

1. SEKCIJA:

**Vloge različnih profilov delavcev
svetovalne službe vrtca oz. šole**

Vloga pedagoga v šolski svetovalni službi

The Role of Pedagogues in School Counselling Service

dr. Petra Gregorčič Mrvar

Filozofska fakulteta Univerze v Ljubljani,

Oddelek za pedagogiko in andragogiko

Petra.GregorcicMrvar@ff.uni-lj.si

Povzetek

Na predavanju bo predstavljena vloga pedagoga v šolski svetovalni službi, torej vloga strokovnjaka za analizo vzgojno-izobraževalnega programa, dela in procesa znotraj vrtcev, šol in dijaških domov. Pedagog deluje na strokovnih področjih, ki se vežejo tako na delo vzgojno-izobraževalne ustanove nasploh oz. zagotavljanje kakovostnega vzgojno-izobraževalnega dela in procesa v celoti, kot tudi na neposredno pomoč otrokom in mladostnikom pri učenju ter napredku na vseh področjih razvoja. Za oboje je potrebno delo ter sodelovanje pedagoga s celotnim kolektivom šole/vrtca oz. učitelji/vzgojitelji, oddelki, ravnateljji oz. vodstvom šole/vrtca, starši ter zunanjimi institucijami in strokovnjaki. Pedagog kot strokovnjak za raziskovanje pedagoške teorije in prakse, za razvoj pedagoških ved in vzgojno-izobraževalne dejavnosti, za reševanje pedagoških vprašanj, ki se nanašajo na organizacijo in pedagoško vodenje institucij, za razvoj programov, za načrtovanje pedagoških procesov in za pedagoško svetovanje tako največ prispeva predvsem na štirih strokovnih področjih: razvoju vzgojno-izobraževalne institucije kot celote, neposrednem sodelovanju v vzgojno-izobraževalnem procesu, svetovalnem delu in pomoči otrokom in mladostnikom ter staršem, razvijanju in sooblikovanju sistemskih rešitev na področju vzgoje in izobraževanja.

Pokazali bomo nekaj rezultatov raziskave o delovanju šolske svetovalne službe, ki smo jo izvedli v začetku leta 2018. Predstavili bomo, kako pedagogi ocenjujejo pogostost izvajanja nalog svetovalne službe, strategije dela in vsebinsko usmeritev ter kako sodelujejo s posameznimi udeleženci v šoli.

Ključne besede: pedagog, šolska svetovalna služba, kompetence pedagoga, področja dela pedagoga

Abstract

In this talk we present the role of pedagogues in the school counselling service. Pedagogues have a special role as experts in analysing educational programmes as well as the work and processes in preschools, schools and boarding schools. As an expert in the school counselling service the pedagogue works in a variety of areas relating to the work of the educational institution in general (i.e. ensuring quality educational work and processes) and to direct assistance for students in learning and making progress in all developmental areas. Both require that pedagogues should work and collaborate with all the (pre)school staff, that is, teachers, classes, head teachers, parents, external institutions and experts. Pedagogues – as experts in research on pedagogical theory

and practice, on the development of pedagogical disciplines and educational activities, on solving the pedagogical issues relating to the organization and pedagogical leadership of institutions, on programme development, on planning pedagogical processes and on pedagogical counselling – mostly contribute to the following areas of expertise: overall development of the educational institution; direct cooperation in the educational process; counselling and assistance for children, adolescents and parents; development and cooperation on systemic solutions in education.

In this talk some research results on school counselling service which was carried out in the beginning of 2018 will be presented. The frequency of carrying out the tasks of the school counselling service, strategy of work and the content as well as counselling relationships of pedagogues will be presented.

Keywords: pedagogue, school counselling service, competence of pedagogue, pedagogue's areas of expertise

Temeljni viri / References

Gregorčič Mrvar, P. in Resman, M. (2016). Šolsko svetovalno delo včeraj, danes, jutri - razmislek ob dvajseti obletnici revije Šolsko svetovalno delo. Šolsko svetovalno delo, XX(1/2), str. 7–12.

Resman, M., Bečaj, J., Bezić, T., Čačinovič Vogrinčič, G. in Musek, J. (1999). Svetovalno delo v vrtcih, osnovnih in srednjih šolah [Counseling services in preschools, elementary and secondary schools]. Ljubljana: Zavod RS za šolstvo.

Resman, M., Kroflič, R. in Bezić, T. (2000). Pedagog in pedagoško svetovanje. Šolsko svetovalno delo, V(3), str. 5–14.

Vloga socialne pedagogike v šolskem kontekstu

The Role of Social Pedagogy in the School Context

prof. dr. Darja Zorc Maver
Pedagoška fakulteta UL
darja.zorc-maver@guest.arnes.si

Povzetek

Sprično mnogih družbenih spremembe, ki odsevajo tudi v šolskem prostoru, ima socialna pedagogika čedalje bolj pomembno vlogo. V ospredje stopa razvojno-preventivna vloga socialne pedagogike, ki razume šolo kot pomembno socializacijsko ustanovo, kjer je socialna vključenost vseh učencev, spodbujanje solidarnosti in grajenje skupnosti pogoj za uspešno socializacijo. Pri tem je socialna pedagogika usmerjena v življenjski vsakdan posameznika in s spodbujanjem psihičnih, emocionalnih in socialnih virov učencev in učenk spodbuja strategije za pozitivne oblike obvladovanja vedenja in s tem zagotavlja prevencijo pred odklonskimi oblikami vedenja.

Glavne besede: socialna pedagogika, razvojno-preventivna vloga, odklonsko vedenje

Abstract

In spite of many social changes, which are also reflected in the school space, social pedagogy plays an increasingly important role. The development-preventive role of social pedagogy, which understands school as an important socialization institution, where the social inclusion of all pupils, the promotion of solidarity and the building of a community, is a prerequisite for a successful socialization. Social pedagogy focuses on the individual's everyday life and, by promoting the psychic, emotional and social resources of pupils and students, stimulates strategies for positive forms of behaviour management and thus ensures prevention against deviant forms of behaviour.

Keywords: social pedagogy, development-preventive role, deviant behaviour

Temeljni viri / References

- Greenberg, M.T., Weissberg, R.P., O'Brien, M.U. (2003). Enhancing school based prevention and youth development through social, emotional, and academic learning. *American Psychologist*, 58, 6/7, 466–474.
- Steer-Luck. (2000). *Beziehungsraume in der Sozialen Arbeit*. Stuttgart:Kohlhammer.
- Thiersch, H. (2006). *Die Erhaftung der Wirklichkeit. Perspektiven einer alltagsorientierten Sozialpädagogik*. Weinheim: Juventa.

Vloga socialne delavke v svetovalni službi v okviru pedagoškega trikotnika

The Role of a Social Worker in the School Counselling Service within the Pedagogical Triangle

doc. dr. Milko Poštrak

Fakulteta za socialno delo Univerze v Ljubljani

miloslav.postrak@fsd.uni-lj.si

Povzetek

Socialne delavke so spoštljive in odgovorne zaveznice učencev, ki so eksperti iz izkušnje. Razumeti moramo življenjski svet učencev, posebej ranljivih mladostnikov. Dejavniki odraščanja, ki lahko stopnjujejo, torej kot dejavniki tveganja, ali blažijo, torej kot varovalni dejavniki, so: spol, družina, šola in druge inštitucije, vrstniške skupine in vrednote.

V pričujočem prispevku se bom osredotočil na opredelitev vloge, kompetenc in nalog socialne delavke v okviru šolske svetovalne službe. V tem okviru mora socialna delavka vzpostaviti učinkovito in plodno sodelovanje, torej socialnodelovni delovni odnos z vsemi vpletenimi in vključenimi, torej z učenci, njihovimi starši in z učitelji. Ob tem je pomembno izhajati iz nalog socialnega dela nasploh in v osnovni šoli posebej: socialne delavke posegajo v vsa področja, kjer je prisotna revščina, diskriminiranost, marginaliziranost in ostale oblike družbene odrinjenosti, izključenosti in nepravilnosti. Zato je posebej pomembno, da ima socialna delavka v osnovni šoli vzpostavljen tesen in stalen stik tako z učitelji, kot z otroki in z njihovimi starši, da je ves čas celovito obveščena o vsakem od naštetih vidikov ali dejavnikov ranljivosti in da se lahko takoj ustrezno odzove, torej začne vzpostavljati kontekst soustvarjanja rešitev z vsemi deležniki.

Ključne besede: socialna delavka v osnovni šoli, ranljivi mladostniki, dejavniki odraščanja

Abstract

Social workers are respectful and responsible allies of pupils who are experts from their life-world experience. We need to understand the life of pupils, especially vulnerable youngsters. Factors of growing up that can increase, therefore as risk factors, or mitigate, therefore, as safeguard factors are: gender, family, school and other institutions, peer groups and values.

In this paper, I will focus on defining the role, competences and tasks of a social worker within the framework of the school counseling service. In this context, the social worker must establish effective and fruitful cooperation, that is, social work working relations with all involved: pupils, their parents and teachers. In this context it is important to start from the tasks of social work in general and also in primary school:

social workers intervene in all areas where poverty, discrimination, marginalization and other forms of social exclusion and injustice are present. It is therefore particularly important that a social worker in a primary school has a close and constant contact with teachers, as well as with children and their parents, that she is fully informed at all times of each of the listed aspects or vulnerability factors and that she can respond promptly, thus starting to establish the context of co-creating solutions with all stakeholders.

Keywords: social worker in school, vulnerable youngsters, factors of growing up

Temeljni viri / References

Poštrak Milko (2003), Kaj posebnega lahko ponudi socialno delo pri delu z mladimi.

Šolsko svetovalno delo, 2003, letnik VIII, št. 3/4, str. 26–33.

Poštrak Milko (2007a), Uporaba ustvarjalnih pristopov pri delu z otroki in mladostniki.

Šolsko svetovalno delo, letnik XII, št 1/2, str. 11–17.

Poštrak Milko (2007b), Preventivna funkcija prostega časa. V: Kristančič Azra, Svoboda izbire – moj prosti čas, str. 147–165, A.A. Inserco d.o.o. svetovalna družba, Ljubljana.

Poštrak Milko (2011a), Prispevek socialnega dela pri preprečevanju opuščanja šolanja. V: Javrh Petra (ur.), Obrazi pismenosti. Spoznanja o razvoju pismenosti odraslih, str.

202–218, Andragoški center Slovenije, Ljubljana.

Poštrak Milko (2015), Koncepti socialnega dela z mladimi. Socialno delo, letnik 54, št. 5, str. 269–280.

Varovanje duševnega zdravja otrok in mladostnikov – vloga šolske svetovalne službe

Protecting the Mental Health of Children and Adolescents – the Role of the School Counselling Service

dr. Mateja Hudoklin

Svetovalni center za otroke, mladostnike in starše – Ljubljana

mateja.hudoklin@guest.arnes.si

Povzetek

V prispevku bo predstavljeno stanje na področju duševnega zdravja otrok in mladostnikov z vidika zdravstva in šolstva, izpostavljena pomembnost sodelovanja med sektorjema in prepletanje dela kliničnih in šolskih psihologov oz. šolskih svetovalnih delavcev. V zadnjih dvajsetih letih zasledimo na področju duševnega zdravja v splošni populaciji naraščanje pojavnosti duševnih motenj (OECD, 2011). Vsaj polovica duševnih motenj pri odraslih se začne v otroštvu in adolescenci. Vsak peti otrok izpolnjuje kriterije za čustveno ali vedenjsko motnjo, eden od desetih izpolnjuje kriterije za resno duševno motnjo. Varovanje duševnega zdravja otrok in mladostnikov predstavlja nalogo različnih sektorjev v družbi – tako zdravstva kot šolstva, sociale in drugih. V Sloveniji v okviru zdravstva pomanjkljiva mreža služb za duševno zdravje otrok in mladostnikov, neenakomerna dostopnost storitev, naraščanje čakalnih dob in pomanjkanje zgodnje obravnave pogloblja krizo na področju duševnega zdravja otrok in mladostnikov. Sistemi za zadovoljevanje potreb na področju duševnega zdravja otrok in mladostnikov se prepletajo – tako pri preventivi, zgodnji intervenciji in skrbi za duševno zdravje. Šola je poleg zdravstva najbolj pomemben dejavnik ohranjanja duševnega zdravja otrok in mladostnikov, predstavlja pomemben varovalni dejavnik. Znotraj šolske svetovalne službe je (šolski) psiholog oz. svetovalni delavec drugih strokovnih profilov tisti, ki lahko otrokom in mladostnikom na področju duševnega zdravja nudi podporo tako na področju preventive kot tudi zgodnje obravnave in intervencij. Problemi duševnega zdravja otrok in mladostnikov zahtevajo multidisciplinaren medinstitucionalen timski pristop. Tak pristop je empirično dokazano najbolj otrokom, mladostnikom in družinam prijazen in učinkovit. Zato je sodelovanje zdravstvenih in svetovalnih služb kjučnega pomena. Ob koncu so izpostavljena nekatera vprašanja in dileme, povezane z vlogo šolske svetovalne službe pri varovanju duševnega zdravja otrok in mladostnikov pri nas, sodelovanjem kliničnih in šolskih psihologov, s stanjem šolske psihologije pri nas in identiteto šolskih psihologov.

Ključne besede: duševno zdravje, šolska svetovalna služba, šolski psihologi

Abstract

The paper will present the situation in the field of mental health of children and adolescents from the perspective of health and education sectors, highlighting the importance of cooperation between sectors and interlacing the work of clinical and school psychologists or school counselling workers. In the past twenty years there was

an increase of mental disorders in the general population (OECD, 2011). At least half of mental health disorders begin in childhood and adolescence. Every fifth child meets the criteria for an emotional or behavioral disorder, one in ten fulfills the criteria for a severe mental disorder. Protecting the mental health of children and adolescents is the task of different sectors in society – health, education, social and others. In Slovenia, a deficient network of mental health services for children and adolescents, unequal access to services, an increase in waiting times and a lack of early treatment deepens the crisis in mental health of children and adolescents. Systems for meeting the needs in the field of mental health of children and adolescents are intertwined – in preventing, early intervention and mental health care. In addition to the health sector, the school is the most important factor in maintaining mental health of children and adolescents, and it is also an important protective factor. Within the school counselling service, the (school) psychologist or other school counselling worker is the person who can support children and youth with mental health problems in both preventive measures and early intervention. The problems of the mental health of children and adolescents require a multidisciplinary interinstitutional team approach. This approach is empirically proven to be the most effective for children, adolescents and families. Therefore, cooperation between health and counseling services is crucial. At the end, some issues and dilemmas related to the role of the school counseling service in protecting the mental health of children and adolescents in Slovenia, the participation of clinical and school psychologists, the status of school psychology and the identity of school psychologists are exposed.

Keywords: mental health, school counselling service, school pshychologists

Temeljni viri / References

OECD. (2011). Health at a Glance 2011: OECD Indicators. OECD Publishing. Pridobljeno s http://dx.doi.org/10.1787/health_glance-2011-en .

2. SEKCIJA:

Varno učno okolje in duševno zdravje

Psihosocialni dejavniki viktimizacije in nasilnega vedenja: značilnosti na ravni razredov in učencev
**Psychosocial Factors of Victimization and Bullying Behavior:
Classroom – and Individual – level Characteristics**

izr. prof. dr. Katja Košir
Pedagoška fakulteta Univerze v Mariboru
katja.kosir@um.si

Povzetek

V prispevku bodo predstavljena sodobna znanstvena spoznanja o dinamiki medvrstniškega nasilja ter o možnostih njegovega učinkovitega preprečevanja na osnovi sistematičnega razvijanja ugodnih psihosocialnih značilnosti razreda. Predstavljene bodo ključne ugotovitve raziskave, izvedene na velikem vzorcu udeležencev višjih razredov osnovne šole (1905 učencev iz 135 razredov z 22 osnovnih šol), katere namen je bil preučiti, katere psihosocialne značilnosti razreda in učencev predstavljajo napovednike viktimizacije in nasilnega vedenja, izmerjenih tako z merami samoocene kot z merami vrstniškega poročanja. Rezultati raziskave so pokazali, da je največ variabilnosti v stopnji viktimizacije in medvrstniškega nasilja na ravni individualnih značilnosti učenca; razlik med šolami ni bilo, razlike med razredi pa so bile majhne. Med značilnostmi razreda so se kot statistično pomemben napovednik tako viktimizacije kot nasilja pokazale visoke razredne norme, ki podpirajo nasilne učence. Največ variance v merah vrstniške viktimizacije in nasilja so pojasnili individualni dejavniki učencev; najpomembnejši napovednik viktimizacije je predstavljala zaznana opora sošolcev, največ variance v merah nasilnega vedenja do vrstnikov pa so pojasnjevali spol, mere spoprijemanja z jezo in zaznana opora učiteljev. Ugotovitve raziskave bomo umestili v kontekst sodobnih teoretskih modelov in raziskovalnih ugotovitev o dejavniki medvrstniškega nasilja ter izpeljali praktične implikacije za učinkovito preprečevanje medvrstniškega nasilja ter konstruktivno spoprijemanje z njim. Še zlasti nam bodo ugotovitve raziskave v pomoč pri refleksiji možnosti učinkovitega oblikovanja pomoči učencev, ki izvajajo nasilje.

Ključne besede: medvrstniško nasilje, viktimizacija, dejavniki, vrstniški odnosi

Abstract

The presentation will focus on contemporary research findings about bullying dynamics and the possibilities of effective bullying prevention through systematic development of favorable classroom psychosocial characteristics. In addition, the main findings of the study that was performed on a large sample of elementary school students (1905 students who were nested in 135 classrooms within 22 schools) and aimed to examine the psychosocial characteristics of classrooms and individual students that predict self- and peer-reported victimization and bullying will be presented. The results indicated that the variability in victimization and bullying was mainly on the level of students

individual characteristics; there were no differences between schools, the differences between classrooms were small. Among classroom characteristics, pro-bully norms were found to significantly predict both victimization and bullying. However, individual factors explained most of the explained variance in victimization and bullying; perceived peer support was the strongest predictor of victimization whereas students' gender, anger management and perceived teacher support were the most important predictors of bullying. Study findings will be discussed in context of contemporary theoretical models and research findings about factors of bullying; practical implications for effective bullying prevention and intervention strategies will be suggested. The results of the present study will also be used to explain the importance of interventions designed for students with high level of bullying behavior

Keywords: bullying, victimization, factors, peer relations

Temeljni viri / References

- Olthof, T., Goossens, F. A., Vermande, M. M., Aleva, E. A., & van der Maulen, M. (2011). Bullying as strategic behavior: Relations with desired and acquired dominance in the peer group. *Journal of School Psychology, 49*, 339–359.
- Saarinto, S., Kärnä, A., Hodges, E. V. E., & Salmivalli, C. (2013). Student-, classroom-, and school-level risk factors for victimization. *Journal of School Psychology, 51*, 421–434.
- Salmivalli, C. (2014). Participant roles in bullying: How can peer bystanders be utilized in interventions? *Theory Into Practice, 53*, 286–292.
- Salmivalli, C. & Peets, K. (2011). Bullies, victims, and bully-victim relationships in middle childhood and early adolescence. V K. H. Rubin, W. M. Bukowski in B. Laursen (Ur.), *Handbook of peer interactions, relationships, and groups* (322–340). New York: The Guilford Press.

Timsko delo pri vključevanju učencev s čustveno-vedenjskimi težavami v novo okolje

Team Work in the Inclusion of Students with Emotional-Behavioral Problems in a New Environment

Lina Faletič

Osnovna šola Košana

lina.faletic@guest.arnes.si

Povzetek

Temeljni namen prispevka je deliti izkušnje, ki sem jih pridobila pri vključevanju učenca s posebnimi potrebami na področju čustvovanja in vedenja v novo okolje. Pri izključitvi ali prepisu takega otroka, se šola, na katero se vpisuje, sooči s problemom, ali ga sprejeti ali ne. Ta problem je še toliko večji, če je otrok že opravil osnovnošolsko obveznost, ampak želi kljub temu zaključiti osnovno šolo oziroma starš upravičeno meni, da ni dovolj zrel za vpis v nižje poklicno izobraževanje. Zaposleni na šoli lahko namreč upravičeno pričakujejo težave, sami pa se morajo odločiti, ali otroku kljub temu ponudijo še eno možnost in mu podaljšajo status učenca ali ne. Odločitev vsekakor ni lahka, saj je v veliko primerih odločilna za njegovo prihodnost. V primeru, da se odločimo za vključitev, pa je priporočljivo biti pripravljen na različne odzive tako z njegove strani kot iz strani okolja, ki je običajno do takih učencev odklonilno. Temeljna vprašanja, na katera bi rada odgovorila na podlagi lastnih izkušenj, so torej, kako se pripravimo na sprejem takega učenca, kaj je pri tem najpomembnejše, na kaj moramo biti pozorni ter na kaj pripravljeni, predvsem pa, kako si lahko pri tem kar najbolj pomagamo. Odgovornost pri sprejemu učenca s posebnimi potrebami na področju čustvovanja in vedenja je namreč izredno velika, zato je pomembno, da smo nanjo ustrezno pripravljeni. To se mi zdi bistvenega pomena predvsem zato, ker menim, da bi bilo zaskrbljujoče za vzgojno-izobraževalno stroko, če bi take učence zavračali samo zaradi strahu pred odgovornostjo in morebitnimi težavami. Izkušnje so pokazale, da je ključnega pomena timsko delo, ki omogoča razporeditev dela in odgovornosti ter redno intervizijo. Delo s takim otrokom je namreč za učitelje in druge strokovne delavce velikokrat tudi čustveno naporno, pomembno pa je, da ga sproti evalviramo in korigiramo. V prispevku bom torej predstavila svojo izkušnjo o tem, kako oblikujemo tak tim, kdaj ga oblikujemo, koga vse vključimo, kako pogosto se srečamo, pomen razširjenega tima, v katerega je včasih smiselno vključiti policijo, ministrstvo, odgovorno za izobraževanje, ter Inšpektorat RS za šolstvo, ter kakšne so lahko posledice, če tega ne storimo, in tako olajšala kolegom tovrstne odločitve v prihodnosti.

Ključne besede: učenec s čustveno-vedenjskimi motnjami, inkluzija, timsko delo

Abstract

The basic purpose of my contribution is to share the experience I have gained in integrating a student with special needs in the field of emotion and behavior in a new environment. When such a child is expelled from school or wants to change schools, the school in which he wants to enroll, is faced with the problem of accepting him or not. This problem is even greater if the elementary school isn't obligatory for him anymore, but he still wants to complete it, or the parents rightly feel that he is not mature enough to enroll in lower vocational education. The faculty members in the school can rightly expect problems, but they themselves have to decide whether or not they will offer him another chance. The decision is certainly not easy, because in many cases it is decisive for his future. If we decide to enroll him, we should be prepared for various responses from him and from the environment that often doesn't accept such students. The basic questions that I would like to answer are: how to prepare for the reception of such a pupil, what is the most important in this regard, what we need to be aware of, what we should be prepared for and above all how we can help ourselves. The responsibility for accepting a student with special needs in the field of emotion and behavior is extremely high, so it is important that we are properly prepared. This is crucial, because I think it would be alarming for the field of education if we were to refuse such students only because of fear of responsibility and possible problems. Experience has shown the importance of team work, which enables the distribution of work and responsibility, and regular intervention, is crucial. Working with such a child is often emotionally difficult for teachers and other professionals, but it is important to evaluate and correct our work regularly. In my contribution, I will present my experience of how we shape such a team, when we shape it, who is part of it, how often we meet, the importance of an extended team, in which it is sometimes sensible to involve the police, the Ministry in charge of education and the Inspectorate for education, and the consequences if we don't do that, thus make it easier for colleagues to make such decisions in the future.

Keywords: pupil with emotional and behavioral disorders, inclusion, teamwork

Temeljni viri / References

- Grah, J. (2009). Koncept timskega soustvarjanja v pedagoški praksi (Magistrska naloga). Univerza v Ljubljani, Pedagoška fakulteta, Ljubljana.
- Kobolt, A. (2012). Timsko delo – nuja ali izziv. Vzgoja in izobraževanje, 43(3/4), 5–12.
- Kobolt, A., Dekleva, B., Lesar, I., Repuš Pavel J. in Peček, M. (2008). Problemi inkluzivne obravnave vedenjsko izstopajočih, socialno in kulturno depriviligiranih učencev in dijakov. Zaključno poročilo v okviru ciljnega raziskovalnega programa Konkurenčnost Slovenije 2006–2013. Univerza v Ljubljani, Pedagoška fakulteta, Ljubljana.
- Stubelj, A. (2015). Učiteljevo spodbujanje življenjske odpornosti in prožnosti pri otrocih s čustveno vedenjskimi težavami v osnovni šoli (Diplomsko delo). Univerza na Primorskem, Pedagoška fakulteta, Koper.
- Zidarič, U. (2013). Timski pristop pri delu z vedenjsko motečimi učenci v osnovni šoli (Diplomsko delo). Univerza v Ljubljani, Pedagoška fakulteta, Ljubljana.

Z dokazi podprti pristopi v skrbi za duševno zdravje otrok in mladostnikov v šolskem okolju

Evidence-based Interventions in Mental Health Support for Children and Adolescents in School Settings

dr. Peter Janjušević

Svetovalni center za otroke, mladostnike in starše Ljubljana

peter.janjusevic@amis.net

Povzetek

Vsak peti do deseti otrok oz. mladostnik trpi zaradi psihosocialnih težav takšne intenzivnosti, da bi potreboval strokovno pomoč oz. obravnavo. Na področju zdravstvene skrbi za duševno zdravje v Sloveniji morajo biti uporabljani pristopi (preventivni in kurativni) podprti z empiričnimi dokazi o njihovi učinkovitosti, ne le v akademskih raziskavah, temveč v realnih, vsakdanjih okoljih. Pri tem se praktiki lahko zanašajo na smernice različnih mednarodnih strokovnih združenj in ustanov, npr. NICE, Cochrane, NIMH, SZO. Na področju skrbi za duševno zdravje in dobrobit otrok in mladostnikov v šolskem okolju, kot enem najpomembnejših socialnih varovalnih dejavnikov, takšnih zahtev oz. standardov še ni. Na to lahko sklepamo tudi iz tematik strokovnih izobraževanj (na trgu in v katalogih stalnega strokovnega izobraževanja), med katerimi so nekatera tudi takšna, ki spodbujajo uporabo neučinkovitih ali potencialno celo škodljivih pristopov. Ob tem z dokazi podrti pristopi niso omenjeni v programskih dokumentih na šolskem področju, niti v naboru kompetenc in nalog svetovalnega dela v šolah. Aktualna raziskava SCOMS Ljubljana iz let 2017–2019 kaže, da na strani šolskih svetovalnih delavcev obstajajo zelo jasne potrebe po usmerjenem, predvsem pa aplikativnem usposabljanju za preventivno in individualno svetovalno delo s populacijo otrok in mladostnikov, pri katerih je prisotno povečano tveganje za, ali pa že aktualne težave na področju duševnega zdravja. Eden od ključnih razlogov za premik k pristopom svetovalnega dela, ki so podprti z dokazi o njihovi učinkovitosti, je v tem, da ob njihovi implementaciji obstaja največja verjetnost pozitivnih, zelenih izidov. To dejstvo je še posebej pomembno zaradi ugotovitev omenjene raziskave, da pomemben del aktivnosti svetovalnih in strokovnih delavcev šol predstavlja pomoč otrokom in mladostnikom, ki že imajo identificirane težave ali motnje na področju duševnega zdravja in/ali učenja, vendar pogosto za to delo niso ustrezno usposobljeni iz pristopov, ki so dokazano učinkoviti.

V prispevku bodo razloženi ključni koncepti, povezani s pojmom »z dokazi podprti pristopi«, kot so konceptualizirani v zdravstveni in pedagoški dejavnosti, z rezultati raziskav bodo prikazane nekatere sporne prakse, ki imajo potencialno škodljive učinke, predvsem pa bodo nanizani tisti pristopi (preventivni in usmerjeno svetovalni), ki se v tujih randomiziranih in metaanalitičnih študijah kažejo kot empirično podprti in so v mnogih razvitih državah že priporočeni v kontekstu šolskega svetovalnega dela.

Ključne besede: duševno zdravje, z dokazi podprte intervencije, preventiva, svetovalno delo, otroci in mladostniki

Abstract

One in five to ten children and adolescents suffer from psychological problems, intensive enough to warrant professional help or treatment. In the Slovenian health care sector, the approaches (preventive and curative) are required to be supported with empirical evidence about their effectiveness, not only in academic, but also in real, every-day settings. Practitioners can base their work on guidelines from different international professional associations and institutions, e.g. NICE, Cochrane, NIMH, WHO. Although schools are considered as one of the key protective social factors in the field of mental health and well-being, such requirements or standards for evidence-based practice are not yet considered or implemented by them. This assumption can also be based on professional training topics (marketed and part of the official continuous professional development courses), of which some approaches are ineffective or even potentially harmful. Evidence-based interventions are also not included in school policy or programmes or among the school counselling competencies and activities. Research conducted at SCOMS Ljubljana from 2017-2019 shows that there is an obvious need for targeted and especially applicative training for prevention and individual or group counselling in schools for children and adolescents who exhibit a high risk for, or already demonstrate mental health problems. One of the key reasons that underline the need for moving towards evidence-based approaches is that by implementing these approaches, the possibility for favourable, positive outcomes is maximised. This is especially important in the light of the aforementioned research, which shows that an important part of school counsellors' activities is focussed on children and adolescents that have already been diagnosed with mental health problems, but often they are not appropriately trained in evidence-based approaches.

The concepts relating to evidence-based approaches as they are conceptualised in the health sector and school practice will be presented, followed by the presentation of research results of questionable practices with potential harmful outcomes. The presentation will then focus on the approaches (preventive and targeted) which have been demonstrated in randomised and meta-analytical research as empirically supported and as such already recommended in the context of school counselling work.

Keywords: mental health, evidence-based interventions, prevention, counselling, children and adolescents

Temeljni viri / References

Carr, A. (2002). *Prevention: What works with children and adolescents*. New York, NY: Brunner-Routledge.

Paulus, F. W., Ohmann, S. in Popow, C. (2016), Practitioner Review: School-based interventions in child mental health. *Journal of Child Psychology and Psychiatry*, 57: 1337–1359.

Macklem, G. L. (2014). *Preventive Mental Health at School – Evidence-Based Services for Students*. New York, Springer.

Forman, S. G. (2015). *Implementation of Mental Health Programs in Schools – A Change Agent's Guide*. Washington, American Psychological Association.

Skrb za duševno zdravje in dobrobit otrok in mladostnikov v šolskem okolju (predstavitev preliminarnih rezultatov raziskave)

Provision of Mental Health and Well-being Support for Children and Adolescents in the School Setting (preliminary research results)

dr. Marko Kalan in dr. Peter Janjušević

Svetovalni center za otroke, mladostnike in starše – Ljubljana

marko.kalan@scoms-lj.si; peter.janjušević@amis.net

Povzetek

Šola je eno od ključnih okolij, ki lahko nudi pomembno podporo tudi duševnemu zdravju in dobrobiti otrokom in mladostnikom. V slovenskem, pa tudi širšem evropskem prostoru, obstajajo precejšnje razlike v stopnji prioritete, ki jo šole dajejo skrbi za duševno zdravje, dejavnostim na tem področju pa tudi znanim oviram pri skrbi za duševno zdravje in dobrobit otrok ter mladostnikov v šolah.

V prispevku bodo prikazani preliminarni rezultati raziskave, ki jo izvajamo v Svetovalnem centru za otroke, mladostnike in starše Ljubljana ob robu projekta »Podpora staršem in šolskim svetovalnim delavcem na področju duševnega zdravja«, katerega sofinancira Ministrstvo za zdravje RS. Gre za replikacijo mednarodne raziskave, ki je v letih 2015–2017 potekala v desetih evropskih državah, v Sloveniji pa ne. Rezultati iz več kot 130 doslej zajetih šol kažejo, da se raven prioritete, ki jo šole dajejo področju skrbi za duševno zdravje otrok in mladostnikov v šolskem okolju v Sloveniji, ne razlikuje pomembno od povprečja v evropskem prostoru. V zajetih kazalnikih skrbi za duševno zdravje otrok in mladostnikov v šolah med evropskimi državami pa obstajajo nekatere pomembne razlike, ki lahko v slovenskem prostoru predstavljajo pomembno implikacijo za načrtovanje politik na tem področju, predvsem v smislu načrtovanja dodatnega izobraževanja strokovnih in svetovalnih delavcev šol. Rezultati namreč kažejo, da v našem prostoru skrb za duševno zdravje in dobrobit šolajoče se mladine v veliki meri predstavlja predvsem intenzivnejše, usmerjeno delo s posamezniki oz. skupinami otrok, ki že kažejo težave ali motnje na področju duševnega zdravja ali pa imajo učne težave oz. motnje. V primerjavi z večino drugih (v izvorno raziskavo zajetih) držav pa je v Sloveniji pomembno manj dela usmerjenega v preventivne dejavnosti, ki bi zajemale razrede oz. oddelke ali celotno šolo. Pri tem ne gre le za kvantitativno pomembno razlike, temveč tudi kvalitativne, saj same šole same vidijo pomemben primanjkljaj na področju preventivnega dela. Izpostavljene bodo tudi nekatere ključne ovire, ki jih šole zaznavajo pri nujenju podpore duševnemu zdravju – ena od ključnih so predvsem dolge čakalne dobe v zunanjih, specializiranih ustanovah (predvsem na področju zdravstva), zaradi katerih breme obravnave kompleksnih primerov pogosto ostaja znotraj šol in to na račun pomanjkanja časa za preventivno in sistemsko delo. Eden od pomembnih izsledkov je tudi zaznana pomanjkanje kapacitete (časa in znanj za ravnanje oz. veččin za delo z učenci in dijaki, pri katerih so že prisotne motnje) na strani šolskih strokovnih in svetovalnih delavcev. V prispevku bodo

predstavljeni tudi rezultati, ki kažejo na zelo bogat nabor dejavnosti in intervencij za spodbujanje duševnega zdravja in dobrobiti v slovenskih šolah.

Ključne besede: duševno zdravje, šola, svetovalno delo, preventiva, intervencije

Abstract

Schools are one of the key settings for the provision of mental health and well-being for children and adolescents. There are important differences in priority given to mental health, interventions and perceived obstacles in mental health and well-being provision across Europe and within Slovenia.

The presentation will focus on preliminary results from a study, conducted in the Counselling Centre for Children, Adolescents and Parents in Ljubljana as part of the »Support for schools and parents in mental health« project, which is funded by the Ministry of Health of the Republic of Slovenia. It is a replication of the international study, conducted within ten European countries from 2015 to 2017, which did not include Slovenia. Results from more than participating 130 schools, indicate that the level of priority given to the provision of mental health and well-being in schools in Slovenia does not significantly differ from the average priority found in the original study. Thus, there are some important differences in mental health provision indicators within European countries, which can denote an important implication for policy, especially for planning continuous school staff training. Results show that in Slovenia, mental health work in schools is focussed predominantly on the pupils who already have problems/disorders in mental health and/or learning. In comparison to the results from the original study from ten European countries, schools in Slovenia dedicate considerably fewer resources to group preventative work or the school as a whole. These differences are not solely quantitative, but also qualitative, since schools themselves report an important deficit in prevention. Some of the key barriers to provision of mental health in schools as reported by the schools will be outlined, the most evident being the long waiting times at then specialised services (mostly within the health sector), which lead to schools being overburdened with more complex cases at the expense of preventive and systemic work. One of the important findings is the perceived lack of capacities (time and skills for working with children and adolescents that already have problems or disorders) of the school counsellors. The results show a rich compendium of activities and interventions in mental health and well-being that is already provided in schools in Slovenia.

Keywords: mental health, school, counselling, prevention, intervention

Temeljni viri / References

- Doll, B. in Cummings, J. A. (2008). Transforming school mental health services: Population-based approaches to promoting the competency and wellness of children. Thousand Oaks, CA, US: Corwin Press.
- Patalay, P. , Giese, L. , Stanković, M. , Curtin, C. , Moltrecht, B. in Gondek, D. (2016), Mental health provision in schools: priority, facilitators and barriers in 10 European countries. *Child Adolesc Ment Health*, 21: 139–147.

Patalay, P., Gondek, D., Moltrecht, B., Giese, L., Curtin, C., Stanković, M. in Savka, N. (2017). Mental health provision in schools: Approaches and interventions in 10 European countries. *Global Mental Health*, 4, E10.

Fuller-Thomson, E., Z. Z. Carrol, S., Yang, W. (2018). Suicide Attempts Among Individuals With Specific Learning Disorders. An Underrecognized Issue. *Journal of Learnign Disabilities*, 51 (3), 283–292.

3. SEKCIJA:

Svetovalno delo z mladostniki

Pogled šolske psihologinje na perfekcionizem mladostnikov: raziskovalna in svetovalna perspektiva

A School Psychologist's View of Adolescent's Perfectionism: a Research and Counseling Perspective

dr. Gordana Rostohar
Gimnazija Brežice
gordana.rostohar@guest.arnes.si

Povzetek

Kot šolska psihologinja se pri svetovalnem delu pogosto srečujem z gimnazijci, ki so zaradi svojih perfekcionistačnih lastnosti, naravnosti in vedenju učno manj uspešni, kot bi, glede na njihove sposobnosti, pričakovali. Včasih me nanje opozorijo učitelji, še večkrat kar starši. Na prehodu iz otroštva v adolescenco in odraslost namreč naraščajo tako zahteve učiteljev kot staršev po brezhibnosti, kar lahko skupaj s tekmovalnostjo in stresnostjo prispeva k njihovem obratu v perfekcionistačna vedenja. Tako lahko postanejo manj prilagodljivi, kot so bili v preteklih letih (Driscoll, 1982 v Rice in Preusser, 2002; Pirot, 1986 v Rice in Preusser, 2002).

Pomembno je razumevanje perfekcionizma kot kompleksnega fenomena in razlikovanje med zdravimi, prilagodljivimi dimenzijami perfekcionizma, brez katerih si ne moremo predstavljati velikih odkritij v znanosti, občudujočega umetniškega upodabljanja in izjemnih športnih dosežkov na eni strani ter manj prilagodljivimi dimenzijami perfekcionizma, ki posledično povzročajo številne težave in jih lahko razumemo tudi kot nezdrave, na drugi. Takšne dimenzije perfekcionizma so pogosto povezane npr. z depresijo, anksioznostjo, motnjami hranjenja, zlorabo različnih substanc (Blatt, 1995).

Ker se šolski svetovalci, še posebej v gimnazijah, veliko ukvarjamo tudi z nadarjenimi dijaki, ne smemo prezreti dejstva, da imajo nekateri med njimi zelo visoka merila za dosežke in zelo boleče doživljajo, če jih ne uresničijo ter doživljajo stres bodisi zaradi svojih visokih pričakovanj bodisi pričakovanj njim pomembnih oseb. Takšne dijake lahko pojmuje kot še posebej ranljive in nameniti jim moramo vso potrebno svetovalno pozornost. Hkrati pa je seveda nujno, da perfekcionizem vidimo na kontinuumu mišljenja in vedenju ter upoštevamo tako njegove pozitivne/zdrave kot negativne/nezdrave vidike (Chan, 2009; Silverman, 1999, 2007). Tako lahko prepoznamo tudi zdravo perfekcionistačne nadarjene dijake, ki so dobro organizirani in zelo natančni, blestijo kot vodje skupin, opravljajo zahtevnejše naloge od vrstnikov in jih spodbujamo pri zastavljanju ciljev, ki pripomorejo k njihovi karieri v prihodnosti.

V prispevku bo opisan nov psihodiagnostični pripomoček, Lestvica za merjenje perfekcionizma pri mladostnikih (LPM), ki se je izkazal kot zanesljiv in veljaven. Meri pet dimenzij perfekcionizma: Stremljenje k odličnosti, Redoljubnost, Pomembnost odziva drugih, Občutljivost na kritiko in Nezadovoljstvo (Rostohar, 2016). Predstavljeni bodo tudi nekateri rezultati iz raziskave, opravljene na vzorcu slovenskih dijakov leta 2015, prikazane bodo razlike po spolu, med nadarjenimi in nenadarjenimi dijaki, povezanosti

perfekcionizma mladostnikov z depresivnostjo, anksioznostjo, s spoprijemalnimi strategijami in pozitivnostjo.

Ker boljše razumevanje perfekcionizma mladostnikov lahko prispeva k psihoedukacijskim in preventivnim učinkom, namenjenim povečanju prilagodljivega perfekcionizma in zmanjšanju slabo prilagodljivega (Rice in Preusser, 2002), spodbujanje prilagodljivih vidikov perfekcionizma pa lahko izboljša psihično zdravje (Klibert, Langhinrichsen-Rohling in Saito, 2005), bodo v zaključku podane tudi osnovne smernice za svetovanje slabo prilagodljivim perfekcionističnim mladostnikom, ki se soočajo s težavami na mišljenjskem, čustvenem, motivacijskem, vedenjskem ali socialnem področju, naglašena bo tudi pomembnost promoviranja pozitivnega perfekcionizma.

Ključne besede: perfekcionizem, mladostništvo, merjenje perfekcionizma, dimenzije perfekcionizma, smernice za svetovanje, promoviranje pozitivnega perfekcionizma

Abstract

In everyday work as a school psychologist I often meet students who would otherwise be expected successful according to their abilities but because of their perfectionistic traits, dispositions and behaviors, they are not. Many times the teachers bring that forward and more often parents themselves.

As children proceed from childhood to adolescence and adulthood, pressure from teachers and parents to produce flawless work, along with the competitiveness stressed by many, may contribute to a shift in perfectionistic behaviors, becoming more maladaptive than was evidenced in their earlier years (Driscoll, 1982 in Rice and Preusser, 2002; Pirot, 1986 in Rice and Preusser, 2002). It is important to understand perfectionism as complex phenomena and differentiate between healthy, adaptive dimensions, which are necessary for great scientific discoveries, admirable artistic rendering and exceptionally sports achievements on one side and maladaptive dimensions of perfectionism on the other, which are frequently linked with depression, anxiety, eating disorders and abuse of different substances (Blatt, 1995).

School counselors, especially at gymnasiums, are also very involved with gifted students, so we should not ignore the fact that some of them set very high standards and experience great pain if they fail to meet those standards and experience stress either because of their high expectations or expectations of people which are important to them. At the same time, of course, it is imperative that perfectionism is seen on the continuum of thinking and behavior and we bear in mind both its positive/healthy and negative/unhealthy aspects (Chan, 2009; Silverman, 1999, 2007). In this way, we can recognize healthy, well-organized and very detailed gifted students, who are glamorous, glittering as group leaders, performing more challenging tasks than their peers and encouraging them to set goals that will help their future career.

The presentation will describe a new psychodiagnostic instrument called The Adolescent's Perfectionism measurement Scale (TAPS), which was proved to be valid and reliable. It measures five dimensions: Striving for Excellence, Orderliness, Importance of others' responses, Sensitivity to criticism and Dissatisfaction (Rostohar, 2016). Some of the results from the research carried out on the sample of Slovenian students in 2015 will be presented, the gender differences, gifted and non-gifted

students and the connections of perfectionism with depression, anxiety, coping strategies and positivity.

As a better understanding of the perfectionism of adolescents can contribute to psychoeducation and preventive effects aimed at increasing adaptive perfectionism and reducing maladaptive ((Rice and Preusser, 2002), and promoting the adaptive aspects of perfectionism can improve mental health (Klibert, Langhinrichsen-Rohling and Saito, 2005), future directions for counseling maladaptive perfectionist adolescents that confront problems on cognitive, emotional, motivational, behavioural or social domain, and for promoting positive perfectionism will be suggested.

Keywords: perfectionism, adolescence, perfectionism measurements, dimensions of perfectionism, counseling guidelines, promoting positive perfectionism

Temeljni viri / References

Andrews, D. M., Burns, L. R., Duelling, J. K. (2014). Positive perfectionism: Seeking the healthy »should«, or should we? *Open Journal of Social Sciences*, 2, 27–34. Pridobljeno na <http://dx.doi.org/10.4236/iss.2014.28005>

Blatt, S., J. (1995). The destructiveness of perfectionism: Implications for the treatment of depression. *American Psychologist*, 50(12), 1003–1020.

Chan, D. W. (2009). Dimensionality and tipology of perfectionism: The use of the frost multidimensional perfectionistic scale with Chinese gifted students in Hong Kong. *Gifted Child Quarterly*, 53(3), 174–187.

Klibert, J.J., Langhinrichsen-Rohling, J. in Saito, M. (2005). Adaptive and maladaptive aspects of self-oriented versus socially prescribed perfectionism. *Journal of College Student Development*, 46(2), 141–157.

Rice, K. G. in Preusser, K. J. (2002). The adaptive/maladaptive perfectionism scale. *Measurement and Evaluation in Counseling Development*, 34(4), 210–222.

Rostohar, G. (2016). Razvoj diagnostike perfekcionizma. Doktorska disertacija. Ljubljana: Univerza v Ljubljani, Filozofska fakulteta.

Silvermann, L. K. (1999). Perfectionism. *Gifted Education International*, 13(3), 216–225. doi: 10.1177/026142949901300303

Speirs Neumeister, K. L. , Williams, K. K. in Cross, T. L. (2009). Gifted high-school students' perspectives on the development of perfectionism. *Roeper Review*, 31(4), 198–206. doi: 10.1080/02783190903177564.

Kako lahko ustrezna ciljna usmerjenost in voljno delovanje pospešijo doseganje ciljev v svetovanju

How Can Appropriate Goal Orientation and Volition Action Accelerate Goal Achievement in Counselling Process

dr. Mojca Čerče

Šolski center Slovenj Gradec, Gimnazija

mojca.cerce@gmail.com

Povzetek

V prispevku želim izpostaviti nekaj vsebinskih področij, ki sem jih tekom dela v šolski svetovalni službi v srednji šoli in raziskovalnega dela prepoznala kot pomembna in koristna.

Svojo pozornost bom najprej posvetila vsebini (značilnostim) ciljev, ki jih svetovalni delavec pomaga sooblikovati s svetovancem. Cilji, ki si jih postavimo, namreč vplivajo na našo motivacijo na štiri načine (Zimmerman, 2008): stopnjujejo izbiro in pozornost proti bistvenim nalogam za cilj in stran od nebistvenih; povečujejo trud za njihovo doseganje; vzdržujejo vztrajnost pri sledenju ciljem ter ojačujejo posameznikove čustvene odzive na ciljne rezultate. Postavljanje ciljev predstavlja pomemben vidik samouravnavanja svetovalca kot svetovanca.

V praksi vse prevečkrat prisotna s cilji povezana orientacija izogibanja pri svetovancih praviloma rezultira v pomanjkanju volje za doseg ciljev. Motivacija izogibanja v svetovancu vzbudi negativni objekt kot središče aktivnosti uravnavanja. Svetovanca usmerja stran od reševanja problema in doseganja ciljev, zaradi ohranjanja osredotočenosti na negativne dražljaje pa v njem vzbuja občutke ogroženosti, zaskrbljenosti, nadzorovanosti in druge negativne izide. V prispevku zato želim predstaviti, kako nam lahko znanja s področja voljnih procesov in vedenjsko kognitivne terapije pomagajo pri soočanju z motivacijo izogibanja v svetovalnem procesu.

Procesi volje pospešijo doseganje ciljev, še posebej, kadar je doseganje ciljev oteženo s problemi, kot so težave z začenjanjem aktivnosti zaradi pomanjkanja dobrih priložnosti, prisotnost drugih mamljivih ciljev in skušnjav ipd. (Kuhl in Fuhrmann, 1998; Koole s sod., 2006). S temi težavami se svetovanci v svetovalnem procesu soočajo pogosto. Izhajala bom iz Osebnostno sistemske interaktivne teorije (Kuhl, 2000). Teorija predstavlja enega izmed obsežnih sodobnih pristopov v pojasnjevanju zgradbe osebnosti. V svoji vsebini predstavlja izpopolnjevalni potencial na področju poznavanja osebnosti na ravni samouravnavanja, ki je v svetovalnem procesu izjemno pomembno. Predstavlja teoretični pristop, ki je združil razumevanje iz kognitivne in motivacijske znanosti, psihologije osebnosti in nevrobiologije v enojen koherenten sistem. In čeprav je bila teorija v veliki meri oblikovana kot osnovno teoretično ogrodje, je spodbudila številne prenose na bolj uporabna področja in se pokazala kot zelo učinkovita pri razvijanju konkretnih uporabnosti v vsakdanjem življenju, tudi pri svetovalnem delu. Z vidika dela v šolski svetovalni praksi bom predstavila Hierarhični sistem voljnega

uravnavanja (Kuhl, 2000) in Osemstopenjski krožni model sistema motivacije in kognitivno-čustvenega samouravnavanja istega avtorja.

Prispevek bom zaključila s predstavitvijo temeljnega koncepta kognitivno-vedenjske terapije. Slednja ponuja izjemno koristna znanja pri implementaciji ciljev v svetovalni praksi in premeščanju ovir, povezanih z voljnim delovanjem. Spremembe v kogniciji, kar omenjena teorija poudarja, namreč povzročijo spremembe v čustvenem in vedenjskem delovanju. Svetovanja vodijo do učinkovitega samouravnavanja motivacijske ciljne orientacije, usmerjene v delovanje in aktivnega voljnega delovanja.

Ključne besede: postavljanje ciljev, ciljna usmerjenost v izogibanje, voljno delovanje, osebno sistemsko interaktivna teorija, vedenjsko kognitivna terapija, svetovanje

Abstract

The aim of this paper is to put forth some content areas which I've found to be of importance and use in the context of school counselling service.

First, I'm going to focus on the content (characteristics) of goals that are formed by the counsellor and the student together. The goals we set for ourselves influence our motivation in four different ways (Zimmerman, 2008): they escalate our choice and draw our attention from irrelevant goal-oriented tasks to the more essential ones; they augment our effort to achieve our goals; they maintain our perseverance in goal tracking and strengthen our individual emotional responses to target results. Goal setting is an important aspect of self-regulation of both counsellor and student.

In practice, avoidance goal orientation is only too frequently seen with students and usually results in the lack of volition in the process of setting and achieving goals. Avoidance motivation tends to trigger a negative object as the focus point of self-regulation. It lures the students away from problem solving and goal achievement, and brings forth feelings of being threatened, anxious, or controlled, because they (the students) keep focusing on negative stimuli. I wish therefore to speak about how knowledge in the fields of volition processes and behavioural cognitive therapy can help face avoidance motivation in the counselling process.

Volition processes tend to accelerate goal achievement, mostly when it's hindered by problems such as difficulties in starting an activity due to the lack of good opportunities or the abundance of other temptations (Kuhl and Fuhrmann, 1998; Koole et al., 2006). Students often face these problems in the course of the counselling process. The basis for my findings is the Personality System Interaction Theory (Kuhl, 2000). This theory introduces one of the most extensive contemporary approaches to explaining personality structure. It presents the perfection potential in the field of self-regulation, which is of great importance in the counselling process. It explains the theoretical approach that joined the understanding of the science of cognitive motivation, personality psychology and neurobiology into a single coherent system. Even though the theory had mostly been designed as a basic theoretical tool, it encouraged numerous applications to the more useful fields of knowledge and proved to be very efficient when developing concrete tools to be used in everyday life and counselling service. Drawing from my own experience as a school counsellor, I am also going to present Theory of volitional action - Core of PSI Theory (Kuhl, 2000) and Sequence of 8 motivational and volitional phases and cognitive-affective systems (Conatice Cycle) by the same author.

In the conclusion of this paper I am going to talk about the basic concept of behavioural cognitive theory, which offers extremely useful knowledge that can be drawn upon in the context of counselling practice when implementing goals and overcoming barriers associated with volitional acts. Cognitive changes highlighted by the aforementioned theory cause changes in emotional and behavioural orientation. The students are thus guided towards a more effective self-regulation of their motivation for approach goal orientation and action orientation.

Keywords: goal setting, avoidance goal orientation, volitional action, Personality System Interaction Theory, behavioural cognitive therapy, counselling process

Temeljni viri / References

Zimmerman, B. J. (2008). Goal setting: a key proactive source of academic self-regulation. V H. Schunk in B. J. Zimmerman (ur.), *Motivation and self-regulated learning: theory, research, and applications* (str. 267–295). New York: Lawrence Erlbaum Associates Taylor & Francis Group.

Kuhl, J. (2000). The volitional basis of personality systems interaction theory: applications in learning and treatment contexts. *International Journal of Educational Research*, 33, 665–703.

Kuhl, J. in Fuhrmann, A. (1998). Decomposing self-regulation and self-control: the volitional components inventory. V J. Heckhausen in C. S. Dweck (ur.), *Motivation and self-regulation across the life span* (str. 15–49). Cambridge, UK: Cambridge University Press.

Koole, S. L., Kuhl, J. in Jostmann, N. B. (2006). Self-regulation in interpersonal relationships: the case of activation versus state orientation. V K. D. Vohs in E. J. Finkel (ur.), *Intrapersonal and interpersonal processes: how they relate* (str. 360–386). New York: The Guilford Press.

Filozofsko-psihološki klub: z diskusijo do znanja in veščin

Philosophy and Psychology Club: Discussion as a Path to Gaining Knowledge and Skills

Sonja Čorić

Elektrotehniško-računalniška strokovna šola in gimnazija Ljubljana

sanja.coric@vegova.si

Povzetek

Filozofsko-psihološki klub je obšolska dejavnost, ki je nastala na pobudo dijakov Elektrotehniško-računalniške strokovne šole in gimnazije Ljubljana, ki so želeli raziskovati humanistične vsebine, imeti možnost izražati svoje mnenje, preko diskusije spoznavati druge dijake in njihova mnenja ter spoznavati teme, za katere pri pouku ni namenjenega (dovolj) časa. Dejavnost poteka tretje šolsko leto po zdaj že ustaljeni formi, tako glede na potek šolskega leta, kot tudi glede na potek posameznega srečanja. Na začetku šolskega leta se spoznavamo z argumentiranjem, moderiranjem diskusije in podajanjem povratne informacije, kar predstavlja nekakšen uvod v veščine, ki jih potrebujejo za aktivno in uspešno sodelovanje. Na začetku leta pripravimo nabor tematik, ki jih predlagajo dijaki, in so praviloma s področja psihologije, sociologije, filozofije pa tudi ekonomije, politologije idr. Sproti se dogovarjamo, kdo bo v določenem terminu predstavil izbrano temo. Pri pripravi predstavitve jim je na voljo posvetovanje z mentorico, predstavitev pošljejo v pregled in dobijo povratno informacijo. Posamezno srečanje poteka tako, da se posedemo v krog in srečanje otvorimo z uvodnim vprašanjem, na katerega odgovori vsak izmed udeležencev. Nadaljujemo s predstavitvijo teme, ki jo pripravi praviloma dijak, lahko pa tudi mentorica ali gosti (profesorji, študenti). Predstavitve so kratke, opredeljeni so osnovni pojmi in izpostavljene temeljne dileme. Vsak predstavljalec je zadolžen tudi za pripravo vprašanj za diskusijo. Po predstavitvi sledi moderirana diskusija, pri čemer je moderator eden od dijakov. Udeleženci se k besedi prijavljajo z dvigom roke, moderator jim besedo podeli in vseskozi skrbi za ustrezno komunikacijo. Po preteku dveh šolskih ur sledi zaključni krog, v katerem vsak udeleženec poda povratno informacijo dijaku, ki je predstavljal, dijaku, ki je diskusijo moderiral, in celotni skupini, in sicer o vsebini in načinu diskusije. K podajanju povratne informacije je zavezan vsak, ovrednotijo tudi svoj prispevek k srečanju. Dijaki se v tem okviru učijo ustrezne komunikacije, spoznavajo sebe in druge, ob tem pa krepijo svoje socialne veščine. Vsekakor lahko dejavnost umestimo v kontekst preventivnega dela z dijaki, saj omogoča vključevanje tudi sicer manj vključenim dijakom, spodbuja sprejemanje raznolikosti in s tem tudi drugačnosti. Vzpostavljeno varno okolje omogoča odpiranje najrazličnejših tem, ob tem pa spodbuja in omogoča tudi samorazkrivanje. Zanimarjivi niso niti spoznavni cilji, saj dijaki ob urjenju svojega spoznavnega aparata vsakič pridobijo tudi nova znanja. Koncept bi lahko kot primer dobre prakse prenesli tudi v druga srednješolska okolja, v katerih med dijaki in strokovnimi delavci obstaja interes za razvijanje opisanih veščin.

Ključne besede: diskusija, preventiva, socialne veščine, občolska dejavnost, moderiranje

Abstract

Philosophy and Psychology Club is an extracurricular activity that emerged from our school's students' interest in humanist topics. The school programme does not include school subjects Philosophy and Psychology, which does not mean that students have no interest in them. Alongside their interest in the matter, there was also their wish to create a discussion-friendly environment, since they felt they do not get enough opportunities to discuss different topics in class. Every week club members meet after school and hold a discussion for two hours. The form of each meeting is well known, also the course of the meetings during the school year. At the beginning of the school year, there is an introduction course on argumentation, discussion moderation and the skills of giving and receiving constructive feedback. Students create a list of philosophical, psychological, sociological and other topics and decide which topic they plan to present to others. The presentations need to be short, concentrated on basic concepts and include questions for discussion. The mentor is always there to provide additional help if needed and also to guide students through the formulation of their presentations. Each meeting starts with all students answering one opening question. Then one student presents what she or he prepared and leads the discussion. One of the participants plays the role of the moderator who takes care of order (each student must raise his hand to get the chance to speak) and appropriate communication. After the discussion, we all finish our participation by giving feedback to the presenter, moderator, discussion in general and their own contribution. Within this extracurricular activity, students learn how to communicate properly, they get to know themselves and others while developing their social skills. The club is definitely a preventive form of work with students, especially the most vulnerable and excluded ones. It enables them to belong to a group that is created to explore and accept diversities and is consequently more likely to accept differences among students. The safe environment allows them to discuss different topics and encourages their sharing and openness. While explaining the social and emotional goals that are achieved through the activity, we must not forget about cognitive skills they train with presenting and discussing topics that improve their general knowledge. The concept of above-described activity could and should easily be transferred to other high school environments if there exists necessary interest among students and professionals, school counselors or others.

Keywords: discussion, prevention, social skills, extracurricular activity, moderation

Temeljni viri / References

- Bürgermeister, A., Ringeisen, T. in Raufelder, D. (2016). Fostering students' moderation competence: the interplay between social relatedness and perceived competence. *Teaching in higher education*, 21(8), 990–1005.
- Reznitskaya, A., Anderson, R. C. in Kuo, L. (2007). Teaching and Learning Argumentation. *The Elementary School Journal*, 107(5), 449–472.
- Sinnott-Armstrong, W. in Fogelin, R. J. (2014). *Understanding arguments: an introduction to informal logic* (9. izdaja). Stamford: Cengage Learning.

Sprouls, K., Mathur, S. R. in Upreti, G. (2015). Is positive feedback a forgotten classroom practice? Findings and implications for at-risk students. *Preventing School Failure*, 59(3), 153–160.

Yannuzzi, T. J. in Martin, D. (2014). Voice, identity, and the organizing of student experience: managing pedagogical dilemmas in critical classroom discussions. *Teaching in Higher Education*, 19(6), 709–720.

Uporaba vrstniške mediacije v srednjih šolah

Use of Peer Mediation in High Schools

Mateja Vogrinčič

mailto:mateja_vogrincic@hotmail.com

Povzetek

Bližnji in skladni medvrstniški odnosi predstavljajo pomemben vir podpore, hkrati pa pripomorejo k socialni in učni šolski prilagojenosti posameznika, kar se še posebej odraža v obdobju mladostništva (Košir, 2013: 36). Leta 2008 je bil koncept mediacije vključen v Priporočila o načinih oblikovanja in uresničevanja vzgojnega načrta osnovne šole, kar je pripomoglo k temu, da so mediacijo v svoje delo vključile mnoge slovenske osnovne šole. Glede na prebrano strokovno literaturo sem ugotovila, da trenutno še ne obstaja raziskava o pogostosti uporabe vrstniške mediacije v slovenskem srednješolskem prostoru.

Glavni namen moje empirične raziskave je bil osvetliti področje slovenskih srednješolskih programov z vidika discipline in konfliktov ter ugotoviti, koliko srednjih šol pri reševanju konfliktov med dijaki/dijakinjami uporablja koncept vrstniške mediacije. Pri tem so nas zanimale razlike glede na regijo in izobraževalni program, ki ga izvaja posamezna srednja šola. Raziskava temelji na neslučajnostnem vzorcu šolskih svetovalnih delavcev vseh srednjih šol, ki so v šolskem letu 2016/2017 delovale v Sloveniji. Na anketni vprašalnik se je skupno odzvalo 71 šolskih svetovalnih delavcev. Rezultati kažejo, da je koncept vrstniške mediacije, kot eden izmed alternativnih metod reševanja konfliktov, slabo uveljavljen v slovenskih srednjih šolah, da pa ni bistvenih razlik glede na regijo ali tip izobraževalnega programa. Številni avtorji v svojih delih navajajo prednosti vrstniške mediacije, o tem pa poročajo tudi anketiranci s srednjih šol, ki že izvajajo vrstniško mediacijo. Ostali anketirani navajajo potrebo po uvedbi določenih pogojev, da bi lahko ta koncept vpeljali tudi na njihovih šolah.

Ključne besede: obdobje mladostništva, srednješolski izobraževalni program, konflikt, vrstniška mediacija

Abstract

Close and harmonious peer relationships present an important source of support, and simultaneously, they benefit to social and school adjustment of an individual, especially during adolescence (Košir, 2013: 36). In 2008, the concept of mediation was integrated in the guidelines on design and implementation of the educational plan in primary schools issued by the Ministry of Education and Sport. As a result, the mediation was included in many Slovene primary schools. According to academic literature, I concluded that there hasn't been a research made on the frequency of peer mediation use in Slovene yet.

The main purpose of the empirical research was to highlight the field of the Slovene secondary school programs from two aspects: discipline and conflicts. Moreover, the research also focused on the question how many secondary schools use the concept of peer mediation for conflict resolution between students. I was also interested in the

differences with regard to the region and educational program carried out by the individual secondary schools. The research is based on a random sample schools counselors of every secondary school that operated in the school year 2016/2017 in Slovenia. Survey questionnaires were completed by 71 school counselors. The results show that the concept of peer mediation – as one of the alternative methods of conflict resolution – is poorly integrated in the Slovene secondary schools, and that there are no fundamental differences in the regions and types of educational programs. Many authors of academic publications list advantages of peer mediation, which were also reported by the respondents who already conduct peer mediation. The rest of the respondents state that certain conditions are necessary to be introduced in order to be able to integrate this concept in their schools as well.

Keywords: adolescence, secondary education programs, conflict, peer mediation

Temeljni viri / References

Košir, K. (2013). Socialni odnosi v šoli. Maribor: Subkulturni azil, zavod za umetniško produkcijo in založništvo.

4. SEKCIJA:

**Svetovalno delo z razredniki in oddelčno
skupnostjo, karierna orientacija,
nadarjeni učenci**

Delo šolskega pedagoga z razrednikom in oddelčno skupnostjo

The Pedagogue's Work with the Class Teacher and the Class Community

prof. dr. Jana Kalin

Univerza v Ljubljani, Filozofska fakulteta

jana.kalin@guest.arnes.si

Povzetek

Eno temeljnih področij dela pedagoga je delo z oddelčno skupnostjo kot temeljno socialno in vzgojno-izobraževalno skupnostjo vzgojno-izobraževalne ustanove, sestavljeno iz otrok, mladostnikov in učiteljev, kjer se vzpostavljajo odnosi med otroki, mladostniki in učiteljem ter med otroki in mladostniki samimi. Pri tem pedagog sodeluje z vsemi učitelji, ki delajo z učenci, še posebno pa vidimo njegovo vlogo v sodelovanju z razrednikom, ki je odgovoren za načrtovanje dela oddelčnega učiteljskega zbora in oddelčne skupnosti ter za oblikovanje ustrezne sodelovalne klime v oddelku. Z vidika šolskega pedagoga je oddelčna skupnost prostor, v katerem otrok oz. mladostnik osvaja znanje, vrednote in spretnosti, ki jih potrebuje za življenje, hkrati pa prostor, kjer je mogoče in potrebno iskati rešitev za posameznikove razvojne, osebne, učne in disciplinske težave oz. težave v sprejemanju in prilagajanju šolskim zahtevam ter spoštovanju temeljnih norm medsebojnega vedenja. Razrednik svoje naloge opravlja v sodelovanju s celotnim oddelkom učencev, pa tudi s posameznimi učenci, njihovimi starši, kolegi in drugimi subjekti. Pomembno je, da pri svojem prizadevanju izhaja iz temeljnih načel delovanja, kot so načelo celostnega pristopa, aktualnosti, strokovnosti, avtonomije, razvojne usmerjenosti, kakovostne organizacije dela ipd. (Programske smernice za delo oddelčnega učiteljskega zbora in oddelčne skupnosti, 2005). Šolski pedagog je sogovornik in sodelavec razredniku pri načrtovanju dela z oddelčno skupnostjo, uresničevanju dejavnosti in njihovi evalvaciji. V procesu sodelovanja pridobijo tako razrednik kot oddelčna skupnost in njeni posamezniki, pa tudi sam pedagog, saj lahko neposredno spozna učence in jih seznanja s svojim delom in poslanstvom tako na področju preventivnega kot razvojnega ter kurativnega delovanja.

Ključne besede: razrednik, načrtovanje dela oddelčne skupnosti, šolski pedagog, oddelčni učiteljski zbor, program oddelčne skupnosti

Abstract

A crucial area of the pedagogue's work is work with the class community as the basic social and educational community in the educational institution comprising children, adolescents and teachers, where relationships between children/adolescents and teachers as well as among children/adolescents themselves are built. The pedagogue collaborates with all the teachers who work with students, but the pedagogue's role is

especially significant in cooperation with the class teacher, who is responsible for planning the work of the class teachers' assembly and the class community as well as the development of appropriate cooperation atmosphere in the class. In the school pedagogue's view the class community is a space where the child/adolescent gains knowledge, values and skills needed for life, but it is also a space where solutions to individuals' developmental, personal, learning and discipline problems, as well as problems of accepting and adapting to school requirements and basic norms of mutual behaviour, may and should be sought. The class teacher performs his/her tasks in cooperation with the entire class community, but also with individual students, their parents, colleagues and others. It is important that the class teacher's efforts are based on the fundamental principles of practice, such as the principles of holistic approach, relevance, professionalism, autonomy, developmental organization, quality work organization, etc. (Programme guidelines for the work of the class teachers' assembly and the class community, 2005). The school pedagogue is a consultant to and collaborator with the class teacher when the latter is planning work with the class community, implementing activities and evaluating them. The process of collaboration benefits both the class community (and its individual members) and the pedagogue, who can get to know the students better and acquaints them with her/his work and mission in the areas of preventative, developmental and remedial activities.

Keywords: class teacher, planning the class community's work, school pedagogue, class teachers' assembly, class community programme

Temeljni viri / References

- Forte, A. M., Flores. M. A. (2013). Teacher collaboration and professional development in the workplace: a study of Portuguese teachers. *European Journal of Teacher Education*. Dostopno na: <http://dx.doi.org/10.1080/02619768.2013.763791>, 26. 8. 2013.
- Hederih, B. (2001). Sodelovanje med razrednikom in šolsko svetovalno službo - realna in nerealna pričakovanja. *Sodobna pedagogika*, (52)1, str. 84–96.
- Kalin, J. (2004). Učiteljev profesionalni razvoj in kultura učeče se organizacije. *Vodenje v vzgoji in izobraževanju*, (55)3, str. 25–36.
- Muršak, J., Javrh, P., Kalin, J. (2011). *Poklicni razvoj učiteljev. (Razprave FF)*. Ljubljana: Znanstvena založba Filozofske fakultete.
- Programske smernice za delo oddelčnega učiteljskega zbora in oddelčne skupnosti (2005). Ljubljana: MŠŠ. Dostopno na: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/program_drugo/Programske_smernice_za_delo_ouz_in_os.pdf.

Model kompetenčnega okvira za karijerne svetovalce, zaposlene na osnovnih šolah

Model of Competence Framework for Career Counsellors Employed at Basic Schools

dr. Nina Krmac in prof. dr. Jurka Lepičnik Vodopivec

Univerza na Primorskem, Pedagoška fakulteta

nina.krmac@pef.upr.si; jurka.lepicnik@pef.upr.si

Povzetek

V osnovnih šolah v Sloveniji vsebine karijerne orientacije koordinira in vodi šolska svetovalna služba. Z njo sodelujejo vsi strokovni delavci, starši in učenci sami. Največ vsebin je namenjenih učencem 8. in 9. razreda osnovne šole. Šolske svetovalne službe učencem v okviru vsebin karijerne orientacije nudijo predvsem pomoč pri vpisu v srednje šole, obisk na srednje šole, predstavitev delodajalcev, informacije o možnostih pridobitve štipendije ter individualno in skupinsko karierno svetovanje.

V zadnjem desetletju postaja raziskovanje in vpeljevanje karijerne orientacije vse pomembnejša potreba sodobne družbe. To izpostavljajo številni dokumenti na ravni evropske unije, ki poudarjajo razvoj svetovanja in uveljavljenosti karierne orientacije, z namenom razvijanja vseživljenjskega učenja in razvoja kariernih svetovalnic v različnih ustanovah, še zlasti v šolah. V okviru integracije je tudi bil oblikovan predlog izbirnega predmeta Karierna orientacija za osnovno šolo (interno gradivo Zavoda Republike Slovenije za zaposlovanje).

Prispevek tako temelji na oblikovanju kompetenčnega okvirja za karijerne svetovalce, zaposlene na osnovnih šolah oz. osebe, ki naj bi vodile vsebine karijerne orientacije na osnovni šoli. V kvantitativno raziskavo je bilo vključenih 125 svetovalnih delavcev, zaposlenih na osnovnih šolah. Ugotovljeno je bilo, da so na področju karierne orientacije s strani svetovalnih delavcev v ospredju kompetence, ki se nanašajo na interpesonalno inteligenco svetovalca ter poznavanje vpisnih postopkov in srednješolskih programov. Kot najbolj kompetentni za opravljanje poklica kariernega svetovalca so se izkazali pedagogi.

Prispevek v zaključku prikazuje kompetenčni okvir s šestimi področji znanja, pri katerih se kompetence vrstijo po pomembnosti. Na višja mesta so postavljena področja, ki temeljijo na osebnostnih lastnostih. Pri tem je pomembno zavedanje kariernega svetovalca, da je znanje o srednjih šolah izhodišče obravnavanje vsebin karierne orientacije na osnovni šoli. Oblikovanje kompetenčnega okvirja za zaposlovanje kariernih svetovalcev prinaša velik korak k upoštevanju oblikovanega profila in k večji vključitvi karierne orientacije v šolski sistem.

Ključne besede: karierna orientacija, učenci, šolski svetovalni delavci, pedagogi, kompetence

Abstract

In basic schools in Slovenia career orientation content is coordinated and managed by the school counselling service in cooperation with all school employees, parents, and students. The majority of the content is dedicated to 8th and 9th graders. Within career orientation the school counselling service primarily offers assistance for enrolment in secondary school, visits to secondary schools, presentations from employers, information about scholarship opportunities, and individual as well as group career counselling.

During the last decade research and introduction of career guidance has been becoming an increasingly important need of contemporary society. This is highlighted by a number of documents at EU level that emphasise the development of counselling and establishment of career guidance with the aim of developing lifelong learning and of development of career counselling services in various institutions, especially in schools.

Such integration led to the introduction of the elective subject "Career Guidance" in basic school (internal content at the Employment Office of the Republic of Slovenia). The article is thus based on the formation of a competence framework for career counsellors employed at basic schools. In the quantitative research 125 school counsellors participated. The authors notice in the area of career guidance the respondents put the competences in the forefront that refer to counsellor's interpersonal intelligence and the knowledge of enrolment procedures and of secondary school programmes. Pedagogues have proved to be the occupational group the most competent to perform the job of a career counsellor. In the conclusion the article presents a model of competence framework with six areas of knowledge, the competences following each other arranged by relevance.

Personality characteristics have been placed in higher positions. It is particularly important that career counsellors are aware of the fact that knowledge about secondary schools is the starting point for the development of career orientation content in basic school. The formation of the competence framework for the employment of career counsellors brings a great step toward taking account of the formulated profile and toward integration of career guidance into school system.

Keywords: career orientation, pupils, school counsellors, pedagogues, competences

Temeljni viri / References

- Čačinovič Vogrinčič, G., Bregar Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezič, T. ... Šmuk, B. (2018). Programske smernice. Svetovalna služba v osnovni šoli. Ljubljana: Zavod Republike Slovenije za šolstvo. Pridobljeno s http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/ministrstvo/Publikacije/Programske_smernice_OS.pdf
- Krmac, N. in Lepičnik Vodopivec, J. (2018). Employment Model of Career Counsellors at Universities. Hamburg: Verlag Dr. Kovač.
- Rupar, B. (Ur.) (2015). Predlog učnega načrta. Interno gradivo ZRSZ. Pridobljeno s https://www.ess.gov.si/_files/7985/Predlog_ucnega_nacrta.pdf
- Štremfel, U. in Lovšin, M. (Ur.). (2015). Karierni ter osebni in socialni razvoj mladih: pogledi, pristopi, izzivi. Ljubljana: Pedagoški inštitut. Pridobljeno s http://www.mojaizbira.si/files/upload/znanstvena_monografija_career.pdf

Področje odkrivanja in dela z nadarjenimi učenci v luči šolskih svetovalnih služb

The Field of Discovery and Work with Gifted Pupils in the Light of School Counseling Services

mag. Petra Drogenik
OŠ Slave Klavora Maribor
petra.drogenik@guest.arnes.si

Povzetek

Pri odkrivanju in delu z nadarjenimi učenci v osnovni šoli se delavci v šolski svetovalni službi in vodstva osnovnih šol ravna po Konceptu odkrivanja in dela z nadarjenimi učenci v osnovni šoli, ki ga je sprejel strokovni svet Republike Slovenije za splošno izobraževanje leta 1999. Po Zakonu o osnovni šoli (11. člen) so nadarjeni učenci učenci, ki izkazujejo visoko nadpovprečne sposobnosti mišljenja ali izjemne dosežke na posameznih učnih področjih, v umetnosti ali športu. Šola tem učencem zagotavlja ustrezne pogoje za vzgojo in izobraževanje tako, da jim prilagodi vsebine, metode in oblike dela ter jim omogoči vključitev v dodatni pouk, druge oblike individualne in skupinske pomoči ter druge oblike dela. Da bi v času šolanja prepoznali vse, ki so nadarjeni, in jim ponudili možnosti za razvoj njihovih sposobnosti, je potrebno čim zgodnejše sistematično odkrivanje in delo z njimi. Koncept odkrivanja in dela z nadarjenimi učenci v osnovni šoli opredeljuje nadarjenost in značilnosti nadarjenih učencev. Prav tako pa vsebuje tudi zelo jasna in natančna izhodišča za delo z nadarjenimi učenci. Poleg tega sledi sodobnemu pojmovanju nadarjenosti in teži k čim zgodnejšemu delu z nadarjenimi učenci. Koncept narekuje, da je pri odkrivanju nadarjenih učencev potreben kompleten team strokovnjakov, sodelovati morajo vsi pedagoški delavci in šolska svetovalna služba, po potrebi lahko šola k sodelovanju povabi tudi zunanje strokovne delavce. Hkrati koncept nagovarja, da je potrebno poleg pravočasnega odkrivanja nadarjenih in organizacije različnih diferenciranih oblik dela z njimi, tudi redno spremljanje njihovega razvoja in napredka. Skrb za učence navaja za pomemben del šolskega programa, načrta in vizije šole ter za pomembno nalogo vodstva šole.

V prispevku predstavljamo rezultate raziskave, s katero smo spremljali oziroma analizirali praktične izkušnje mariborskih osnovnošolskih delavcev v šolski svetovalni službi pri delu z nadarjenimi, predvsem z vidika izvajanja postopkov, ki jih narekuje zakonodaja. Rezultati kažejo, da se v formalnem smislu sledi konceptu, na vsebinski ravni pa anketirani predlagajo kar nekaj posodobitev in sprememb.

Ključne besede: nadarjeni, šola, odkrivanje nadarjenih, postopek dela z nadarjenimi

Abstract

In discovering and working with gifted pupils in elementary school, workers in the school counseling service and the management of elementary schools follow The

concept of discovery and work with talented pupils in elementary school, which was adopted by the General Council of the Republic of Slovenia for General Education in 1999. According to the Elementary School Act gifted pupils are pupils who exhibit high above-average thinking abilities or exceptional achievements in individual learning fields, in art or in sport. The school provides these pupils appropriate conditions for upbringing and education by adapting them to the contents, methods and forms of work, enabling them to be included in additional classes, other forms of individual and group help, and other forms of work. In order to recognize those who are gifted and offer them opportunities to develop their skills during schooling, it is necessary to have a systematic detection and work with them as early as possible. The concept of discovering and working with talented pupils in elementary school defines the talent and characteristics of talented pupils. It also contains very clear and precise starting points for working with talented students. In addition, it follows the modern concept of talent and strives to work as early as possible with gifted pupils. The concept requires that a complete team of experts is needed in the discovery of gifted pupils, all pedagogues and school counseling services must be involved, and if necessary, the school can also invite external experts to participate. At the same time, the concept suggests that in addition to timely discovering talent and organizing different differentiated forms of work with them, regular monitoring of their development and progress is also needed. Care for pupils states for an important part of the school program, the plan and the vision of the school and for the important task of school leadership.

The paper presents the results of the research, where we monitored or analyzed the practical experience of Maribor primary school workers in the school counseling services in working with talented pupils, especially with regard to the implementation of the procedures prescribed by the legislation. The results show that in the formal sense, the concept is followed, while at the content level the respondents propose several updates and changes.

Keywords: gifted pupils, school, identifying gifted pupils, process of gifted pupils

Temeljni viri / References

- Barle, A. (2007). Družba znanja in vseživljenjsko učenje. Ljubljana: Pedagoški inštitut.
- Bezić, T. (2011). Dejavnosti Zavoda RS za šolstvo v procesih razvijanja in uvajanja Koncepta odkrivanja in dela z nadarjenimi v osnovnih in srednjih šolah v Sloveniji, od leta 1996 do 2011. Dostopno na: http://www.zrss.si/pdf/180113130909_bezic_t_porocilo_o_dejavnostih_zrs%C5%A1_nadarjeni_od_leta_1996_do_2011.pdf. (pridobljeno 08. 10. 2015).
- Borland, J. H. (2013). Problematizing Gifted Education. V: C. M. Callahan, H. L. Hertberg Davis, (2013). Fundamentals of Gifted Education: Considering Multiple Perspectives. New York: Routledge, str. 69–81.
- Flore, S., Klanjšek, R., Musil, B., Tavčar Krajnc, M. in Kirbiš, A. (2009). Kdo je uspešen v slovenski šoli. Ljubljana: Pedagoški inštitut.
- Zakon o osnovni šoli (Uradni list RS, št. 81/06 – uradno prečiščeno besedilo, 102/07, 107/10, 87/11, 40/12 – ZUJF, 63/13 in 46/16 – ZOFVI-K). Dostopno na: <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO448>. (pridobljeno 9. 6. 2018)

Vloga šolskega psihologa pri delu z nadarjenimi učenci osnovne šole v Srbiji

The Role of School Psychologist in Working with the Gifted Students of Elementary School in Serbia

Milica Milojević

Osnovna šola Jovana Popovića, Beograd

milica.milojevic.popovic@gmail.com

Povzetek

V zakonih in predpisih Republike Srbije je mogoče najti opredelitev značilnosti nadarjenih in pomen spoštovanja njihovih posebnih vzgojno-izobraževalnih potreb. Tem naj bi sledili predvsem na tri načine: 1) s prilagajanjem šolskega programa 2) z oblikovanjem individualiziranega načrta vzgojno-izobraževalnega dela ter 3) z možnostjo izobraževanja v specializiranih šolah. Obstajajo tudi Smernice za delo strokovnih sodelavcev v šolah, vendar tudi te delo z nadarjenimi obravnavajo le v par stavkih. Ker torej ni podrobnejših usmeritev za delo z nadarjenimi, je njihova identifikacija in delo z njimi v veliki meri prepuščeno navdušenju in osebnim zmožnostim strokovnih sodelavcev ter zato v večini osnovnih šol za delo z nadarjenimi tudi ni nobenega posebnega programa. Večinoma med nadarjene umeščajo tiste odlične učenci, ki dosegajo tudi izjemne rezultate na tekmovanjih.

V prispevku bom predstavila, kako sama, kot psiholog – strokovni sodelavec, na naši šoli zagotavljam podporo nadarjenim učencem, učiteljem in staršem ter tudi izzive in dileme, s katerimi se soočam. Obravnavala bom problematiko identifikacije nadarjenih učencev, svetovanja nadarjenim, posvetovalnega in izobraževalnega dela z učitelji nadarjenih učencev ter svetovalnega dela s starši in predstavila primer individualiziranega načrta vzgojno-izobraževalnega dela. Temeljna značilnost našega dela je individualna obravnava vsakega posameznega nadarjenega učenca in oblikovanje veljavnega in zanesljivega pedagoškega profila kot osnove za dobro načrtovanje prilagoditev vzgojno-izobraževalnega dela. Kot koordinator tima za inkluzivno izobraževanje na šoli skupaj z drugimi člani iščem nove organizacijske načine dela ter načine ustvarjanja takšnega učnega okolja, v katerem bi zagotovili ustrezno podporo tudi tem učencem.

Ključne besede: zakonske osnove dela z nadarjenimi, nadarjeni učenci, šolski psiholog, pedagoški profil učenca, individualizirani vzgojno-izobraževalni načrti

Abstract

Following the laws and regulations of the Republic of Serbia, we can identify the determinants that define the notion of giftedness, but also respect their special educational needs primarily through: 1) Adaptation of the school program 2) Possibility of developing an individual educational plan 3) the possibility of studying in specialized schools. Also, the Guidelines for the professional associates in school of the Republic of Serbia, in only a few sentences, treats the work with such children. As there are no

closer determinants, work on identifying gifted students is largely left to the enthusiasm and ability of professional associates in schools. For this reason, in most primary schools in Serbia there is no special program of work with gifted students, and they are not recognized except as a part of the excellent pupils' population that achieves notable results in the competitions.

In this paper, I will try to show through the example of practice in our school the ways in which a school psychologist, as a professional associate, provides support to gifted students, and to their teachers and parents, and also describe the challenges and dilemmas she is facing with. I will cover the following topics: problems of identifying gifted students, counseling with gifted students, consultative and educational work with teachers working with gifted students, counseling work with their parents, as well as an example of an individualized plan of work with a gifted student. The emphasis is on individual approach to every gifted student, and the creation of a valid and reliable pedagogical profile as a basis for good planning of individual educational work. As Coordinator of the Team for inclusive education, together with other members of the Team, we try to find new ways in the organization of work and space in order to provide adequate support to these students.

Keywords: legal frameworks, gifted students, psychologist, pedagogical profile, individualized educational plans

Temeljni viri / References

Altras Dimitrijević, A., Tatić Janevski, S. (2016) Education of pupils of exceptional abilities of scientific basis and guidelines for school practice, Belgrade, Institute for the Promotion of Education.

Rulebook and Detailed Instructions for Determining an Individual Education Plan, Its Application and Valuation, Official Gazette of the Republic of Serbia – Educational Gazette, No.78/2010.

Law on Primary Education, RS Official Gazette, No. 55/2013

5. SEKCIJA:

Svetovalna služba in učenci z učnimi težavami

Kako izboljšati prepoznavanje in obravnavo specifičnih učnih težav: vloga šolske psihologije

How to Improve the Identification and Treatment of Learning Disabilities: the Role of School Psychology

doc. dr. Lidija Magajna

Pedagoška fakulteta v Ljubljani,

Oddelek za specialno in rehabilitacijsko pedagogiko (zunanja sodelavka)

Lidija.Magajna@pef.uni-lj.si

Povzetek

Ugotovitve številnih raziskav in izkušnje praktikov v slovenskem in širšem mednarodnem prostoru (Magajna, 2011, 2015) izpostavljajo pomembna vprašanja, povezana s kakovostjo procesov prepoznavanja, poglobljenega diagnostičnega ocenjevanja, poučevanja in načinov pomoči učencem s specifičnimi učnimi težavami (v nadaljevanju SUT). Kljub povprečnim ali nadpovprečnim sposobnostnim in izvajanjem različno intenzivnih oblik pomoči so učenci in učenke z izrazitimi SUT oziroma primanjkljaji na posameznih področjih učenja (v nadaljevanju PPPU) pogosto učno neuspešni, dosegajo nižje izobraževalne dosežke na nacionalnih preverjanjih znanja, doživljanje frustracij in nemoči ob neuspehih pa ogroža tudi njihovo psihosocialno prilagajanje in dolgoročno udejanjanje potencialov.

V osnovi so SUT/PPPU po definiciji nevropsihološko pogojene težave spoznavnih procesov, ki ovirajo usvajanje in avtomatizacijo izobraževalnih spretnosti (branja, pisanja, matematike) in znanj ter povzročajo primanjkljaje na izobraževalnem področju. Zato ima po mnenju strokovnjakov različnih ved (Hale, 2010) pri identifikaciji SUT/PPPU in načrtovanju pomoči pomembno vlogo tudi kakovostno ocenjevanje splošnih in specifičnih spoznavnih procesov. V zadnjih letih strmo narašča število raziskav, ki omogočajo razumevanje značilnega in motenega razvoja spoznavnih in izobraževalnih spretnosti ter predvsem povezav med specifičnimi spoznavnimi primanjkljaji in neučinkovitim funkcioniranjem na posameznih področjih učenja (Johnson idr., 2010). Vloga nekaterih spoznavnih procesov (npr. fonološkega zavedanja pri branju) je dobro preučena, medtem so manj razjasnjeni procesi dostopanja do informacij pri posameznikih z različnimi oblikami SUT. Napredku na področju teorije, modelov in raziskovanja spoznavnih procesov in primanjkljajev pri motnjah učenja pa žal kljub naraščajočim potrebam in zahtevam po spremembah ni sledil tudi napredek v empirično podprtih praksah poučevanja in pomoči, kar predstavlja pomemben izziv za nadaljnja prizadevanja.

Namen prispevka je predstaviti vlogo šolske psihologije in šolske nevropsihologije (podspospejalizacije šolske psihologije) pri izboljšanju kakovosti in učinkovitosti dela z učenci s SUT/PPPU. Predstavljeni bodo nekateri sodobni integrirani modeli z dokazi podprtega diagnostičnega ocenjevanja ter uporaba vzorca šibkih in močnih področij za identifikacijo SUT/PPPU ter izbiro ciljno naravnanih načinov učinkovite pomoči (Schultz,

Simpson in Lynch, 2012). Razvijanje kompetenc na teh področjih ob uporabi novih znanstvenih spoznanj bi šolskim psihologom omogočilo, da pomembno prispevajo k razlagi oviranosti pri učenju in razumevanju povezav med spoznavnimi primanjkljaji in šolskim funkcioniranjem. Boljše razumevanje in zavedanje o tem, kako in zakaj prihaja do oviranosti v procesu učenja, agotovo prispeva tudi k doživljanju večje samoučinkovitosti in motivacije pri učencih, njihovih starših, učiteljih in strokovnih delavcih, ki izvajajo različne oblike pomoči. Dobro razumevanje spoznavnih in psiholoških vidikov omogoča tudi večje proaktivno ravnanje udeleženih, kar zagotovo vodi do dolgoročno ugodnih izidov.

Ključne besede: spoznavni procesi, specifične učne težave, primanjkljaji na posameznih področjih učenja, spoznavni primanjkljaji, diagnostično ocenjevanje, ciljno usmerjeni načini pomoči

Abstract

The findings of numerous research studies and experiences of practitioners in the Slovenian and wider international area (Magajna, 2011, 2015) exposed important issues related to the quality of identification procedures, in-depth diagnostic assessment, teaching and methods of intervention and support for students with specific learning disabilities. Despite their average or above average intellectual abilities and the implementation of differently intensive forms of assistance, students with severe learning disabilities, named also "students with deficits in individual areas of learning", often fail to learn and achieve lower educational results at national examinations. The experience of frustration and helplessness in the face of school failure hinders their psycho-social adaptation and the long-term realization of potentials.

Learning disabilities are neuropsychologically based disorders of cognitive processes that interfere with the acquisition and automation of educational skills (reading, writing, mathematics) and knowledge and leading to deficits in the education field. According to professionals of various disciplines (Hale et. al., 2010), the quality of assessment of general and specific cognitive processes plays an important role in the identification of learning disabilities and the planning of learning support and intervention. In recent years, the number of research, which enables us to understand the typical and atypical development of cognitive and educational skill as well as the relations between specific cognitive deficits and inefficient functioning in specific learning areas, has been steadily increasing (Johnson et. al., 2010). The role of some cognitive processes (eg phonological awareness in reading) has been well studied, while the processes of accessing information in individuals with different forms learning disabilities are less clear. Regrettably, despite growing needs and demands for change, progress in theory, models and research on cognitive processes and deficits in learning disabilities was not followed by progress in evidence-based teaching and assistance practices, which represents an important challenge for further efforts.

The purpose of the paper is to present the role of school psychology and school neuropsychology (subspeciality of school psychology) in improving the quality and effectiveness of assistance to students with learning disabilities. Some recent integrated models of evidence-based in-depth assessment of learning disabilities will be presented together with the analysis of the patterns of weak and strong areas for

the identification of learning disabilities and the selection of targeted methods of intervention and assistance (Schultz, Simpson and Lynch, 2012). Developing competencies in these areas using new scientific findings would allow school psychologists to make a significant contribution to explaining learning impediments and understanding the links between cognitive deficits and school function. A better understanding and awareness of how and why the learning process is impeded certainly contributes to experiencing greater self-efficacy and motivation in students with learning disabilities, their parents, teachers and professional staff who carry out different forms of assistance. A good understanding of cognitive and psychological aspects also enables more proactive behavior of the participants, which certainly leads to more favorable long-term outcomes.

Keywords: cognitive processes, specific learning difficulties, deficits in individual areas of learning, cognitive deficiencies, diagnostic assessment, targeted intervention strategies

Temeljni viri / References

- Hale, J. B. idr. (2010). The Learning Disabilities Association of America's White Paper on Evaluation, Identification, and Eligibility Criteria for Students with Specific Learning Disabilities. Pridobljeno 29. 5. 2018 s spletne strani <https://ldaamerica.org/advocacy/lda-position-papers/>
- Johnson, E. S., Humphrey, M., Mellard, D. F., Woods, K. in Swanson, H. L. (2010). Cognitive processing deficits and students with specific learning disabilities: A selective meta-analysis of the literature. *Learning Disability Quarterly*, 33, 3–18.
- Magajna, L. (2015). Sodobne raziskave spoznavnih procesov in psiholoških virov pri specifičnih motnjah učenja. V: Pavlovič, Z. (ur.). Zbornik strokovnega simpozija ob 60-letnici Svetovalnega centra: 60 let podpore pri vzgoji, učenju in odraščanju. Ljubljana: Svetovalni center za otroke, mladostnike in starše, 141–160.
- Magajna, L. (2011). Prepoznavanje in diagnostično ocenjevanje specifičnih težav pri učenju: problemi in modeli. V: L. Magajna in M. Velikonja (ur.), Učenci z učnimi težavami – prepoznavanje in diagnostično ocenjevanje. Ljubljana: Pedagoška fakulteta, 112–133.
- Schultz, E. K., Simpson, C. G. in Lynch, S. (2012). Specific Learning Disability Identification: What Constitutes a Pattern of Strengths and Weaknesses? *Learning Disabilities: A Multidisciplinary Journal*, 18(2), 87–97.

Vključevanje dijakinje z Aspergerjevim sindromom – prilagoditve v vzgojno-izobraževalnem procesu

Inclusion of One Student with Asperger's Syndrome – Adjustments in Educational Process

Špela Potočnik

Zavod sv. Frančiška Saleškega,
OE Gimnazija Želimplje in Dom Janeza Boska
svetovalna@zelimplje.si

Povzetek

Za uspešno vključevanje dijakov z Aspergerjevim sindromom v vzgojno-izobraževalni sistem je pomembno poznavanje ključnih lastnosti oseb z Aspergerjevim sindromom, s katerimi se srečujejo tako mladostniki, ki z njim sobivajo, ter strokovni delavci, ki jih poučujejo in osebno spremljajo.

V prispevku je opisan potek vključevanja dijakinje z Aspergerjevim sindromom. Navedeni so vzgojno-izobraževalni izzivi ter primeri dobrih praks, ki so pripomogli k izboljšanju njenih socialnih veščin, učnih navad, omilili simptome ter jo opolnomočili za kvalitetnejše življenje v odrasli dobi.

Namen prispevka je predstaviti smernice za uspešno načrtovanje individualizirane pomoči ter osvetliti prednosti vključevanja oseb z omenjenim sindromom tudi za ostale strokovne in pedagoške delavce. O primeru smo posneli tudi kratek film, v katerem so predstavljena razmišljanja dijakinje, njene razredničarke, vzgojiteljice in prijateljic.

Ključne besede: Aspergerjev sindrom, avtizem, posebne potrebe, vključevanje

Abstract

In order to successfully integrate students with Asperger's syndrome into the educational system, it is important that both adolescents who coexist with them and professional workers teaching and personally accompanying them know the key characteristics of people with AS.

The article describes the course of inclusion of a girl with Asperger's syndrome; highlighting the educational challenges and examples of good practice that have contributed to improving her social skills, learning habits. Thus symptomatology was reduced and the student has been empowered for a quality life in adulthood.

The purpose of the article is to provide guidelines for a successful planning of individualized assistance and to highlight the advantages of integration for other professional and pedagogical workers. The example of good practice was summed in a short film that contains the thoughts of the girl with Asperger's syndrome, her class teacher, educator at a residence hall, classmates, and close friends.

Keywords: Asperger's syndrome, autism, special needs, inclusion

Temeljni viri / References

- Attwood, T. (2006). The complete guide to Asperger's syndrome. London: Kingsley.
- Attwood, T. (2007). Aspergerjev sindrom. Priročnik za starše in strokovne delavce. Ljubljana: Megaton.
- Baker, J. (2005). Preparing for life. The complete guide fot Transitioning to Adulthood fot those with Autism and Asperger's sindrom. Texas: Future Horizons.
- Baron-Cohen, S. (2008). Autism and Asperger syndrome. The facts. New York: Oxford University Press Inc.
- Potočnik, Š. (2018). Zgodba o Tini [Video]. Osebni filmski arhiv, marec 2018.

Učenci z avtističnimi motnjami v osnovni šoli – izziv šolske svetovalne službe

Pupils with Autistic Spectrum Disorders in Primary School – a Challenge for School Counselling Services

Mojca Lalić

Osnovna šola Slave Klavore Maribor

mojca.lalic@guest.arnes.si

Povzetek

Prve oblike dodatne strokovne pomoči v rednih osnovnih šolah za učence z biopsihosocialnimi posebnostmi segajo, kot projekt Višje šole za socialno delo, Mestne občine Ljubljana, ljubljanskih centrov za socialno delo in nekaterih ljubljanskih osnovnih šol, kar četrto stoletja v preteklost. V sklopu tega projekta smo na rednih osnovnih šolah začeli delati tako imenovani individualni učitelji. Projekt se je počasi vpeljeval v prakso in ta oblika dela je bila končno uzakonjena leta 2000 z Zakonom o usmerjanju otrok s posebnimi potrebami. Šele z novim zakonom iz leta 2011 so, kot otroci s posebnimi potrebami, opredeljeni tudi otroci z motnjami avtističnega spektra. Septembra leta 2013 je ta zakon začel tudi v praksi. Število otrok z motnjami avtističnega spektra, ki so vključeni v redno osnovno šolo, narašča. Čeprav imajo veliko skupnih značilnosti, pa je prav vsak primer zase. Njihovo izobraževanje je velik izziv za vse deležnike. Prvi pa se s tem izzivom, že ob vpisu v šolo, sooči prav svetovalni delavec. Prav on je tisti, ki mora poskrbeti za ustrezne pogoje za vključitev otroka z motnjami avtističnega spektra. Priprava najprej zahteva pridobivanje informacij o otroku s strani staršev, vrtca in ustanove, v kateri je otrok v obravnavi z namenom, da se na šoli pripravijo vsi potrebni pogoji, ki bodo otroku omogočili uspešno vključevanje. Skrbno je potrebno načrtovati strokovni kader, ki bo v razredu poučeval in razredno skupnost, v katero bo otrok vključen. Seveda pa mora biti aktivno vključen v delo v vseh treh vzgojno-izobraževalnih obdobjih. Vse to pa zahteva veliko izkušenj, strokovnega znanja in strokovno izpopolnjevanje.

Trenutno opravljam delo učiteljice dodatne strokovne pomoči, pred tem pa sem na isti šoli opravljala delo svetovalne delavke in sem kot svetovalna delavka obravnavala otroka z motnjami avtističnega spektra, saj sem bila tudi del strokovne skupine. Ob strokovnih izhodiščih svetovalnega dela, analizi individualiziranih programov in biopsihosocialnih značilnostih otroka z motnjo avtističnega spektra se želim skozi primer dobre prakse osredotočiti na vlogo svetovalnega delavca pri inkluziji otroka s temi motnjami. Prikazati želim vlogo svetovalnega delavca skozi neposredno delo z otrokom in njegovo vlogo koordinatorja med vsemi deležniki in dileme ter izzive v tem soustvarjalnem odnosu, prav tako pa tudi uspešne strategije in metode dela svetovalnega delavca v vseh treh vzgojno-izobraževalnih obdobjih, specifično drugih oblik dela, še posebej pri dnevih dejavnosti, sprejemanje vrstnikov in sprejetost pri vrstnikih ter ustreznost izobraževalnega programa s prilagojenim izvajanjem in dodatno strokovno pomočjo.

Ključne besede: motnje avtističnega spektra, redna osnovna šola, svetovalni delavec, inkluzija, deležniki, strokovni izzivi

Abstract

The beginnings of additional professional support to pupils with biopsychosocial disorders in mainstream primary schools go back a quarter of a century, when the first such project was launched by the College of Social Work, the City of Ljubljana, social work centres of Ljubljana and selected Ljubljana primary schools. As part of this project, one-on-one special needs teachers started working at mainstream primary schools. The project slowly become incorporated in the educational practice and this form of work became enacted in 2000 with the adoption of the Placement of Children with Special Needs Act. It was only in the amended act of 2011 that children with autistic spectrum disorders were included among children with special needs. This Act started to apply in practice in September 2013. The number of children with autistic spectrum disorder integrated in mainstream primary school is growing. Even though they have many characteristics in common, each and every one of them is unique. Their education represents a great challenge for all stakeholders. The first to encounter this challenge are the counselling service workers at registration. They are the ones who have to make sure that adequate conditions are in place for the inclusion of a child with autistic spectrum disorder. This entails, first and foremost, the gathering of information about the child from the parents, kindergarten and institution where the child is treated with a view to preparing all the necessary conditions to facilitate the child's inclusion in the school. The selection of the teaching staff and the class community requires meticulous planning. The counselling service worker must be actively involved during all three education stages. This requires a lot of experience, expertise and specialist training.

As a counselling service worker in a mainstream primary school I encountered pupils with autistic spectrum disorders. I would like to present inclusion through an example of good practice, based on professional guidelines of counselling work, analysis of individualised programmes and biopsychosocial characteristics of children. I will show the role of a counselling service worker through work with the child and their role as a coordinator with all stakeholders. I will describe their dilemmas and challenges along with successful strategies and working methods in all three education stages, the specific challenges presented by other forms of work, particularly during activity days, and the pupils' acceptance by and of peers. I will assess the adequacy of the education system with adapted implementation and additional expert assistance.

Keywords: autistic spectrum disorders, mainstream basic school, inclusion, stakeholders, professional challenges

Temeljni viri / References

Vršnik, T. (2016). Nacionalna evalvacijska študija – Končno poročilo. Evalvacija različnih oblik dodatne strokovne pomoči, ki je otrokom dodeljena v skladu z Zakonom o usmerjanju otrok s posebnimi potrebami. Maribor: Pedagoška fakultete UM. Dostopno na:
www.mizs.gov.si/fileadmin/.../evalvacija/.../Por_evalv_sp_ZUOPP_FINAL_170425.pdf. (Pridobljeno 11. 6. 2018).

- Schmidt, I., Schmidt, J., Schmidt, M. (2017). Drama je biti starš vesoljca. Založba Pivec. Maribor.
- Magajna, L. idr. (2008). Učne težave v osnovni šoli: koncept dela. Zavod Republike Slovenije za šolstvo. Ljubljana.
- Zakon o usmerjanju otrok s posebnimi potrebami – ZUOPP-1 (2011). Uradni list, št. 58/2011.
- Čačinovič Vogrinčič, G, idr. (2008). PROGRAMSKE smernice. Svetovalna služba v osnovni šoli. Zavod Republike Slovenije za šolstvo. Ljubljana.

Dvojno izjemni učenci in njihove potrebe – model sodelovanja v strokovni skupini

The Twice-exceptional Students and their Needs – a Model of Collaboration in the School Professional Team

Biserka Lep

Zavod RS za šolstvo, OE Maribor

biserka.lep@zrss.si

Povzetek

V okviru Razvojne naloge Razvijanje in preizkušanje sodobnih organizacijskih in didaktičnih pristopov za delo z nadarjenimi v osnovni šoli in srednji šoli si na Zavodu RS za šolstvo, OE Maribor, na treh osnovnih šolah prizadevamo pripraviti, izvajati in evalvirati individualiziran program za tri dvojno izjemne učence. Razvojna naloga traja dve šolski leti, in sicer od 2016 do 2018. Naša naloga je bila ustvarjati spodbudno učno okolje, ki je prilagojeno otroku na takšen način, da upošteva njegove primanjkljaje, ovire ali motnje in področja nadarjenosti in/ali talentov.

Dvojno izjemni učenci so tisti učenci, ki so zaradi primanjkljajev, ovir ali motenj prepoznani kot otroci s posebnimi potrebami in imajo hkrati visok ali izredno visok intelektualni potencial. Individualiziran program zanje mora vključevati obe področji, tako močno področje (nadarjenost) kot šibko področje (primanjkljaji, ovire ali motnje). Ker je ustrezna podpora zanje še posebej zelo pomembna, smo strokovno skupino, ki jo za otroka s posebnimi potrebami imenuje ravnatelj šole, razširili in na srečanja redno vabili tudi učitelje, ki so poučevali učenca na izkazanem močnem področju, starše in učenca. V skupini je sodelovala tudi svetovalka zavoda za šolstvo.

Raziskave (Assouline, 2011; Lovecky, 2004) potrjujejo pomembnost podpore tem učencem na močnih področjih in ustrezno visokih pričakovanj učiteljev. Le takšen pristop učencem omogoča optimalen razvoj – razvoj kognitivnih potencialov ter njihov čustven in socialni razvoj in pozitivno samopodobo.

Po preteku enega leta so člani tako razširjene strokovne skupine izpolnili anketni vprašalnik o procesu in rezultatih sodelovanja. V prispevku se bom osredotočila le na odgovore šolskih svetovalnih delavk. Navajajo, da se pri tako organiziranem delu drug drugega slišimo, izmenjujemo izkušnje, s tem si pomagamo in uskladimo naše delo za naprej. Ocenjujejo, da so tudi starši bolj zavzeti in se bolj trudijo sodelovati s šolo na konstruktiven način. Menijo, da je individualizirani program tako bolj prilagojen individualnim potrebam učenca, kot bi bil, če takšne skupine ne bi oblikovali.

Sodelovanje strokovne skupine s šolsko svetovalno službo je pomemben pogoj za optimalno ali pa vsaj za dobro opravljeno in koordinirano delo, saj se nanjo obračajo tako učitelji kot izvajalci dodatne strokovne pomoči, starši, učenci ter tudi svetovalka Zavoda RS za šolstvo.

Ključne besede: dvojno izjemni učenci, šolski svetovalni delavec, strokovna skupina, svetovalca zavoda RS za šolstvo

Abstract

As a part of developmental tasks of The National Education Institute Slovenia in the project 'Developing and implementing a contemporary organizational and educational approaches for working with gifted students in primary and secondary schools, the regional organizational unit Maribor collaborated in preparing, implementing and caring out a formative evaluation process of the individualized educational programs for three twice-exceptional students. The developmental task has lasted two school years, from 2016 till 2018. Our task was to give a support to school professional groups in creation of a supportive and suitable learning environment to each student's individuality on a way, that his/her deficits/disabilities as well as giftedness/talents were taken into account.

Twice exceptional children are children, who are recognized as having special needs due to their disabilities/deficits and have a high or a very high intellectual potential; So, they are gifted children with special educational needs. The individualized educational program has to encompass their strong and their weak areas.

As a holistic educational support is very important for them, we have expanded the professional groups for preparing individualised programme which has to be by the law appointed by the school principal. On the meetings we have always invited subjects' teachers where students have demonstrated their talents, parents and students themselves.

Research (Baum.S., Reis, S., Assouline, S.G., Montgomery, D., et al) confirms a great importance of the specific support for the twice exceptional children on their strong areas, as well as the teacher's high expectations regarding students' potential. Only such an approach can guaranty a development of their cognitive, emotional and their social abilities, as well as their positive self-esteem.

After a year of a collaborative work, all the members of the expanded group filled out a specific questionnaire. In my presentation I am going to be focused especially on the answers of the school counsellors. They have stated that working in the expanded professional group enable a better communication. The parents become more enthusiastic about working together with the school staff and participate in a more constructive way. They consider that the Individualised programme is better suited to the individual needs of students in comparison with the professional groups that are not extended.

We outline that a school counselling service is really needed for the optimal results of the individualised educational programme. School counsellors can give a professional support for school staff, parents and students. Everyone can go to them with their professional questions and problems. They are very important for the appropriate functioning and coordination of the whole process.

Keywords: twice-exceptional students, school counsellors, extended professional group

Temeljni viri / References

- Assouline, G.S., Whiteman S.C.,(2011). Twice-Exceptionality: implications for School Psychologists in the Post-IDEA 2004 Era, *Journal of Applied School Psychology*, 27:4, 380–402.
- Lovecky, D. V. (2004). *Different Minds: Gifted Children With AD/HD, Asperger Syndrome, and Other Learning Deficits*. London: Jessica Kingsley.
- Trail, A.B. (2011). *Twice- exceptional gifted children : understanding, teaching, and counseling gifted students*. United States of America. Prufrock Press Inc.

6. SEKCIJA:
Svetovalno delo v vrtcu

V pisanem svetu čustev in občutkov otrok – razvojno-preventivno delo svetovalnega delavca v vrtcu

**In the Colourful World of Feelings and Emotions of the Children
– the Developmental-preventive Work of the Counsellor in the
Kindergarten**

Anita Fartek

OŠ Sveti Jurij, VVE pri OŠ Sveti Jurij

anita.fartek@ossvj.si

Povzetek

Otroci živijo v pisanem svetu čustev in občutkov, vendar jih zaradi svojih razvojnih značilnosti v predšolskem obdobju še slabše razumejo in uravnavajo. V obdobju zgodnjega otroštva otroci napredujejo v prepoznavanju in razumevanju čustev, kot tudi na področju njihovega nadzorovanja. Kljub temu nekateri otroci ne dobijo dovolj informacij o svojih občutkih in čustvenih stanjih. Svetovalni delavci lahko otrokom preko razvojno-preventivnih dejavnosti nudimo dodatno oporo na področju čustvenega razvoja.

V prispevku bom predstavila projekt V pisanem svetu čustev in občutkov otrok, ki ga v tem šolskem letu izvajam v oddelku 5–6-letnih otrok. Projekt izvajam v obliki delavnic, preko daljšega časovnega obdobja (šest mesecev). Namen projekta je, da se otroci učijo o čustvih, čustvenih stanjih in občutkih, da spoznajo razloge za njihov nastanek in kako jih lahko na primeren način izražajo. V projektu je poudarek na povezovanju vsakdanjih okoliščin in lastnih doživetij otrok z njihovim čustvenim doživljanjem. Vključene so tudi vsebine in dejavnosti za spodbujanje čustvene regulacije. Delavnice izvajam skupinsko (s celotnim oddelkom), pri čemer uporabljam različne metode in tehnike (metoda pogovora, metoda dela z besedilom – branje knjig, socialne igre, tehnike sproščanja ...) ter različne didaktične materiale (»čustven medvedek«, kartice čustev ...).

V prvi delavnici sem preverila predznanje otrok o čustvih in občutkih ter njihovem uravnavanju. V ta namen sem uporabila slikovno gradivo in vnaprej pripravljena vprašanja. Ugotovila sem, da večina otrok ni vedela, kaj so čustva in občutki, so pa prepoznali osnovna čustvena stanja otrok na fotografijah (npr. veselje, žalost ...). Prav tako so imeli težave odgovoriti na vprašanje, kako lahko uravnavamo neprijetna čustva (npr. strah, jezo ...).

V delavnicah smo sistematično spoznali osnovna čustva in občutke, kdaj jih doživljamo, kako jih prepoznamo pri sebi in drugih in kako jih na primeren način pokažemo navzven. Otroci so bili v delavnicah zelo sproščeni in aktivni. Pritegnile so jih zgodbe, v katerih junaki doživljajo intenzivna čustva, brez zadržkov pa so pripovedovali tudi o svojih lastnih doživetjih. V delavnice sta bili ves čas aktivno vključeni tudi strokovni delavki oddelka, ki sta potem obravnavane vsebine spontano vključevali v vsakodnevno komunikacijo in vzgojno-izobraževalno delo. Končna evalvacija projekta bo opravljena ob zaključku delavnic, vendar že tekom izvajanja projekta ugotavljamo pozitivne učinke. Strokovni delavki opažata večjo senzibilnost na čustvenem področju ter boljšo uporabo

besednjaka s področja čustev, čustvenih stanj in občutkov. Tudi starši otrok so poročali o tem, da so otroci o obravnavanih čustvih doma navdušeno pripovedovali in na novo pridobljeno znanje delili z njimi.

Gljučne besede: predšolsko obdobje, razvoj, čustvene kompetence

Abstract

Children live in a colourful world of feelings and emotions, but because of their developmental characteristics, they understand and regulate them even more poorly in the pre-school period. During the early childhood, children are advancing in the recognition and understanding of emotions as well as in the field of their regulation. Nevertheless, some children do not get enough information about their feelings and emotions. Counsellor can provide children with additional support in the field of emotional development.

In the paper I am going to present the project »In the colourful world of feelings and emotions of children« that I have been conducting in this school year in the kindergarten group of 5-6 year olds. I have been carrying out the project in the form of workshops, over a longer period of time. The purpose of the project is to teach children about feelings and emotions, to learn the reasons for their emergence and how to express them. In the project, the emphasis is on connecting everyday circumstances and own experiences of children with their emotional response. It also includes content and activities to promote emotional regulation. I conduct workshops with the whole kindergarten group, using different methods and techniques and various didactic materials.

In the first workshop I examined the children's knowledge of feelings and emotions. I found out that the most of children did not know, what emotions and feelings were, but they recognized the basic emotional state of children in photos. They also had difficulty answering the question of how we can control unpleasant emotions.

In the workshops, we systematically learned the basic emotions and feelings, when experience them, how we recognize them, and how to show them in an appropriate way. The children were very active in the workshops and attracted by stories in which the heroes experience intense emotions. Both of the kindergarten teachers were also actively involved in the workshops. Then they spontaneously included the discussed contents in daily communication and educational work. The final evaluation of the project will be carried out at the end of the workshops, but already during the implementation of the project, we noticed positive effects. The kindergarten teachers see greater sensitivity in the emotional field and better use of the vocabulary in terms of feelings and emotions. Children's parents also reported that children talked about the discussed emotions at home and shared their newly acquired knowledge with them.

Keywords: pre-school period, development, emotional competence

Temeljni viri / References

Čaćinovič Vogrinčič, G., Bregar Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezić, T., ... Šmuk, B. (2008). Programske smernice. Svetovalna služba v vrtcu. Ljubljana: Zavod Republike Slovenije za šolstvo.

Kavčič, T. in Fekonja, U. (2004). Čustveni razvoj v zgodnjem otroštvu. V L. Marjanovič Umek in M. Zupančič (ur.), *Razvojna psihologija* (str. 334–349). Ljubljana: Znanstvenoraziskovalni inštitut Filozofske fakultete.

Rutar Ilc, Z., Rogič Ožek, S. in Gramc, J. (2017). Socialno in čustveno opismenjevanje za dobro vključenost. 4. zvezek. V *Vključujoča šola: priročnik za učitelje in strokovne delavce*. Ljubljana: Zavod za šolstvo.

Evalvacija in samoevalvacija svetovalnega dela v Vrtcu

Ptuj

Evaluation and Self-evaluation of Counselling Work in Kindergarten Ptuj

Katja Križe

Vrtec Ptuj

katja.krize@vrtec-ptuj.si

Povzetek

Na delovnem mestu se večkrat sprašujem o svoji vlogi v Vrtcu Ptuj, kjer sem zaposlena kot svetovalna delavka. Zanima me, kje in kako vidijo mojo vlogo sodelavke, vzgojiteljice v vrtcu, in kako se sama najdem v njej. Na študijskih skupinah je bilo v letošnjem šolskem letu poudarjeno formativno spremljanje dela. Zato sem se odločila, da ob koncu šolskega leta vsem vzgojiteljicam in pomočnicam vzgojiteljic razdelim anketne vprašalnike in dobim odgovore na svoja vprašanja, dileme, pomisleke.

Svetovalni delavci v vrtcih smo pogosto postavljeni v različne vloge (svetovalci, koordinatorji izobraževanj, spodbujevalci, opazovalci, motivatorji, v zadnjem času postajamo vse večji birokrati, občasno tudi »gasilci požarov« itd.). Izvedeti želim, kje občutijo pozitiven oz. negativen vidik svetovalnega dela, kakšna je moja vloga pri delu z otroki s posebnimi potrebami, izobraževanju, sodelovanju s starši, komunikaciji, ustvarjanju klime v vrtcu, vodenju projektov ... Anketni vprašalnik je razdeljen v več različnih sklopov glede na smernice svetovalnega dela v vrtcu in glede na dejanske naloge, ki jih opravljam v vrtcu. V prispevku želim predstaviti primere dobrih praks, ki jih uvajamo v vrtcu Ptuj v okviru svetovalnega dela in so se izkazale kot pozitivne. Kot vodilo sem sledila priločniku Formativno spremljanje dela v vrtcu.

V prispevku želim opozoriti na to, kako vsestranski in fleksibilni moramo biti svetovalni delavci na delovnem mestu in kako nam zaradi vse več birokratskih zahtev zmanjka časa za svetovalno delo. Skozi proces samoevalvacije želim izpostaviti vprašanja in dileme evalvacije našega dela ob koncu šolskega leta, še posebej ko se ocenjujemo, moramo ocenjevati sami. Iščem vire moči za svoje nadaljnje delo, ki mora biti usmerjeno k ohranjanju duševnega in telesnega zdravja.

Ključne besede: formativno spremljanje, samoevalvacija, vsestranskost

Abstract

Many times I am asking myself what is my role in Kindergarten Ptuj, where I work as a counsellor. Often I wonder where, why and how my role is being seen, by co-workers, kindergarten teachers and how I manage in this role on my own. Formative assessment of work was highlighted in study groups. So, I decided that by the end of the school year, I hand out questionnaires to teachers and assistant teachers in order to get answers to my questions, dilemmas and concerns.

Counsellor workers in kindergarten are many times put in different roles (often as advisors, coordinators of education, to encourage people, many times feel like motivators, recently more and more bureaucrats, sometimes even “fireman”,...). I wonder in what kind of role I am mostly seen by my co-workers and how well I manage a certain role. I want to know where they feel positive or negative aspect of counselling, what is my role in working with children with special needs, education, cooperation with parents, communication, creating climate in kindergarten, managing projects... Questionnaire is divided in different sections, according to guidelines of counselling work in kindergarten and according to tasks I actually perform at my job. In this article I want to show examples of good practice which we are introducing in Kindergarten Ptuj in the line of counselling work and were seen as positive. As a guideline I followed a manual for formative assessment of work in kindergarten. In this article I want to emphasize how versatile and flexible counsellors must be and how we, because of growing bureaucratic demands, are dealing with lack of time to actually do the counselling work. Throughout the process of self-evaluation I want to expose questions and dilemmas of evaluating our work at the end of the school year, especially when we evaluate ourselves, we must evaluate alone. I am searching for power sources for my up-coming work, which has to be directed towards preserving mental and physical health.

Keywords: formative assessment, self evaluation, flexibility

Temeljni viri / References

Kurikulum za vrtce. (1999). Ljubljana: Ministrstvo za šolstvo in šport, Urad RS za šolstvo.

Formativno spremljanje v podporo učenju, Priročnik za učitelje in strokovne delavce. (2017). Ljubljana: Zavod RS za šolstvo.

Programske smernice. Svetovalna služba v vrtcu / kurikularna komisija za svetovalne delo, Ljubljana: Zavod RS za šolstvo, 2008

Delovanje in izzivi regijskega aktiva svetovalnih delavcev v vrtcih vzhodne Slovenije

Activities and Challenges of the Regional Group of Counsellors in the Kindergartens from the Eastern Slovenia

Alenka Štadler

Vrtec Tončke Čečeve, Celje

alenka.stadler@guest.arnes.si

Polona Bizjak

Vrtec Jedvige Golež, Maribor

polona.bizjak@guest.arnes.si

Andreja Križan Lipnik

Vrtec Rogaška Slatina

andreja.krizan-lipnik@guest.arnes.si

Povzetek

Svetovalni delavci smo v vrtcih zaposleni kot posamezniki. Povezujemo se v aktivih. Do pred več kot sedemnajstimi leti smo se povezovali le v republiškem aktivu. Zakonska in vsebinska prenova vrtcev je prispevala k novim zaposlitvam in na Štajerskem smo se leta 2001 povezali v regijski aktiv, ki nam je omogočil bolj intenzivno strokovno sodelovanje in izvajanje konkretnih nalog.

Začeli smo kot osemčlanska skupina in začetke namenili medsebojnemu spoznavanju, predstavitev posameznikovega dela, opredelitvi pričakovanj ter možnih prispevkov vsakega. To smo nato upoštevali v načrtih dela aktiva. Srečevali smo se trikrat letno, v vrtcih, iz katerih prihajamo. Izmenjali smo izkušnje, reševali aktualne probleme prakse, predstavljali lastno delo, se seznanjali z novostmi zakonodaje, si izmenjavali delovna gradiva, literaturo itd. Pozornost smo namenjali delu z otroki s posebnimi potrebami, vodenju osebnih map, ravnanju ob zaznavi nasilja, reševanju specifičnih problemov v družinah. V okviru dejavnosti pomoči smo kot zelo pomembno izpostavili vprašanje doživljanja izgube pri predšolskem otroku zaradi soočanja s smrtjo v družini ali ločitve staršev. Oblikovali smo ožjo delovno skupino za obravnavo teh tem ter izdali dve monografiji s skupnim podnaslovom: Da bi odrasli lažje razumeli otroke; v letu 2004 »Smrt in žalovanje«, v letu 2009 pa »Otrok in ločitev staršev«. Pravkar čakamo na izdajo tretje z naslovom »Za srečo v družini«.

Med redne naloge aktiva uvrščamo tudi skrb za prepoznavnost svetovalnega dela v širši javnosti. Tako se medsebojno spodbujamo k aktivni udeležbi na strokovnih posvetih, k objavi strokovnih prispevkov in predstavitev svetovalnega dela v lokalnih okoljih. Ob 10-letnici delovanja smo organizirali mednarodni strokovni posvet z naslovom »Svetovalno delo v podporo delovanja vrtca«.

V zadnjih letih so se nam pridružili tudi svetovalni delavci vrtcev Koroške regije. Pojavil se je nov izziv – kako oblikovati naše nadaljnje povezovanje in sodelovanje ter kljub večjemu številu članov zagotavljati razvidnost vsakega posameznika.

Temu vprašanju smo se posvetili z organizirano refleksijo članov, upoštevali temeljna načela za profesionalno opravljanje svetovalnega dela v vrtcih (Čačinovič Vogrinčič idr., 2008), povezali naše poglede z aktualnimi stališči Skupnosti vrtcev Slovenije do delovanja aktivov ter se dogovorili, da ohranimo obstoječe povezovanje v regijskem aktivu (aktiv štajersko-koroške regije) in v republiškem aktivu ter da vzpostavimo manjše aktive, v skladu z navodili Skupnosti vrtcev Slovenije in po zgledu organiziranosti že delujočega mariborskega aktiva ter v njihovem okviru uvedemo intervizijske metode dela.

Ključne besede: svetovalno delo, vrtec, strokovni aktiv

Abstract

Counsellors in kindergartens are employed individually. We are connected through working groups. More than 17 years ago we were connected only through a national working group. Regulatory and substantive reform of kindergartens provided new job positions, therefore counsellors from Štajerska region formed a regional working group which enabled a more intensive cooperation and working on concrete tasks.

We started as a group of eight members and focused on getting to know one another, exposing fields of individual's work, defining expectations and possible contributions to the group. This was later considered in the working group's plan of work. We met three times a year in kindergartens where we work. Our work was oriented to exchange experiences, solve practical problems, present our work, gather information about legislative novelties, exchange materials and other information. We focused on work with children with special needs, on leading individual folders, also on the actions in case of violence, as well as on solving specific family problems. We emphasized the importance of the question of how a preschool child experiences loss, either due to coping with death or his parents' divorce. We formed a small group for discussing these topics. The result was the publication of two books with a common subtitle: Da bi odrasli lažje razumeli otroke (For Adults to understand their Children better). The book Smrt in žalovanje (Death and Mourning) was published in 2004, and the book Otok in ločitev staršev (Child and Parents' Divorce) was published in 2009. We are waiting for the publication of the third book: Za srečo v družini (For Family's Happiness).

Among group's regular tasks is the care for recognition of counselling in public. We encourage one another to actively participate at consultations, to publish articles and present counselling to the local environment. At our 10th anniversary we organized an international conference »Counselling as a support to kindergarten's operation«.

In recent years our working group has been experiencing change. Membership has increased and the Koroška region joined our group. We have been facing with the challenge of how to form our further cooperation and to assure everyone's recognition.

We have dealt with this question systematically, with assembling opinions and suggestions, we have considered the fundamental principles for professional provision of counselling in kindergartens (Čačinovič Vogrinčič et al., 2008), we have connected our views with current positions of Skupnost vrtcev Slovenije (Association of Kindergartens of Slovenia) and formed a proposal for our future work - to keep the existing connection in regional and in national working group and to establish smaller working groups in accordance with the direction of Skupnost vrtcev Slovenije, following

the example of the already operating working group in Maribor. In these groups the intervision methods of work are implemented.

Keywords: counselling, kindergarten, working groups

Temeljni viri / References

Čačinovič Vogrinčič, G., Bregar Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezić, T., ... Šmuk, B. (2008). Programske smernice. Svetovalna služba v vrtcu, 1999. Ljubljana: Zavod Republike Slovenije za šolstvo

Večletno spremljanje otrok z odloženim všolanjem v Občini Črnomelj

Long-term Observation of Children with Deferred Entry in Community Črnomelj

Ivana Leko

Vrtec Otona Župančiča Črnomelj

leko.ivana@gmail.com

Povzetek

Odlog všolanja predstavlja izziv za vse soudeležene, predvsem za starša in otroka kot tudi za vzgojitelja in svetovalno službo. V raziskavi sem želela preveriti, kako se je odražal odlog vpisa v zadnjih 9 letih v Vrtcu Črnomelj, kateri dejavniki in okoliščine so bili ključni vzrok odložitve všolanja, vključenost otrok v vrtec ter kakšen je napredek otrok z odloženim všolanjem v osnovni šoli. V raziskavo sem zajela 30 otrok, ki so bili vključeni v Vrtec Črnomelj od vrtčevskega leta 2009/2010 do 2017/18.

V primerjavi s statističnimi podatki iz Slovenije je opaziti tudi postopno rast odloga vpisa v našem vrtcu. V letih 2009/2010 počasi narašča in nato v letu 2014/2015 doseže najvišji odstotek odloga, kar predstavlja 2 odstotka vseh vključenih otrok. V zadnjih treh letih je opaziti ponoven upad.

Okoliščine in dejavnike, ki vplivajo na odlog šolanja, sem analizirala s pomočjo ankete, ki sem jo preoblikovala za potrebe vrtca (Malešević, 2017). Rezultati kažejo, da na pripravljenost za šolo vplivata vsaj dva razloga. Skoraj polovica otrok z odloženim všolanjem je bila rojena konec koledarskega leta. Izstopa tudi vpliv neugodnega okolja, saj živimo na območju, kjer je veliko priseljevanja iz nekdanjih držav bivše Jugoslavije ter pripadnikov romske skupnosti (30 % otrok), kar pomeni, da je pereč problem premajhen delež vključenih otrok iz robnih skupin.

S tretjim raziskovalnim problemom sem hotela pridobiti vpogled, kako je odlog všolanja vplival na kasnejši napredek otrok v osnovni šoli. Podatke sem razdelila na tri kategorije, in sicer ali otrok napreduje z sovrstniki, ali otrok napreduje z vrstniki ob pomoči ter če je otrok prešolan na šolo s prilagojenim programom.

Več kot polovica otrok napreduje s svojimi vrstniki, kar pomeni, da je odlog ugodno vplival na otrokov razvoj. Zaskrbljujoč je podatek, da je bilo 5 otrok prešolanih na šolo s prilagojenim programom. Tukaj je vzpostavlja vprašanje, če je bila smiselna odložitve pri otrocih s posebnimi potrebami ali bi bilo boljše, da so se pravočasno usmerili v ustrezen program.

Sodelovanje in povezovanje z zunanjimi institucijami je korak k celostni obravnavi, saj pridobimo mnenje in videnje drugih profilov ter s tem staršu olajšamo stik z zunanjo socialno mrežo in njihovo odločitev pri odlogu všolanja. Sodelovanje svetovalne službe vrtca s svetovalnimi službami osnovni šol v Občini Črnomelj predstavlja zelo dragocen doprinos otroku, staršu in ustanovama.

Ključne besede: odlog všolanja, okoliščine odloga, napredek otrok v osnovni šoli, sodelovanje z zunanjimi institucijami

Abstract

The article presents the analysis of deferred entry in our community Črnomelj from 2009 to 2017. The results show that the deferred entry increases at first and in 2014 reaches its peak at 2% of all included children. In comparison to statistics in Slovenia, where there is increase of deferred entry, we notice that in our community deferred entry has decreased in the last three years. Results also shows the importance of early integration of immigrant and Roma children in relation to deferred entry. The results also tell us about the importance of cooperation with counsellors in primary schools and other institutions, which helps parents with their decision of deferred entry.

Keywords: deferred entry, circumstances of deferred entry, progress of children in primary school, cooperation with external institutions

Temeljni viri / References

Čačinovič Vogrinčič, G. (2007). *Socialno delo z družino*, Ljubljana: Fakulteta za socialno delo

Malešević, T. (2017). Strokovna skrb za dobrobit in optimalni razvoj otroka ob prehodu v osnovno šolo. *Šolsko svetovalno delo*, letnik XXI, št. 1, str. 43–55.

Marjanovič Umek, L., Fekonja, U. in Bajc, K. (2006). Dejavniki otrokove pripravljenosti za šolo. *Psihološka obzorja* 2, str. 31–51.

Marjanovič Umek, L. (2016). Pripravljenost otrok za vstop v šolo: Vpliv starosti in drugih individualnih in okoljskih dejavnikov. *Šolsko svetovalno delo*, letnik XX, št. 3/4, str. 4–12.

7. SEKCIJA:

**Participacija učencev z učnimi težavami in
sodelovanje z zunanjimi ustanovami**

Kako omogočati in spodbujati participacijo učencev v procesu reševanja njihovih učnih težav?

How to Enable and Encourage Pupils' Participation in the Process of Solving their Learning Difficulties?

dr. Tadeja Kodele

Fakulteta za socialno delo, UL

tadeja.kodele@fsd.uni-lj.si

Povzetek

Participacija otrok v zanje pomembnih zadevah postaja v sodobnem času vse bolj pomemben in zaželen koncept na številnih področjih, med drugim tudi na področju šolstva. Kljub dejstvu, da so se prve opaznejše spremembe, ki so se kazale tako v spremenjenem načinu poučevanja kot v participatorni vlogi otroka v celotnem pedagoškem procesu, v šolskih sistemih začele pojavljati v zadnjih dveh desetletjih prejšnjega stoletja, participacija učencev še vedno ostaja izziv. Kljub zahtevi po zagotavljanju otrokove participacije v procesu odločanja v državah podpisnicah Konvencije o otrokovih pravicah (1989), so priložnosti za otrokovo aktivno udeležbo velikokrat odvisne od prepričanj in dobre volje odraslih, ki otroke vključujejo v sprejemanje zanje pomembnih odločitev. Odrasli pogosto ne razumejo, da imajo otroci sposobnosti, s katerimi lahko prispevajo k sprejemanju odločitev, podcenjujejo otrokove sposobnosti in ne spoštujejo njihovega mnenja, ker morda tudi ni izraženo na način, ki ustreza odraslim. Če torej želimo, da otrok v šolskem kontekstu participira, smo odrasli tisti, ki mu moramo to omogočiti, ga spodbujati in voditi. To postane še toliko bolj aktualno, ko govorimo o učencih z učnimi težavami (v nadaljevanju: UUT), ki predstavljajo največjo podskupino učencev, za katero je potrebno prilagajanje učenja in pomoči, a so v raziskavah in pri oblikovanju njihovim specifičnostim prilagojene pedagoške prakse, pogosto spregledani (Norwich in Kelly, 2005).

Namen prispevka je s pomočjo ključnih ugotovitev kompleksne kombinirane kvantitativno-kvalitativno raziskave, izvedene v okviru doktorske disertacije z naslovom Participacija učencev v procesu reševanja njihovih učnih težav (Kodele, 2017), odgovoriti na vprašanje, na kakšen način lahko šolski strokovni delavci omogočajo in spodbujajo participacijo učencev v procesu reševanja njihovih UT. Rezultati raziskave so potrdili povezanost med predstavami šolskih strokovnih delavcev o učencih kot kompetentnih sogovornikih in omogočanjem participacije UUT. V raziskavi udeleženi šolski strokovni delavci so učence prepoznavali kot kompetentne sodelavce in sogovornike v procesu reševanja UT, a so njihovo kompetentnost večkrat pogojevali z različnimi dejavniki (npr. otrokova starost, zrelost, podpora doma). Prav tako lahko glede na rezultate raziskave potrdimo, da obstaja pozitivna povezanost med kulturo institucije in stopnjo participacije UUT. Ob tem pa je pomembno še posebej poudariti, da se je kot ključen dejavnik pri omogočanju in spodbujanju participacije učencev pokazal odnos med šolskim strokovnim delavcem in učencem. To je odnos, ki omogoča, da se učenca sliši in upošteva, v katerem učenec pridobi občutek lastne vrednosti in izkusi spoštovanje.

Ključne besede: participacija, učenci z učnimi težavami, prepričanja šolskih strokovnih delavcev, odnos z učencem

Abstarct

The participation of children in important matters is becoming an increasingly important and desirable concept in contemporary times in many areas, including at school. Despite the fact, that the first more noticeable changes that were reflected in both the changed teaching method and the participatory role of the child throughout the pedagogical process began to emerge in school systems in the last two decades of the last century, the participation remains a challenge. Despite requirement to provide children with participation in the decision-making process in the countries that are signatories to the Convention of Children's Rights (1989), the opportunities for child's active participation are often dependent on the beliefs and goodwill of adults that involve children in making important decisions for them. Adults often do not understand that children have ability to contribute to decision-making, thus underestimating child's abilities and disregarding their opinion, because they may not be expressed in a way that suits adults. So if we want children to participate in school context, we (adults) have to be those who we need to enable it, encourage and lead. This becomes even more relevant when we are talking about pupils with learning difficulties (hereinafter: LD), who represent the largest subgroup of pupils who need to adapt to learning and help, but in their research and in designing pedagogical practices for their specificities, they are often overlooked (Norwich and Kelly, 2005). With the help of key findings of a complex combination of quantitative and qualitative research carried out in the framework of the doctoral dissertation entitled Participation of pupils in the process of solving their learning difficulties (Kodele, 2017), the contribution aims to answer the question of how the school professionals can enable and encourage the pupils' participation in the process of solving their LD. The results confirmed the correlation between the performance of school professionals about pupils as competent interlocutors and the enabling of participation of pupils with LD. Participants in the research identified pupils as competent collaborators and interlocutors in the process of solving LD, although their competence was often conditioned by various factors (e.g. child's age, maturity, support at home). According to results of the research, we can confirm that there is a positive correlation between the institution's culture and the level of pupils' participation. It is important to emphasize that as a key factor in facilitating and encouraging pupils' participation, relationship between school professional and pupil has been demonstrated. A relationship that allows pupils to be heard and taken into account, in which a pupil acquires a sense of self-worth and experience respect.

Keywords: participation, pupils with learning difficulties, beliefs of school professionals, relation with a pupil

Temeljni viri / References

- Kodele, T. (2017). Participacija učencev v procesu reševanja njihovih učnih težav. Doktorska disertacija. Ljubljana: Pedagoška fakulteta.
- Konvencija ZN o otrokovih pravicah (1989). Pridobljeno 25. 4. 2018 s svetovnega spleta: <http://www.varuh-rs.si/index.php?id=105>.
- Norwich, B., Kelly, N. (2005). Moderate Learning Difficulties and the Future of Inclusion. London, New York: Routledge Falmer.

Realni projekti kot priložnost, da dijaki s posebnimi potrebami pokažejo svojo nadarjenost

Real Projects are Oportunites for Childern with Special Needs to Show their Talents

Mateja Zorko Pavšar

Šolski center Celje, Srednja šola za strojništvo, mehatroniko in medije
mateja.zorko.pavsar@sc-celje.si

Povzetek

Leta 2011 je bil sprejet Zakon o usmerjanju otrok s posebnimi potrebami in učitelji ter drugi strokovni delavci šole so bili postavljeni pred nov izziv. Njihova vloga se v odnosu do otrok s posebnimi potrebami nadgrajuje, spreminja, prilagaja. Prav tako se v tej luči spremenjene situacije spreminja vloga razreda, sošolcev, najbolj pa seveda otrok s posebnimi potrebami.

Cilji vključitve otrok s posebnimi potrebami v osnovne, srednje šole in ostale oblike izobraževanja so: vzpodbujanje otrokovega razvoja, njegovih kognitivnih, psiholoških, umskih, jezikovnih in socialnih veščin.

Doseči te cilje ni vedno enostavno, a na srednjih strokovnih in poklicnih šolah imamo privilegij strokovnih predmetov, ki nekatere dijake s posebnimi potrebami prikažejo v novi luči.

Na Srednji šoli za strojništvo, mehatroniko in medije jih zato skušamo učiti skozi čim več realnih projektov, saj smo ugotovili, da jim na tak način omogočimo, da zasijejo.

Na področju medijev smo skozi dva velika projekta (spletna televizija VI-TV in mladinski celovečerni film Vloga za Emo) prišli do spoznanja, da je pravzaprav veliko dijakov s posebnimi potrebami nadarjenih dijakov.

Tabela 1: število otrok s PP in znotraj tega število nadarjenih dijakov na Srednji šoli za strojništvo, mehatroniko in medije Celje

Šolsko leto	Število dijakov s PP	Število dijakov s PP, ki so hkrati nadarjeni dijaki
2011/2012	26	1
2012/2013	35	3
2013/2014	35	3
2014/2015	39	3
2015/2016	41	3
2016/2017	45	4
2017/2018	55	5

Dijaki se najraje učijo izven šolskih klopi, skozi projekte in zgodbe, ki niso le nekaj, kar je napisano na papirju, ampak jih dejansko živijo ljudje. Snemanje, montaža, oblikovanje, režija, novinarske veščine ... vso to znanje je izredno težko dobiti zgolj v okviru pouka, saj gre za specifične veščine, za katere je potrebno veliko vaje. Predvsem zunaj, na terenu, v življenju. Zato smo v šolskem letu 2011/2012 ustanovili spletno dijaško televizijo in že prvi dan je njen vstop v svet medijev pospremlilo 2000 gledalcev.

Ker je bil odziv dijakov nad tv medijem enkratno, smo v nekem trenutku začutili, da smo zmožni in željni več. Na nek način logičen naslednji korak je celovečerni film.

Namesto na poletne počitnice je ekipa poleti leta 2013 odšla na teren – na snemanje celovečernega filma Vloga za Emo, ki se je zapisal v zgodovino slovenske kinematografije kot drugi najbolj gledan neodvisni slovenski film (film je videlo okoli 35.000 gledalcev).

Skozi oba projekta smo ugotavljali, da največji napredek pri učenju skozi projekte naredijo prav učenci s posebnimi potrebami. Težave z matematiko, tujim jezikom, koncentracijo itd. pri medijskem ustvarjanju zbledijo. Tam se pojavijo strast, predanost, marljivost, doslednost, nadarjenost za specifično področje.

Ključne besede: otroci s posebnimi potrebami, nadarjeni dijaki, spletna televizija, film

Abstract

In 2011 Ministry of education, science and sport adopted a low Placemnet of children with special needs (Official Gazette of the Republic of Slovenia, number 58/2011) in to primary and secondary schools. With this low many things started to change. Teachers were faced with new chalenge. And this new situation is a chalenge also for other students and children with special needs themselves.

The aims of the obligatory, advanced and non-obligatory parts of the programmes are: to encourage child's development in cognitive, physical, emotional, mental, linguistic and social areas.

Achivieng the aim is not always easy, but in vocational and technical upper-secondary schools our work is sometimes a bit easier. Thorough professional subjects many of students with special need find themselves and show their talents instead of the deficits.

At Secondary School of Mechanical Engineering, Mechatronics and Media we try to teach them through real projects, as we realized that this is the way they get more successful and shine.

In media there are two projects (web television VI-TV and youth long length film Changing Ema) that gave as insight the fact that many children with special needs are in fact talented children.

Table 1: the number of children with special needs and the number of children that are at the same timed talented children and children wit special needs. The numbers capture students at the Secondary School of Mechanical Engineering, Mechatronics and Media.

School year	Numbers of children with special needs	Numbers of children with special needs that are at the same time talented children
2011/2012	26	1
2012/2013	35	3
2013/2014	35	3
2014/2015	39	3
2015/2016	41	3
2016/2017	45	4
2017/2018	55	5

Students are most excited about working outside of classrooms, through projects and stories that are not just theory, but are actually happening in real life. Film shooting, film montage, directing, design, journalism ... all of this knowledge is hard to get only through regular classes, because we talk about specific skills that takes lots of time to learn. This is why we in 2012-2013 set up first web tv and in the first day it had more than 2000 viewers.

Students loved it and in the way it was logical we go on, we continue with something even more daring. It was a long length film.

On summer 2013 we filmed a movie Changing Ema. It became hit and is on second place of most watched independent movies in history of Slovenia. Changing Ema watched more than 35.000 viewers.

Through both of the projects we realized that children with special needs had most benefits. Problems they had with mathematics, foreign language, concentration etc. disappeared immediately when they got a chance to work something else. Creating program for web tv and shooting a movie brought out the best they had. Passion, commitment, diligence, consistency and talent for specific area.

Keywords: children with special needs, talented children, web television, youth long length film

Temeljni viri / References

WORLD YOUTH REPORT, 2003, dostopno na <http://pismenost.si/vloga-medijev-v-zivljenju-srednjescolcev/>).

LETNO POROČILO, Srednja šola za strojništvo, mehatroniko in medije, Celje, 2014

LETNO POROČILO, Srednja šola za strojništvo, mehatroniko in medije, Celje, 2016

LETNO POROČILO, Srednja šola za strojništvo, mehatroniko in medije, Celje, 2017
http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/posebne_potreb_e/pdf/Tabela_dijaki_s_osebniimi_potrebami.pdf

Posvetovalnica za učence in starše v sodelovanju in soustvarjanju z vrtci, šolami in drugimi institucijami

The Counselling Center for Children and Parents in the Cooperation with Kindergartens, Schools and Other Institutions

Mateja Petric

Posvetovalnica za učence in starše Novo mesto

Mateja.Petric2@guest.arnes.si

Povzetek

Posvetovalnica za učence in starše Novo mesto je javni zavod in specializirana ustanova za opravljanje svetovalnih, preventivnih in vzgojno-izobraževalnih nalog s področja vzgoje in izobraževanja. S svojim delovanjem si prizadevamo v največji možni meri pomagati pri posebnih potrebah, razvojnih, psihosocialnih, čustvenih, vedenjskih in učnih težavah ter mnogih kriznih in stresnih situacijah tako pri otrocih in mladostnikih kakor tudi znotraj njihovih družin in v družbi nasploh. Svoje poslanstvo dopolnjujemo in nadgrajujemo s povezovanjem in sodelovanjem z vrtci, s šolami in zunanjimi institucijami.

Zavedamo se, da je težave in stiske lažje premagovati skupaj, zato je sodelovanje z vsemi deležniki (otrok, starši, strokovni delavci...) temeljnega pomena za uspeh. Le vsi, ki delamo z otrokom, približno vse vemo o njem. Zato je sodelovalni, povezovalni in soustvarjalni odnos temeljnega pomena za uspešno delo. Sodelovanje z vrtci, s šolami in z drugimi zunanjimi institucijami poteka redno, sproti, kontinuirano, največkrat glede na potrebe v zvezi z obravnavanimi svetovanci. Vsi strokovni delavci po svojih strokovnih močeh prispevamo svoje znanje, ugotovitve, izkušnje za iskanje optimalnih rešitev za otroka, družino, šolo... Sodelovanje s strokovnimi delavci navedenih ustanov poteka neposredno ob obiskih (timskih sestankih v zavodih ali v Posvetovalnici), ob različnih skupnih oblikah izobraževanja ali posredno, preko telefonskih pogovorov, elektronskega dopisovanja...

Vsako leto strokovne delavke Posvetovalnice obiščemo zavod, institucijo, ki deluje na področju pomoči in svetovanja staršem in otrokom v stiski in/ali z različnimi posebnimi potrebami. Namen obiskov je, da podrobneje spoznamo delovanje omenjenih institucij, saj nas delovno področje in svetovanci ob različnih priložnostih na svojstven in različen način povezujejo.

Za svetovalne delavce šol in vrtcev in ostale strokovne delavce vsako leto organiziramo nekaj strokovnih srečanj (izobraževanj), na katera kot predavatelje povabimo različne strokovnjake. Za šole in vrte pa redno pripravimo aktualen nabor vzgojno-izobraževalnih vsebin, katere na povabilo vrtca, šole in ostalih zavodov tudi predstavimo (predavamo), ko jih obiščemo na tematskih konferencah ali roditeljskih sestankih.

Ob aktivnem sodelovanju z vrtci, s šolami (osnovnimi in srednjimi), domovi, raznimi društvi ter s številnimi sorodnimi zavodi (institucijami), želimo tudi v prihodnje aktivno

prispevati k razvoju vzgojno izobraževalnega področja in kvalitete (so)bivanja ljudi v našem širšem in ožjem okolju, v katerem živimo in delujemo. Dragocene ugotovitve in pogled slehernega strokovnega delavca, ki otroka obravnava, lahko kvalitetno in dragoceno pomagajo pri celostnem, individualnem pristopu k otroku in prispevajo svoj kamenček v mozaik uspeha vsakega posameznika. Moto našega poslanstva in delovanja je: »Z roko v roki gre laže in le skupaj zmoremo vse«.

Ključne besede: sodelovanje, soustvarjanje, povezovanje, posebne potrebe, individualiziran pristop

Abstract

The Counselling Center for Children and Adolescents Novo mesto is a public institution and a specialized institution for the provision of counselling, preventive and educational tasks in the field of education. We have been living, building and enriching our mission for 41 years.

Through our work, we strive to help to children and adolescents with special needs, developmental, psychosocial, emotional, behavioral and learning difficulties to the greatest extent possible. We also strive to help them with many crises and stress situations, as well as to work within their families and society in general. We complement our mission and upgrade it by connecting and cooperating with kindergartens, schools and external institutions.

We are aware that difficulties can be overcome together, and cooperation with all stakeholders (children, parents, professional staff etc.) is fundamental for success. If we want to know the child well all of us have to work together. Therefore, cooperative, linking and co-creative relationships are fundamental for successful work. Co-operation with kindergartens, schools and other external institutions (eg, Boarding school, Development clinic, CSD, DRPD, RK, NIJZ, etc.) is carried out regularly and continuously most often according to counselling clients' needs. All professional staff contribute their knowledge, findings, experiences for finding the best solutions for the child, family, school etc. In cooperation with professional staff of these institutions, they are conducted directly during visits (team meetings in institutions or in the Counselling Center), with various joint forms of education or indirectly, through telephone conversations, electronic correspondence etc.

Every year, a professional staff of the Counselling Center visit the institution that works in the field of assistance and counselling to parents and children in need and / or with special needs. The purpose of the visits is to get to know the functioning of these institutions in greater detail, since the field of work and advisers on different occasions connect us in a unique and different way.

Every year, we organize several professional meetings (educations) for counselors of schools and kindergartens and other professional staff. We invite different experts as lecturers. For schools and kindergartens, we regularly prepare an up-to-date set of educational content, which we also present (lecture) at the invitation of kindergarten, school and other institutions when we visit them at conferences or parental meetings.

In active cooperation with kindergartens, schools (primary and secondary), homes, various societies and with many related institutions we also want to actively contribute to the development of the educational area and the quality (cohabitation) of people in our wider and narrower environment in which we live and act. The valuable findings

and the view of each expert who deals with the child can help to build qualitative and valuable part to the individual approach to the child. They contribute their pebble to the mosaic of success of each individual. The motto of our mission and action is: "It is easier with hand in hand and we can do everything together".

Keywords: collaboration, co-creation, networking, special needs, individualized approach

Temeljni viri / References

Juul, J. (2011). Dialog s starši. Ljubljana: Inštitut za sodobno družino Manami. Jurišič (ur.).

Jurišič, B.D. (2012). Blokade v komunikaciji s starši in tehnike poslušanja. V B.D. Jurišič (ur.). Strokovno gradivo 5. Posveta na temo Življenje oseb z Downovim sindromom, Komunikacija med strokovnjaki in starši. Ljubljana: Sožitje, Pedagoška fakulteta.

Kalin, J. in drugi avtorji (2009). Izzivi in smernice kakovostnega sodelovanja med šolo in starši. Ljubljana: Znanstvena založba Filozofske fakultete.

Kodrič, J. (2012). Sodelovanje med starši in strokovnjaki. V B.D. Jurišič (ur.). Strokovno gradivo 5. Posveta na temo Življenje oseb z Downovim sindromom, Komunikacija med strokovnjaki in starši. Ljubljana: Sožitje, Pedagoška fakulteta.

8. SEKCIJA:
Perspektive razvoja svetovalne službe

Socialno delo v šoli za nove priložnosti otrok in družin s številnimi izzivi

Social Work at School for New Opportunities of Children and Families Facing Multiple Challenges

doc. dr. Nina Mešl

Univerza v Ljubljani, Fakulteta za socialno delo

nina.mesl@fsd.uni-lj.si

Povzetek

Revščina in z njo povezani kompleksni problemi so realnost naše družbe in s tem seveda realnost šol, kamor vstopajo tudi otroci, za katere je življenje v kompleksnih problemskih okoliščinah vsakodnevna izkušnja. Vprašanje razumevanja šole, njene vizije, ciljev in temeljnih načel, razumevanje vloge šolske svetovalne službe v šoli ipd., je vselej tudi družbeno vprašanje.

Začetek življenja v revščini in s tem povezani številni izzivi ne smejo definirati otrokove življenjske zgodbe, za kar smo soodgovorni odrasli, ki sodelujemo z otrokom. In prav šola je prostor, kamor vsakodnevno vstopajo otroci. Ali je mogoče zasledovati temeljni cilj šole, optimalni razvoj vsakega otroka ne glede na spol, socialno in kulturno poreklo, veroizpoved, narodno pripadnost ter telesno in duševno konstitucijo, če to poskušamo narediti sami, šola ločeno od skupnosti in ne upoštevajoč resničnosti otroka, ki jo živi izven konteksta šole?

Namen prispevka je odpreti aktualno temo družin s številnimi izzivi v Sloveniji in prikazati izzive otrok in staršev v njihovem vsakdanu, s poudarkom na področju šole in šolske (ne)uspešnosti.

Prispevek bo temeljil na empiričnih rezultatih, zbranih v projektu »Pomoč družinam v skupnosti: soustvarjanje zelenih sprememb za zmanjševanje socialne izključenosti in krepitev zdravja«, ki je potekal v okviru Norveškega finančnega mehanizma 2009–2014, kjer je bilo pogosto vprašanje prav vprašanje podpore otroku za šolsko uspešnost. Predstavljeni bodo rezultati pluralne študije primera.

Rezultati so potrdili pomen sodelovanja z družinami, ki se ob mnogih stresih spoprijemajo še s problemom šolske neuspešnosti otrok, na njihovih domovih, v skupnosti. Pokazali so tudi na neustreznost pogosto prevladujočega diskurza, da družine s številnimi izzivi niso naklonjene prejemanju pomoči. Vprašanje je, kakšno pomoč prejemajo in kakšno potrebujejo. Rezultati v ospredje postavljajo temo vloge socialne delavke in odnosa, ki ga vzpostavi, ko vstopa v sodelovanje z družino. Pomembna nova izkušnja za družine je zavzeta prisotnost socialne delavke, ki vztraja tudi ob morebitnih neuspehih v skupnem projektu. Povezovanje vseh vpletenih (različnih institucij in strokovnjakov v posamezni institucij) za naklonjeno podporo, za raziskovanje in ustvarjanje možnega, v izvirnem delovnem projektu sodelovanja, lahko prispeva k pomembnim novim izkušnjam otrok in družin. Ugotovitve kažejo, da je potrebno vstopiti v skupnost, povezati vse vire moči, da bi skupaj z otrokom in družino soustvarili nove možnosti, pričeli ustvarjati nove izkušnje za novo zgodbo, ki bo nosilka upanja in bo pomenila možno prekinitev pogosto generacijsko podedovanih zgodb o

neuspehu. Otroci in družine s številnimi izzivi so odporne, a včasih potrebujejo sogovornika, ki jim pomaga odpornost prepoznati in krepiti. Podpora za šolsko uspešnost otroka gotovo prispeva h krepitvi odpornosti.

Ključne besede: revščina, šolska neuspešnost, skupnost, odpornost, delovni odnos soustvarjanja

Abstract

Poverty and related complex problems are the reality of our society and, of course, the reality of schools, which also includes children for whom life in complex problem situations is a daily experience. The question of understanding the school, its vision, goals and basic principles, understanding the role of the school counselling service, etc., is always also a social question.

The outset of life in poverty and challenges related with that must not define a child's life story, for which we are co-responsible as adults who collaborate with the child. And school is the place that children visit every day.

Is it possible to pursue the fundamental goal of the school, the optimal development of every child regardless of gender, social and cultural background, religion, national affiliation and physical and mental constitution, if we try to do this ourselves, the school separated from the community and not taking into account the child's reality lived outside the school context?

The purpose of the paper is to open the current issue of families facing multiple challenges in Slovenia and to present the challenges of children and parents in their everyday life, with emphasis on school and school (non)success.

The paper will be based on the empirical results collected in the project "Helping Families in the Community: The Co-Creation of Desired Changes for Reducing Social Exclusion and Strengthening Health", which was carried out under the Norwegian Financial Mechanism 2009-2014, where the support of a child for school success was often the issue. The results of the plural case study will be presented.

The results confirmed the importance of working with families facing multiple challenges, which includes dealing with the children's poor school performance, in their homes. They also showed the inadequacy of the often dominant discourse claiming that families do not want to receive help. The question is what kind of help they receive and what kind of help they need. The results prioritise the role of social workers and the relationship established at the beginning of the collaboration with the family. The presence of a social worker who persists with a joint project even in the case of failure represents an important new experience for families. Connecting all involved (different institutions and experts of one institution) for favourable support, for exploring and creating the possible, in the individual working project of collaboration, can contribute to the important new experiences of children and families. The findings show that it is necessary to join the community, to connect all the sources of strength in order to co-create new possibilities with the child and the family, to start creating new experiences for a new story that will be the carrier of hope and will lead to a possible interruption of the dominant family story of failure often passed down from generation to generation. Children and families facing multiple challenges are resilient, they sometimes need an interlocutor to help them recognise and

strengthen that resilience. Support for school success certainly contributes to strengthen the resilience.

Keywords: poverty, school failure, community, resilience, working relationship of co-creation

Temeljni viri / References

Čačinovič Vogrinčič, G., Kopal, L., Mešl, N. & Možina, M. (2008). Vzpostavljanje delovnega odnosa in osebnega stika. Ljubljana: Fakulteta za socialno delo Univerze v Ljubljani.

Kodele, T., & Mešl, N. (ur.) (2016). Družine s številnimi izzivi: soustvarjanje pomoči v skupnosti. Ljubljana: Fakulteta za socialno delo Univerze v Ljubljani.

Maholmes, V. (2014). *Fostering Resilience and Well-Being in Children and Families in Poverty: Why Hope Still Matters*. New York: Oxford University Press.

Mešl, N., Kodele, T. & Čačinovič Vogrinčič, G. (2012). The role of contemporary social work concepts in dealing with learned helplessness of children with learning difficulties. *Ljetopis socijalnog rada*, godište 19, br. 2, str. 191–213.

Mešl, N. & Kodele, T. (2016). Co-creating desired outcomes and strengthening the resilience of multi-challenged families. *CEPS journal : Center for Educational Policy Studies Journal*, vol. 6, no. 4, str. 51-72. http://www.cepsj.si/pdfs/cepsj_6_4/pp_51-72.pdf.

Novi izzivi šolskega svetovalnega dela v družbi 21. stoletja

New Challenges in School Counseling in the Society of the 21st Century

dr. Ksenija Domiter Protner

Prva gimnazija Maribor

ksenija.protner@guest.arnes.si

Povzetek

Namen prispevka je pregled ključnih sprememb v sodobni družbi in šoli, ki pomembno vplivajo na delovanje in vlogo šolske svetovalne službe. Na slovenskih šolah je šolsko svetovalno delo organizirano že pet desetletij. V tem obdobju pa so se zgodile različne spremembe v vzgojno-izobraževalnem sistemu, ki pomembno vplivajo tudi na delo šolske svetovalne službe. Že na osnovi teh sprememb so se temeljne dejavnosti šolskega svetovalnega dela zelo razširile in poglobile. Pogosto pa zanemarjamo vpliv širših družbenih sprememb in vplivov, kot je na primer vdor neoliberalizma tudi v šolski prostor in družino ter druge spremembe v družini in otroštvu. Naj omenim samo nekatere, ki zahtevajo zaščito otrok t. j. spremembe na področju duševnega zdravja otrok in mladostnikov, socialno-ekonomska in kulturna različnost družinskega okolja otrok ipd. Posledično se odražajo tudi nove potrebe po pomoči učiteljem, staršem in vodstvu šole. V Programskih smernicah (1999) je opredeljena pomoč in podpora šolske svetovalne službe učencem, njihovim staršem, učiteljem in vodstvu šole. In upam si trditi, da je zaradi sprememb v ožjem in širšem družbenem okolju mesto šolske svetovalne službe na šoli, ki se že vsa desetletja obstoja kaže, ne glede na različne politične in včasih tudi drugačne strokovne poglede, kot nujno, danes celo ključno mesto pomoči v šoli. Prav zaradi slednjega pa so njene dejavnosti že pred časom presegle obstoječo normativno ureditev in kažejo potrebo po normativni razširitvi šolskega svetovalnega dela na šolah.

Ključne besede: šolsko svetovalno delo, šola, družina, družba, spremembe

Abstract

The purpose of the paper is to review the key changes in a modern society and school that have a significant impact on the functioning and role of the school counseling service. The school counseling service has been organized for five decades at Slovenian schools. During this period, various changes in the educational system have taken place, which has also significantly influenced the work of the school counseling service. Already on the basis of these changes, the basic activities of the school counseling service have been greatly expanded and deepened. Often, we neglect the influence of wider social changes and influences, such as the intrusion of neoliberalism into the school and family, and other changes in family and childhood. Let me just mention a few that require the protection of children i.e. changes in the mental health of children and adolescents, socio-economic and cultural diversity of the family environment of

children, etc. Consequently, new needs are also reflected in helping teachers, parents and school leaders. The Program Guidelines (1999) defines the assistance and support of the school counseling services to pupils, their parents, teachers and school management. And I hope to argue that because of the changes in the narrower and wider social environment, school counseling at school, which has been showing decades of existence, regardless of different political and sometimes different professional views, as a matter of urgency, is now even a key place of help in school. It is precisely because of this that its activities have long since exceeded the existing normative regulation and show the need for a normative extension of school counseling work at schools.

Keywords: school counseling, school, family, society, changes

Temeljni viri / References

Ball, S.J. (2003). *Class Strategies and the Education Market: The middle classes and social advantage*. NY&London: RoutledgeFalmer.

Furedi, F. (2016). *Zapravljeno: zakaj šola ne izobražuje več*. Ljubljana: Krtina.

PROGRAMSKE smernice. Svetovalna služba v gimnazijah, nižjih in srednjih poklicnih šolah ter strokovnih šolah in v dijaških domovih. (2008). 1. natis. Ljubljana: Zavod Republike Slovenije za šolstvo.

Renner, T., Sedmak, M., Švab, A. in Urek, M. (ur.), *Družine in družinsko življenje v Sloveniji*. Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče.

Ule, M. (2015). Vloga staršev v izobraževalnih potekih otrok v Sloveniji. *Sodobna pedagogika*, 66=123 (1):30–45.

Projekt » Šolsko svetovalno delo širi meje v skupnost« **The Project "School Counselling Service Spreads it's Boundaries into the Community"**

mag. Damjana Govekar

OŠ Polje

damjana.govekar@guest.arnes.si

Povzetek

V zadnjih petih letih se je na OŠ Polje povečalo število učencev, ki prihajajo iz družin s številnimi izzivi. To so družine, ki se v svojem vsakodnevnem življenju srečujejo s kompleksnimi in raznovrstnimi psihosocialnimi problemi (revščina, zdravstvene težave, oteženo socialno vključevanje zaradi migrantskega ozadja, pogosta odsotnost očetov v družini ipd.), med katerimi je velikokrat izpostavljena tudi učna neuspešnost otrok. Biti uspešen v šoli namreč pomeni priložnost za nadaljnje uspehe in kakovostno življenje v odrasli dobi, šolska uspešnost pa predstavlja enega od pomembnih varovalnih dejavnikov za nadaljnje življenje otrok (Kodele in Mešl, 2011; Mikuš Kos, 2017). Na šoli se vsakodnevno srečujemo s starši, ki želijo pomagati svojim otrokom pri učnem delu in pri vključevanju v vrstniško skupino, a na določeni točki ne zmorejo več. Dosedanje prakse pomoči učencem v obliki dopolnilnega pouka in sodelovanja s starši na govorilnih urah in roditeljskih sestankih ne zadostujejo več. Na potrebe učencev in staršev je treba odgovoriti z novimi načini sodelovanja in drugačnimi metodami dela. Na šoli smo zato v šolskem letu 2016/2017 v sodelovanju s Fakulteto za socialno delo (FSD) pričeli z izvedbo pilotnega projekta Šolsko svetovalno delo širi meje v skupnost. Projekt je bil nadaljevanje že zaključenega projekta Pomoč družinam v skupnosti, katerega namen je bil podpreti družine s številnimi izzivi in omogočiti študentom izkušnjo samostojnega dela z družino na njenem domu (Kodele in Mešl, 2016, str. 16). V projektu je sodelovalo 6 študentk magistrskega študija FSD in 6 družin. Vsaka študentka je z eno družino vzpostavila izvorni delovni projekt pomoči in z njo sodelovala enkrat tedensko preko celega šolskega leta. Prav tako so se študentke kontinuirano srečevale na mentorskih srečanjih na OŠ skupaj s šolsko socialno delavko in profesorico s FSD, z namenom podpore za sodelovanje z družino. Za študentke je bila vstopna točka v družine predvsem učna pomoč otrokom na domu, saj so učne težave otrok za družine predstavljale enega večjih izzivov. Analiza zapisov študentk, ki so sodelovale z družinami kaže, da je podpora in pomoč študentk družinam predstavljala razbremenitev (v smislu podpore otroku pri šolskem delu kot tudi v smislu pogovora vseh družinskih članov s študentkami o zanje pomembnih temah). Staršem in otrokom je bilo pomembno, da so študentke otrokom pomagale pri organizaciji učenja, predvsem pa, da so z namenom podpore otroku povezale vse, v učno pomoč otroku, vključene udeležene. Prav tako se je večini otrok izboljšal učni uspeh, starši pa so pridobili ali poglobili zaupanje za tesnejše in pogostejše sodelovanje z učitelji.

Ključne besede: šolsko socialno delo, šolska neuspešnost, sodelovanje z družino na domu, varovalni dejavnik

Abstract

In the last five years, the number of pupils from families with multiple challenges has increased in Polje primary school. These families encounter complex and varied psychosocial problems (poverty, health problems, difficult social inclusion due to migrant background, absence of fathers in the family due to their work etc.) in their everyday lives. Children's school performance is also often an important topic. Success at school is seen as a springboard further successes and quality life in adulthood, and school performance is one of the important protective factors for children's future lives (Kodele and Mešl, 2011; Mikuš Kos, 2017). At school, we meet parents who want to help their children with their schoolwork and with joining their peer group, but at some point, they cannot, they do not know how. The current practice of helping pupils in the form of complementary lessons and cooperation with parents at talking hours and parental meetings is no longer sufficient. The needs of pupils and parents need to be answered with new ways of cooperation and different working methods. Therefore, at the school, in the school year 2016/2017, in cooperation with the Faculty of Social Work (FSW), the pilot project "School counselling service spreads boundaries into the community" was launched. The project was a continuation of the already completed project Helping Families in the Community (Kodele and Mešl, 2016, p. 16). So far, 6 students of the FSW Master's Study Programme and 6 families have participated in the project. Each student set up an original working project of help with one family and cooperated with it once a week throughout the school year. The students also continued to meet at mentoring meetings at the primary school, together with the school's social worker and the professor from FSW, in order to support their work in family. For the students, the entry point into the families was mainly school-based help for the children at home, as the learning difficulties of the children were one of the major challenges for the families. The analysis of records of the student that have worked with the families shows that the support and help of the students meant a relief for the families (in terms of supporting the children with their schoolwork as well as in terms of discussing with all family members on important topics). It was important for the parents and the children that the students helped the children to organize their learning, and in particular, that they involved all those involved in the child's learning to support the child. Most children involved in the project improved their learning success, and the parents have gained confidence in closer and more frequent collaboration with teachers.

Keywords: school social work, poor school performance, collaboration with families at home, protective factors

Temeljni viri / References

Mešl, N., Kodele, T. (2011). Soustvarjanje podpore in pomoči učencem z učnimi težavami v izvirnem delovnem projektu pomoči. *Socialno delo*, letnik 50, številka 1, str. 13–25.

Mešl, N., Kodele, T. (ur.) (2016). *Družine s številnimi izzivi: soustvarjanje pomoči v skupnosti*. Ljubljana: Fakulteta za socialno delo.

Mikuš Kos, A. (2017). *Duševno zdravje otrok današnjega časa*. Radovljica: Didakta.

Psihosocialna svetovalnica za študente na Pedagoški fakulteti v Ljubljani

Psychosocial Counselling for Students at the Faculty of Education in Ljubljana

doc. dr. Tomaž Vec

Pedagoška fakulteta v Ljubljani

tomaz.vec@pef.uni-lj.si

Povzetek

Tako kot na vseh ravneh izobraževanja od vrtcev, osnovne šole in srednje šole tudi pri študentih lahko opazamo raznovrstne stiske in težave, s katerimi se srečujejo tekom študija. Medtem, ko je oblika pomoči za mlajše pri nas urejena (svetovalne službe v vrtcih in šolah) tako, da je lahko zgled tudi razvitejšim državam, pa so v iskanju pomoči študentje pogosto prepuščeni lastni iznajdljivosti.

Prva pobuda za ustanovitev svetovalnice za študente na PeF sega že v leto 1993, ko smo poskušali po zgledu takrat edine delujoče svetovalnice na Filozofski fakulteti (na oddelku za psihologijo jo je takrat vzpostavil in vodil prof. Maks Tušak) tudi na Pedagoški fakulteti nuditi študentom tovrstno pomoč. Šele 20 let kasneje, koncem 2013 je bila ustanovljena t. i. Psihosocialna svetovalnica za študente, ki je v začetku leta 2014 tudi začela delovati v prostorih Pedagoške fakultete. Od takrat je redno, dvakrat tedensko v njej sodelovalo in sodeluje 7 strokovnjakinj in strokovnjakov različnih profilov (psihologi/nje, socialne pedagoginje), usposobljenih na področju različnih specialističnih, svetovalnih in (psiho)terapevtskih šol.

Od ustanovitve dalje je v svetovalnici poiskalo pomoč 50–60 študentov na študijsko leto. Večina njih je prišla na svetovanje enkrat do trikrat, posamezni pa celo 9-krat. Svetovalci v posameznem letu opravimo skupaj 110–130 svetovalnih razgovorov.

Teme, ki jih obravnavamo v svetovalnici, so različne: študijske (odločanje za študij, sprememba smeri študija, opuščanje študija, strahovi povezani z zaključkom študija, dvomi in dileme v izbiro študija in poklica, motivacija za študij, težave s koncentracijo, odpor do določenega predmeta/profesorja...), osebne (premagovanje stresa in tesnoba, žalovanje za preminulimi bližnjimi, osamosvajanje od doma, raziskovanje nekaterih pri sebi opaženih nezaželenih vzorcev delovanja, razne odvisnosti, razmišljanje o samomoru, spolne zlorabe v preteklosti, razpoloženska nihanja, sprememba spolne usmerjenosti ...), družinske (vpogled v svojo vlogo v primarni družini, konflikti in tekmovalni odnos s sorojenci, strahovi povezani z odhodom od doma, soočanje s konflikti, alkoholizmom, boleznimi pri sorodnikih, nerazumevanje staršev ...), partnerske (težave v partnerskem odnosu, ljubosumje, razmejitve odgovornosti, konflikti v partnerstvu in razhod, snovanje vizije skupnega življenja ...), druge (problem sprejetosti med vrstniki, nezadovoljstvo z lastno vlogo v skupini, delo s skupino, kako pomagati drugim v stiski ...).

Iz navedenega lahko ugotovljamo, da je obisk Psihosocialne svetovalnice skoraj enak kot v prejšnjem študijskem letu. Za približno 50 študentk in študentov pomeni kar

pomembno oporo pri premagovanju raznovrstnih problemov (tako študijskih kot osebnih, partnerskih družinskih ali tistih, ki so povezani z vrstniki).

Po štiriletnem delovanju ugotavljamo, da z rednimi termini (ki so se ustalili ob torkih in četrtnih) zadostimo večini potreb študentk in študentov. Opažamo, da je v začetku študijskega leta svetovalnica nekoliko slabše obiskana, zato pa je toliko več potreb ob zaključku semestra in še posebej ob zaključevanju študijskega leta. Prav zato je večina od vključenih strokovnjakov ob rednih, imela občasno tudi izredne termine obravnav (vsak 5 do 10), zlasti takrat, ko smo presodili, da študent potrebuje svetovalni pogovor, intervenco ali drugo neposredno pomoč pa običajni termin ni bil ustrezen.

V prihodnosti načrtujemo razširiti delovanje svetovalnice še za študente Fakultete za družbene vede, želimo pa uvesti tudi skupinsko svetovanje za področja, kjer je to ustrezno.

Ključne besede: psihosocialna svetovalnica, študentje, stiske, svetovanje

Abstract

As with all levels of education from kindergartens, elementary schools and secondary schools, we noticed that students have to faced with variety of hardships and difficulties during the study. While a form of assistance for young people is arranged in our country (counselling services in kindergartens and schools) so that it can serve as an example to other countries, students are often left to their own ingenuity in seeking help.

On the basis of the identified student's needs (according to the availability of counselling in the field of personal and study problems), at the end of 2013 at the Faculty of Education in Ljubljana was established Psychosocial counselling for students, started working in early 2014. Since then, twice a week, there are counselling six experts of various profiles (psychologists, social pedagogues), trained in various specialization, counselling and (psycho) therapeutic schools.

Since its foundation in counselling process came 50-60 students per academic year and this is an important support to overcome a variety of their problems. Most of them came to counselling once to three times, some of them 10 and more times. In the very each year, consultants carry out 110-130 counselling conversation.

The topics we deal with in the counselling processes are different: study (decision making about studying, changing or dropping out of studies, fears related to studies, motivation and resistance to study, concentration problems ...), personal (overcoming stress and anxiety, mourning, various addictions, thinking about suicide, sexual abuse in the past, mood problems, changes in sexual orientation ...), family (insight into their role in the family, fears of leaving home, confrontation with conflicts, alcoholism, illnesses in relationships with relatives, parents' lack of understanding ...), partnerships (partnership problems, jealousy, delimitation of responsibilities, conflicts in partnership and separation, creating a common life ...), others (the problem of acceptance among peers, dissatisfaction with their own role in the group, how to help others with problems ...).

After four years of work, we find that with regular terms we meet most of the needs of students. We noticed that at the beginning of the academic year, the counselling office is slightly less visited, therefore there are many more needs at the end of the semester and especially at the end of the academic year. For this reason, most of the experts

involved, besides regular terms, occasionally had extraordinary terms of treatment, especially when we judged that the students need counselling or intervention but the usual term was not appropriate.

In the future, we plan to extend the psychosocial counselling service for students of the Faculty of Social Sciences, and we also want to begin with group counselling in the areas where it is appropriate.

Keywords: psychosocial counseling, students, distress, counseling

Temeljni viri / References

- Biasi V., Patrizi N., Mosca M., De Vincenzo C. (2016). The effectiveness of university counselling for improving academic outcomes and wellbeing. *Br. J. Guid. Couns.* 1–10.
- Holm-Hadulla R. M., Koutsoukou-Argraki A. (2015). Mental health of students in a globalized world: Prevalence of complaints and disorders, methods and effectivity of counseling, structure of mental health services for students. *Mental Hhealth & Prevention*, 3 (1-2), 1-4.
- Lambert J.J., & Ogles B.M. (2004). The efficacy and effectiveness of psychotherapy. In M.J. Lambert (Ed.), *Bergin and Garfield's handbook of psychotherapy and behavior change* (5th ed., 139-193). New York: Wiley.
- Renuka Devi M.R., Devaki P.R., Madhavan M., Saikumar P. (2013). The Effect of Counselling on the Academic Performance of College Students. *Journal of Clinical & Diagnostic Research*, 7 (6), 1086-1088.
- Shaterlooa A., Mohammadyari G. (2011). Students counselling and academic achievement. *Procedia – Social and Behavioral Sciences*, 30, 625-628.

9. SEKCIJA:
Inkluzija in delo svetovalne službe

Inkluzivna naravnost študentov pedagogike in andragogike

Inclusive Orientation of Students of Pedagogy and Andragogy

doc. dr. Katja Jeznik, izr. prof. dr. Jasna Mažgon in
izr. prof. dr. Klara Skubic Ermenc

Filozofska fakulteta Univerze v Ljubljani

katja.jeznik@ff.uni-lj.si; jasna.mazgon@ff.uni-lj.si;
klara.skubic-ermenc@guest.arnes.si

Povzetek

Raziskave kažejo (Florian & Spratt, 2013; Lesar, 2017), da je, ob ustreznih sistemskih možnostih, ključen pogoj oblikovanja inkluzivnega šolskega okolja in skupnosti pozitivna naravnost pedagoških delavcev. Sistemske možnosti so običajno povezane z vprašanjem pravic in lokacijo izobraževanja posameznika. Gre za ožje razumevanje inkluzije, od sprejetja Salamanške izjave leta 1994 pa v ospredje vse bolj prehaja tudi širše razumevanje inkluzivnosti (Haug, 2017). Osnovna ideja širšega razumevanja inkluzije ni vezana le na pravice in lokacijo izobraževanja posameznika, ampak na pozitivno vrednotno naravnost skupnosti do vsakršne drugačnosti.

V prispevku predstavljamo izsledke raziskave, v kateri smo preučevali, ali študijski programi pedagogike in andragogike uspešno pripravljajo študente za delovanje v inkluzivnem šolskem okolju. Raziskava je potekala v okviru bilateralnega raziskovalnega projekta (2016–2017) med Filozofsko fakulteto Univerze v Beogradu in Filozofsko fakulteto Univerze v Ljubljani. 61 študentov 3. letnika je analiziralo primer neuspešne vključitve učenke s primanjkljaji na posameznih področjih učenja v osnovno šolo. Izkazalo se je, da večina študentov pedagogike in andragogike razume koncept inkluzije v širšem pomenu, prepoznava pogoje za vzpostavljanje inkluzivne šolske kulture in vlogo pedagoga pri tem. Kot bolj inovativni pri oblikovanju praktičnih predlogov za delovanje v inkluzivnem duhu pa so se izkazali tisti študenti, ki imajo več praktičnih izkušenj z delom s pogosto izključenimi učenci.

Ključne besede: inkluzija, študentje pedagogike in andragogike, primanjkljaji na posameznih področjih učenja

Abstract

Several pieces of research (Florian & Spratt, 2013; Lesar, 2017) indicate that, supported by appropriate systemic solutions, the key condition for the creation of inclusive educational settings and community is the positive orientation of pedagogical workers. Systemic solutions are usually associated with the question of educational rights and location of individual's education. This is a narrow understanding of inclusion. Since the adoption of the Salamanca Statement in 1994, a broader understanding of inclusiveness has gained more ground (Haug, 2017). Broader understanding of

inclusion goes beyond the issues of educational rights and location of education and emphasises the role of positive values of the community towards diversity.

The paper presents some results of a research which were part of a broader bilateral research project conducted between 2016–2017 by research teams from University of Ljubljana, Slovenia, and from the University of Belgrade, Serbia. The authors investigated whether the study programmes of pedagogy and andragogy at the University of Ljubljana successfully prepare students to function in an inclusive school setting. 61 third year students analysed a case of unsuccessful inclusion of a pupil with learning disabilities in a primary school. The results show that most students of pedagogy and andragogy understand the broad concept of inclusion, recognize the conditions for establishing an inclusive school culture and the role of pedagogue in it. Yet, more innovative in providing alternative solutions have proved to be students with some field experience in working with often excluded pupils.

Keywords: inclusion, students of pedagogy and andragogy, learning disabilities

Temeljni viri / References

Florian, L., and Spratt, J. (2013). Enacting Inclusion: a Framework for Interrogating Inclusive Practice. *European Journal of Special Needs Education*. 28(2): 119–135. doi:10.1080/08856257.2013.778111

Haug, P. (2017). Understanding Inclusive Education: Ideals and Reality. *Scandinavian Journal of Disability Research* 19(3): 206–217. doi: 10.1080/15017419.2016.1224778.

Lesar, I. (2017). Mapping Inclusive Education Within the Discipline of Pedagogy. *Comparative Analysis of New Study Programmes in Slovenia*. *International Journal of Inclusive Education*. doi: 10.1080/13603116.2017.1402376.

Šolsko okolje, habitus in zdravje: analiza
reprezentativnega vzorca slovenske mladine
School Environment, Habitus and Health: Analysis of a
Representative Study of Slovenian Youth

izr. prof. dr. Andrej Kirbiš, izr. prof. dr. Marija Javornik Krečič,
doc. dr. Marina Tavčar Krajnc, asist. Tina Cupar, prof. dr. Darko Friš
in doc. dr. Danijela Lahe

Filozofska fakulteta, Univerza v Mariboru

andrej.kirbis@um.si; marija.javornik@um.si; marina.tavcar@um.si;

tina.cupar@um.si; darko.fris@um.si; danijela.lahe@um.si

Povzetek

Šola je ena od ključnih družbenih okolij mladih, v kateri preživijo velik del svojega življenja, vzpostavljajo odnose z učitelji in sošolci, v njej se javno ocenjuje njihovo znanje in kompetence. Tudi zato mladostnikov habitus v polju izobraževanja – ponotranjene dispozicije oz. sheme percepcij, s katerimi se mladostnik orientira v izobraževalnem procesu in ki vodijo njegovo vedenje – lahko igra pomembno vlogo pri različnih dimenzijah zdravja in dobrega počutja. Namen naše raziskave je bil preučiti odnos med različnimi vidiki percepcij mladostnikovega šolskega okolja in subjektivnim zdravjem. Izvedli smo analizo anketnih podatkov nacionalnega reprezentativnega vzorca šolajočih se mladih iz raziskave Slovenian Youth 2013 (Flere in dr., 2013), kjer so ciljno populacijo predstavljali prebivalci s stalnim prebivališčem v Republiki Sloveniji, stari med 16 in 27 let. Subjektivno zdravje je bilo preučeno s štirimi kazalniki: samoocenjenim zdravjem in duševnim zdravjem, pogostostjo doživljanja stresa in samoocenjeno depresivnostjo. Mladostnikov habitus smo merili s samoocenjeno težavnostjo šolanja, pripravljenostjo obiskovanje šole, zadovoljstvom z izobraževalnim sistemom v Sloveniji in pričakovanji glede pridobitve zaposlitve po koncu šolanja. Ob teh smo preučili še doprinos povprečne šolske ocene in povprečnega obsega učenja/študiranja v dnevu. Rezultati so pokazali, da: 1) je bilo na celotnem vzorcu statistično značilnih osem od 24-ih korelacijskih koeficientov med kazalniki habitusa in zdravja, vsi v pričakovani (pozitivni) smeri; 2) je bila največja povezanost med posameznim zdravstvenim izidom (samozaznanim stresom) in samoocenjeno težavnostjo šolanja; 3) največ statistično značilnih koeficientov je bilo ugotovljenih z zadovoljstvom z izobraževalnim sistemom v Sloveniji, ki je bilo povezano s tremi od štirih kazalnikov subjektivnega zdravja; 4) pri dekletih je bilo dvakrat toliko statistično značilnih povezav kazalnikov habitusa z zdravjem kot med fanti; 5) pri mladih z višjim institucionalnim kulturnim kapitalom staršev (bolj izobraženimi starši) je bilo dvakrat toliko statistično značilnih povezav kot med mladimi z manj izobraženimi starši. Avtorji sklenejo, da so v Sloveniji mladostnikove dispozicije in vedenja v polju izobraževanja pomembne tudi za njegove zdravstvene izide, še posebej pri dekletih in mladih iz

socialno bolj privilegiranih družin, k čemer najverjetneje prispevajo tudi višja pričakovanja staršev in okolice glede pomena izobraževanja za obe navedeni skupini. Prispevek zaključimo z omejitvami naše raziskave in z implikacijami rezultatov za zaposlene v šolstvu, vključno s šolskimi svetovalnimi delavci.

Ključne besede: neenakosti v zdravju, izobraževanje, šolska uspešnost, kulturni kapital, mladi.

Abstract

School is one of the key social environments for young people, being the place where they spend a large part of their everyday lives, establish relationships with teachers and classmates, and have their knowledge and competences publicly assessed. In addition, young people's educational habitus – their internal dispositions and schemes of perceptions, which orient them in the educational process and guide their behaviours – has previously been found to play an important role in their health and well-being. The main purpose of our research was to examine the relationship among various dimensions of adolescent perception of the school environment and subjective health, using a nationally representative survey sample of school-enrolled young people (Slovenian Youth 2013 Study; Flere et al., 2013). The target population comprised youth with permanent residence in the Republic of Slovenia, aged between 16 and 27 years. Subjective health was measured with four indicators: self-rated health, self-rated mental health, self-perceived stress and self-perceived depression. The youth habitus was measured with self-assessed difficulty of the school process, willingness/desire to attend school, satisfaction with the educational system in Slovenia and youth expectations of gaining employment after completing schooling. We also examined the impact of the average school grade and the average amount of studying/learning per day. The results indicated that 1) eight of the twenty-four correlation coefficients between the indicators of habitus and health were statistically significant, all in the predicted (positive) direction; 2) the largest correlation of an individual health outcome (self-perceived stress) was with self-assessed difficulty of the school process; 3) the most consistent health predictor was satisfaction with the educational system in Slovenia, which was associated with three out of four indicators of subjective health; 4) there were twice as many statistically significant correlations between indicators of habitus and health among girls than among boys; and 5) there were twice as many statistically significant coefficients among youth with higher parental institutional cultural capital (higher parental education) than among youth with less educated parents. The authors emphasize that in Slovenia, young people's educational dispositions and behaviours also play a role in their health outcomes, especially for girls and for young people from families with higher socioeconomic status, which may partly be due to the higher expectations of parents and teachers regarding the importance of educational achievement for these two groups. The final part of the paper presents several limitations of our study, together with the main implications of the study results for those working in education, especially school counsellors and teachers.

Keywords: inequalities in health, education, school performance, cultural capital, youth; school counsellors

Temeljni viri / References

- Costa, C., Murphy, M. in Martin, R. (2015). Bourdieu, Habitus and Social Research: The Art of Application. Basingstoke: Palgrave Macmillan.
- Flere, S. in dr. (2013). Slovenska Mladina 2013: Življenje v času deziluzij, tveganja in prekarnosti [datoteka podatkov]. Slovenija, Maribor: Filozofska fakulteta, Univerza v Mariboru [izdelava], 2013. Hrvaška, Zagreb: Friedrich-Ebert-Stiftung Kroatien [izdelava], 2013. Slovenija, Ljubljana: Univerza v Ljubljani, Arhiv družboslovnih podatkov [distribucija], 2014. ADP - IDNo: MLA13.
- Ravens-Sieberer, U., Freeman, J., Kokonyei, G., Thomas, C. A. in Erhart, M. (2009). School as a determinant for health outcomes – a structural equation model analysis. *Health Education*, 1093(2), 342–356.
- Sonmark, K. in Modin, B. (2017). Psychosocial work environment in school and students' somatic health complaints: An analysis of buffering resources. *Scandinavian Journal of Public Health*, 45: 64–72.
- Suldo, S. M., Riley, K. N. in Shaffer, E. J. (2006). Academic Correlates of Children and Adolescents' Life Satisfaction. *School Psychology International*, 27(5): 567–582.

Programi Neverjetna leta za šole

The Incredible Years Programs in Schools

Ana Bujišić, Ana Mirković, dr. Sue Evans in dr. Marija Anderluh

Pediatrična klinika UKCL in Center za dokazano učinkovite intervencije
za duševno zdravje otrok / Centre for Evidence Based Early
Intervention, Powys Teaching Health Board, Park Street Clinic UK
ana.bujisic@gmail.com

Povzetek

Učitelji se v šolah vsakodnevno srečujejo z različnimi posebnimi potrebami posameznih otrok. Bolj ali manj uspešno se skušajo spoprijemati tudi z razdiralnim vedenjem in drugimi vedenjskimi težavami nekaterih učencev v razredu. Ti otroci ponavadi dobijo manj podpore s strani svojih učiteljev in vrstnikov, nemalokrat pa imajo težave tudi na drugih področjih delovanja. Učitelji so se tako primorani uspešno spopadati s težavami, ki otežujejo učenje in sam proces izobraževanja, obenem pa so te težave povezane še z otrokovim psihičnim blagostanjem ter socialno vključenostjo. Otroci, ki so vzgojno zahtevnejši in imajo težave pri usvajanju znanja, so lahko izključeni iz skupine vrstnikov oz. so socialno izolirani ter imajo lahko pridružene še čustveno-vedenjske težave ali težave na drugih področjih funkcioniranja (npr. na družinskem področju zaradi ekonomske prikrajšanosti itn.). Predstavljajo lahko velik izziv za učitelje, ki se pogosto čutijo premalo opremljene za soočanje in učinkovito spoprijemanje s tako raznolikimi skupinami otrok. Brez ustrezne, učinkovite in pravočasne pomoči pa je prognoza za te otroke slaba.

Šola je hkrati zelo pomembno okolje, v katerem lahko otroci že v zgodnjih letih dobijo priložnost za učenje ter urjenje osnovnih socialnih veščin, spretnosti samournavanja ter reševanja problemov, ki so ključne za njihovo dolgoročno duševno zdravje. Raziskave tudi potrjujejo, da so otroci, ki te strategije pridobijo, učno uspešnejši. Številne države zato uvajajo empirično podprte intervencije, ena katerih je tudi program Neverjetna leta, program Vodenja razreda za učitelje (Kazdin idr., 1990). Program krepi odnose med učitelji in učenci in prek izboljšanja kompetenc učiteljev in tesnejše povezanosti med šolskim in domačim okoljem razvija paleto veščin pri otrocih, ki so ključne za njihov zdrav razvoj (Webster-Stratton, 1999; Webster-Stratton, Reid in Hammond, 2001, Webster-Stratton idr., 2001).

V Sloveniji smo v zadnjih letih pridobili vseliko izkušenj z izvajanjem programa Neverjetna leta za starše, interes za vzporedne programe za učitelje izražajo tudi nekatere slovenske šole. V prispevku bo na podlagi odličnih tujih izkušenj predstavljen načrt pilotnega uvajanja programa Vodenja razreda Neverjetna leta v slovenski prostor. V okviru le-tega načrtujemo vključitev v program, namenjen učiteljem otrok razredne stopnje prvih petih slovenskih šol.

Ključne besede: čustvene težave, vedenjske težave, Neverjetna leta, socialna kompetenca

Abstract

Teachers in schools meet daily with different special needs of individual children. They try to tackle the destructive behavior and other behavioral problems of some students in the classroom. These children usually receive less support from their teachers and peers, and often have problems in other areas of functioning. Teachers are thus forced to cope effectively with problems that make learning process and education difficult. At the same time these problems effect child's mental well-being and social inclusion. Children who have difficulty in acquiring knowledge are often excluded from the group of peers and may have problems in other areas of functioning (e.g. in the family field, economic deprivation, etc.). It can be a major challenge for teachers who often feel insufficiently equipped to face and effectively deal with such diverse groups of children. Without adequate, effective and timely assistance, the prognosis for these children is poor.

School is a very important environment in which children can get the opportunity to learn and practice basic social skills, self-regulation and problem solving skills that are crucial for their long-term mental health. Research also confirms that children who acquire these strategies are more successful in learning. Therefore, many countries have introduced empirically- supported interventions, one of which presents the Incredible Year program, the Classroom Management Program for Teachers (Kazdin et al., 1990). The program strengthens the relationship between teachers and students. Through the improvement of teachers' competences and closer links between school and home environment develops a range of skills in children that are crucial for their healthy development (Webster-Stratton, 1999; Webster-Stratton, Reid and Hammond, 2001, Webster-Stratton et al., 2001).

We have gained a lot of experience with the implementation of the program "Incredible Years for Parents" in Slovenia in the recent years. Some Slovenian schools have shown interest in introducing also programs Incredible Years for teachers. The paper will present a plan for the pilot introduction of the Incredible Years Teacher Classroom Management (TCM) program in Slovenia. Based on excellent foreign experience with the program we plan to introduce the TCM program in the first five Slovenian schools.

Keywords: emotional problems, behavioural problems, Incredible Years, social competence

Temeljni viri / References

Hutchings, J., Daley, D., Jones, K., Martin, P., Bywater, T. in Gwyn, R. (2007). Early results from developing and researching the Webster-Stratton Incredible Years Teacher classroom management programme in North West Wales. *Journal of children's services*, 2(3), 15–26.

Kazdin, A. E., Bass, D., Ayers, W. A. in Rodgers, A. (1990). Empirical and clinical focus of child and adolescent psychotherapy research. *Journal of consulting and clinical psychology*, 58, 729–740.

Webster-Stratton, C. (1999). *How to promote children's social and emotional competence*. London: Sage.

Webster-Stratton, C., Mihalic, S., Fagan, A., Arnold, D., Taylor, T. in Tingley, C. (2001). *Blueprints for violence prevention: The Incredible years parent, teacher and child*

training series. Boulder, Colorado: Center for the study and prevention of violence, University of Colorado.

Webster-Stratton, C., Reid, J. in Hammond, M. (2001). Preventing conduct problems, promoting social competence: A parent and teacher training partnership in head start. *Journal of clinical child psychology*, 30, 283–302.

Razvoj socializacijske komponente celotnega oddelka skozi inkluzijo

Development of the Socialization Component of the Entire Class Through Inclusion

Ester Mlaj

Osnovna šola Jarenina

ester.mlaj@guest.arnes.si

Povzetek

V prispevku želim prikazati, da lahko govorimo o vzajemnem odnosu vsakega posameznika kot dela celote ob razvoju socializacijske komponente celotnega oddelka skozi inkluzivno vzgojo in izobraževanje.

Z vidika inkluzije socialna vključenost otroka s posebnimi potrebami prav gotovo ni sama po sebi umevna. Na njo vpliva več dejavnikov v vzgojno-izobraževalnem procesu. Eden od ključnih je učitelj s svojim pozitivnim pristopom k takemu načinu poučevanja in pozitivno zasidranimi osebnimi stališči do dela. Pri tem so izjemnega pomena vsi vidiki identifikacije, personalizacije, individualizacije in diferenciacije skozi metode dela in poučevanja v vsakdanji rutini pouka, kar ključno vpliva na slehernega posameznika v vzgojno-izobraževalnem procesu.

Tako močan pomen, kot ga ima inkluzija za učenca s posebnimi potrebami, tolikšen je tudi za vse ostale udeležence. Socialne veščine, ki jih pridobijo in izoblikujejo vrstniki učenca s posebnimi potrebami, so kompleksnejše, zrelejše in zelo sistematične. To omogoča vsem posameznikom veliko boljši potencial za nadgradnjo osebne rasti.

Ključne besede: Inkluzija, socializacija, identifikacija, učenci s posebnimi potrebami, Downov sindrom

Abstract

In this article I present that we can talk about the relationship between each individual as a part of the whole socialization component of the entire class through inclusive education.

From the point of view of inclusion, the socialization of a child with special needs is certainly not like it seems. It is influenced by several factors in the educational process. One of the key factors is the teacher with his positive approach to such a way of teaching and positive personal attitude to work. It is very important to cope with all aspects of identification, personalization, individualization and differentiation through the methods of work and teaching in the daily teaching routine, which plays a key role on each individual in the educational process.

This powerful meaning of the inclusion of pupils with special needs is applicable for all other participants in the education system. Social skills acquired and developed by pupils are more complex, more mature and very systematic, enabling all individuals to have much better potential for upgrading their personal growth.

Keywords: inclusion, socialization, identification, pupils with special needs, Down's syndrome

Temeljni viri / References

Borovac-Bekaj A. (2007/08). Inkluzija u praksi. Uključivanje učenika sa Downovim sindromom u redovnu školu. Sarajevo: Udruženje defektologa.

Brajša, P. (1993). Pedagoška komunikologija. Ljubljana: Glotta nova

Cunningham C. (1999). Poskušajmo razumeti Downov sindrom. Ljubljana: Sekcija za Downov sindrom pri Društvu za pomoč duševno prizadetim Sožitje.

Strmčnik, F. (1987). Sodobna šola v luči učne diferenciacije in individualizacije. Ljubljana: Zveza organizacij za tehnično kulturo Slovenije.

Komunikacija je ključ za doseg skupnega cilja

Communication is the Key to Achieving Common Goal

Breda Vöröš
OŠ Velika Polana
breda.voros@os-velikapolana.si

Povzetek

Uspešnost vključevanja otrok s posebnimi potrebami v polnem pomenu besede je odvisna tudi od klime v vzgojno-izobraževalni ustanovi, to pa predvsem s svojo komunikacijo soustvarjajo tako strokovni delavci kot učenci, njihovi starši pa tudi zunanje institucije. Nujno je ustvariti klimo, ki zagotavlja, da noben učenec ne ostane spregledan.

Zakonodaja vključevanje otrok s posebnimi potrebami rešuje na formalni ravni, za dejansko vključitev pa je odgovorna vsaka šola posebej. Šola, ki goji ugodno klimo in si prizadeva za vključujoče okolje, omogoča pogoje konstruktivne komunikacije med vsemi vpletenimi, predvsem pa med učenci. Pri tem je vloga svetovalnega delavca, da oblikuje odprte prostore za pogovor in spodbuja vzpostavljanje odnosov, ki omogočajo iskanje in oblikovanje rešitev v enakovrednem, odprtem dialogu. To pomeni, da pogovor in odnos posamezniku dovoljmeta oz. omogočita, da sam najde in sprejme rešitve oz. spremembe. Sodelovanje med svetovalnim delavcem in ostalimi vpetimi v vzgojno-izobraževalni proces ter konstruktivna komunikacija sta rešitev problema izključujočega okolja.

V uvodnem delu prispevka bodo kratko predstavljeni teoretični modeli inkluzivne šole, teoretična izhodišča za vzpostavljanje ustrezne komunikacije ter posnetek trenutnega stanja, in sicer na podlagi ankete o sprejemanju otrok s posebnimi potrebami s strani sošolcev. V drugem delu prispevka pa bo predstavljen primer dobre prakse konstruktivne komunikacije v primeru reševanja konfliktov med učenci. Primer ponuja model skupnega delovanja svetovalnega delavca in inkluzivnega pedagoga pri delu z učenci, s starši in z drugimi strokovnimi delavci.

Ključne besede: inkluzivna šola, sprejemanje, komunikacija

Abstract

One of the factors influencing success of integration of children with special needs into an educational institution is the atmosphere in the mentioned institution which is defined by the communication between professional school staff at school as with pupils, their parents and outside institutions. It is essential to create an environment that assures that no pupil stays overlooked in the integration process.

Legislation defines integration process on a formal level but a successful integration of children with special needs into an educational process is a responsibility of each school. Schools with stimulating environment allow constructive communication between professional school staff and between pupils. It is a role of a school counselor to encourage the development of relationships that lead to open constructive dialogues

which means that a dialogue and a relationship enable the individual to find solutions himself.

I will present theoretical model of an inclusive school, theoretical starting points for creating appropriate communication and results of a survey on integration of children with special needs among their classmates. Further I will present an example of appropriate constructive communication for solving conflicts between pupils where I will highlight the model of collaboration between school counselor and inclusive pedagogue with pupils, parents and other professional school staff.

Keywords: inclusive school, acceptance, communication

Temeljni viri / References

Bouwkamp, R.& Bouwkamp, S. (2014). Blizu doma Priročnik za delo z družinami.

Ljubljana: Znanstvena založba Filozofske fakultete, Pedagoška fakulteta in inštitut za družinsko terapijo.

Corey, G. (2004). Teorija i praksa psihološkog savjetovanja i psihoterapije. Zagreb: Naklada Slap.

Čačinovič Vogrinčič, G. (2008). Soustvarjanje v šoli: učenje kot pogovor. Ljubljana: Zavod Republike Slovenije za šolstvo.

Čačinovič Vogrinčič, G., Kobal, L., Mešl, N., Možina, M. (2009). Vzpostavljanje delovnega odnosa in osebnega stika. Ljubljana: Fakulteta za socialno delo.

Opara, B. (2015). Dodatna strokovna pomoč in prilagoditve pri vzgoji otrok s posebnimi potrebami. Ljubljana: Centerkontura.

10. SEKCIJA:

**Ustvarjalni in terapevtski pristopi v
svetovalnem delu**

Izrazno-ustvarjalna sredstva v svetovalnem delu in otrokov glas

Expressive-Creative Means in Counselling Work, and the Child's Voice

dr. Klavdija Kustec

Univerza v Ljubljani, Fakulteta za socialno delo

klavdija.kustec@fsd.uni-lj.si

Povzetek

V socialnem delu oz. svetovalnem delu z otroki imajo izrazno-ustvarjalna sredstva zelo velik pomen. Izrazno-ustvarjalna sredstva, kot so improvizacija, igranje vlog, glasba, gibanje, ples, pripovedovanje zgodb, maske, izdelovanje lutk, kreativno pisanje, likovnost, fotografija, video, drama in petje, pripomorejo k sprostitvi in hkrati zavezujejo k odgovornosti do sodelovanja ter vplivajo na čustveno, duševno, duhovno, telesno, socialno in miselno plat posameznika. Izrazno-ustvarjalna sredstva lahko socialni delavki oz. svetovalni delavki olajšujejo tako njeno lastno komunikacijo z otroki kot komunikacijo med otroki. Za otroka imajo pomembno razvojno in zdravilno moč, zato so koristna pri svetovanju. Pogosto premalo poudarjamo vrednost raziskovanja in odkrivanja otrokovega osebnega jezika, njegovega zaznavanja, dojemanja, interpretiranja in ravnanja ter premalo upoštevamo njegovo perspektivo.

Izrazno-ustvarjalna sredstva je mogoče vključiti v delo povsod, kjer socialne delavke oz. svetovalne delavke prihajajo v stik z otroki. To so vrtci, osnovne šole, srednje šole, krizni centri za otroke in mladostnike, materinski domovi, varne hiše, četrtni mladinski centri ter svetovalnice za otroke, mladostnike in družine ter tudi centri za socialno delo. Uporaba izrazno-ustvarjalnih sredstev nam omogoča, da skupaj z otrokom poiščemo nekaj novega, drugačnega, nekaj, kar bo otroku pomagalo, da bo naredil prvi korak k rešitvi svojega problema in da se bo slišal njegov glas.

Izrazno-ustvarjalna sredstva omogočajo tudi, da otrok na družbeno sprejemljiv način izrazi močna čustva (npr. agresivno vedenje skozi slikanje), s čimer jih spoznava in z njimi eksperimentira. Otrok lahko tako z izrazno-ustvarjalnimi sredstvi prikaže tudi svoje potrebe in želje, o katerih ne želi oziroma ne more spregovoriti.

Pri tem pa morajo socialne delavke oz. svetovalne delavke otroku pripraviti pogoje in okolje, kjer se lahko izrazi in je ustvarjalen. Zato je toliko bolj pomembno, da vzpostavimo osebni stik z otroki in ustvarimo odprto, prijetno, prijazno, ustvarjalno in optimistično učno, delovno in bivalno okolje, npr. zagotovimo svež zrak, primerno svetlobo in temperaturo, naravne nestrukturirane materiale, varno opremo, velikost in lego prostora, zvočno kuliso, barve, oblike in nenazadnje prisotnost živih bitij (poleg ljudi tudi rastlin in živali).

Uporaba izrazno-ustvarjalnih sredstev nam tako omogoča, da z otrokom vzpostavimo osebni stik, delovni odnos, izvirni delovni projekt pomoči, saj je z uporabo različnih vrst izrazno-ustvarjalnih sredstev otrok aktivni udeleženec v procesu pomoči, z njim delamo

»tukaj in zdaj«, ne zadržujemo se v preteklosti in v raziskovanju problemov, ampak delamo v sedanosti, za prihodnost, smo na poti k otrokovim lastnim ciljem. Najbolj pomembno pa je, da nam izrazno-ustvarjalna sredstva omogočajo delati s perspektive moči.

Ključne besede: izrazno-ustvarjalna sredstva, svetovalna služba, otrokov glas, izvorni delovni projekt pomoči

Abstract

The use of expressive-creative means is very important in social work or counselling work with children. Expressive-creative means, such as improvisation, role-playing, music, movement, dance, story-telling, masks, puppetry, creative writing, plastic arts, photography, video, drama and singing help all children relax, at the same time encouraging them to take on the responsibility to participate in the activity and co-operate with each other. Moreover, they support children's individual emotional, mental, spiritual, physical, social and intellectual sides. Expressive-creative means can also enhance a social worker's or counsellor's communication with children, as well as the communication that occurs among children. Such means have important developmental and healing powers, and so have a beneficial influence on social or counselling work in this context. Often the value of studying and recognising a child's personal language is not emphasised enough, and more consideration should thus be given to their ways of perception, understanding, interpretation and acting, and their own perspective in general.

Social workers or counsellors can include expressive-creative means in their work wherever they come in contact with children: in preschool units, elementary schools, secondary schools, crisis centres for children and youth, maternity homes, safe houses, local youth centres and counselling centres for children, youth and families, as well as social work centres. The use of expressive-creative means enables us to look for new and different perspectives together with the child to help them make their first step towards a solution to their problems, and to make their voice heard.

By helping children express strong emotions in socially acceptable ways (e.g., expressing aggressive emotions through painting), as well as get to know their own emotions and experiment with them, expressive-creative means allow children to make known their needs and wishes that they do not want to or cannot speak about.

While using these means, social workers or counsellors should prepare adequate conditions and environment in which children can express themselves and be creative. Therefore, it is vital to establish personal contact with children, and create an open, pleasant, creative and optimistic learning, working and living environment. This can be done by ensuring that the space used for our work has fresh air, good lighting and a comfortable temperature, along with adequate natural, unstructured materials and safe equipment, an appropriate size and location, a pleasant sound atmosphere, colours, and shapes, and last, but not least, the presence of other beings and lifeform (such as plants and animals, in addition to people).

By allowing children to be active participants in the process of help, expressive-creative means enable social workers and counsellors to establish personal contact in the working relationship that occur as part of the so called individual project of help, in which co-operation with the child takes place "here and now", rather than the people

involved lingering in the past and focusing only on the related problems. Our joint work takes place in the present, for the future, it is the common path of everybody involved with the aim to meet the child's own goals. Most importantly, expressive-creative means enable us to work from a perspective of strength.

Keywords: expressive-creative means, counselling service, the child's voice, individual working project of help

Temeljni viri / References

- Čačinovič Vogrinčič, G., Kobal, L., Mešl, N., & Možina, M. (2008). Vzpostavljanje delovnega odnosa in osebnega stika. Ljubljana: Fakulteta za socialno delo.
- Geldard, K., & Geldard, D. (2008). *Counselling Children: A Practical Introduction*. Los Angeles, London, New Delhi, Singapore: SAGE Publications.
- Goleman, D. (2011). Čustvena inteligenca: zakaj je lahko pomembnejša od IQ. Ljubljana: Mladinska knjiga.
- Kustec, K. (2007). Umetnostna izrazna sredstva v socialnem delu; »Kako plesati življenje in kako živeti ples življenja?«. Magistrsko delo. Ljubljana: Fakulteta za družbene vede.
- Rubin, J. A. (2010). *Introduction to art therapy: sources & resources*. United State of America: Routledge Taylor and Francis Group.

Vključitev metode “Trauma Releasing Exercise” (TRE) **v šolski prostor**

Implementation of Method “Trauma Releasing Exercise” (TRE) in School System

dr. Tjaša Stepišnik Perdih

Fakulteta za uporabne družbene vede

tjasa@psihosoma.si

Špela Potočnik

Zavod sv. Frančiška Saleškega, OE Gimnazija Želimlje in Dom Janeza Boska

svetovalna@zelimlje.si

Povzetek

TRE je metoda za sproščanje napetosti, stresa in travm. Vključuje sedem vaj (raztezanja in obremenjevanja mišičnih skupin), ki pomagajo vzbuditi nevrogeno tresenje. Nevrogeno tresenje se sicer spontano pojavi med ali po stresnem dogodku, z namenom pomirjanja živčnega sistema in vzpostavljanja ponovnega ravnovesja – tako lahko vidimo, kako se ljudje tresejo po prometni nesreči, ob paničnem napadu itd. Načrtno vzbujanje nevrogenega tresenja z metodo TRE pomaga sprostiti nakopičeno napetost »vsakdanjega« stresa in nedokončanih obrambnih odzivov ob morebitnih travmah.

Metoda TRE se je izkazala kot zelo učinkovita in koristna tudi pri delu z dijaki. V zadnjih letih opažamo, da se v gimnazijskem programu povečuje število dijakov s posebnimi potrebami, ki so uvrščeni v kategorijo čustvenih in vedenjskih težav. Delo svetovalne službe tako zahteva tudi poznavanje anatomije stresa in travme, ki se pogosto skriva za anksioznostjo, paničnimi napadi, samopoškodovanjem, t.i. »blackout-i«, suicidalnostjo, težavami s koncentracijo in pozornostjo idr. TRE je lahko učinkovit pripomoček pri tem, tako v smislu psihoedukacije (da dijaki razumejo, kaj in zakaj se jim to dogaja), kot tudi konkretne pomoči dijaku.

Pri dijakih, ki so (ob dovoljenju staršev) bili del procesa TRE, se kažejo pozitivne spremembe na telesnem, čustvenem in miselnem področju. V prispevku predstavimo odzive dijakov, prednosti in ovire TRE-ja, podamo pa tudi predlog za morebitno vključitev metode TRE v vzgojno-izobraževalni sistem.

Ključne besede: TRE metoda, anatomija stresa in travme, nevrogeno tresenje

Abstract

TRE is the method to prevent tension, stress and trauma. It includes seven exercises (stretching and straining muscle groups) that help trigger neurogenic shaking.

Neurogenic shaking occurs spontaneously during or after a stressful event, in order to calm the nervous system and restore an equilibrium – this is seen after car accidents when people shake, have a panic attack, etc. The deliberate excitation of neurogenic

shaking with the TRE method helps people release the accumulated tension of "everyday" stress and unfinished defense responses in case of trauma.

The TRE method proved to be effective and useful in the work with students. In the recent years, it has been observed that in the high-school program, the number of students with special needs has increased, and the students are classified under a category of emotional and behavioural problems. The work of the counselling service also requires the knowledge of the structure of stress and trauma, often hidden behind anxiety, panic attacks, self-harm, suicidality, problems with concentration and attention, etc. TRE can be an effective tool in this case, both in terms of psycho-education (for students to understand what and why it happens to them), as well as concrete help to students.

For the students who (with the permission of their parents) were part of the TRE process, positive changes in the physical, emotional and mental areas were shown. In the article we wish to present the responses of our students, the advantages and obstacles to TRE, and we also present a proposal for the possible inclusion of the TRE method into the educational system.

Keywords: TRE method, anatomy of stress and trauma, neurogenic shaking

Temeljni viri / References

Berceli, D. (2005). Trauma releasing exercises. A revolutionary new method for stress and trauma recovery, Great Britain, Amazon.

Levine, Peter A (2010). In an unspoken voice: How the Body Releases Trauma and Restores Goodness, Berkley, North Atlantic Books.

Levine, Peter A. (2015a): Kako prebuditi tigra: zdravljenje travm: prirojena sposobnost preobrazanja izkušenj, pod katerimi klonim, Ljubljana : V. B. Z., 2015 (Zagreb: Znanje).

Levine, Peter A. (2015b). Trauma and memory. Brain and body in a search for the living past. A practical guide for understanding and working with traumatic memory, Berkeley, California: North Atlantic Books.

Van der Kolk, Bessel A. (2015). The body keeps the score: mind, brain and body in the transformation of trauma, Penguin Books, UK.

Dernovšek, Z., Gorenc, M., Jeriček, H. (2012). Ko te stresne stres: kako prepoznati in zdraviti stresne, anksiozne in depresivne motnje. Ponatis. Ljubljana: Inštitut za varovanje zdravja.

Čustveno opismenjevanje in učenje socialnih veščin s pomočjo delavnic transakcijske analize ter programa

»Izštekanik«

Emotional Literacy and Learning of Social Skills Through the Transakcional Analysis Workshops and Program »Izštekanik«

Irena Lukić

Osnovna šola Spodnja Šiška

irena.lukic@guest.arnes.si

Povzetek

Otrokov socialno emocionalni razvoj je pomemben dejavnik za doseganje kakovostnejšega znanja in za zagotavljanje boljšega psihičnega zdravja. Avtorice Rutar Ilc, Rogič Ožek ter Gramc (2017) pravijo, da je za dobro vključenost in učno uspešnost pomembno, kako se učenec počuti v socialnih situacijah in kako uspešen je pri uravnavanju svojih čustev. Pri tem omenjajo naslednje socialne spretnosti: spretnosti samouravnavanja vedenja, spretnosti v odnosih z vrstniki, asertivnost, sodelovalne spretnosti ter učne spretnosti. Tudi pedagog Nenad Suzić (2011) trdi, da mora šola v času naprednega tehnološkega razvoja (ko so informacije hitro dostopne na spletu) pri učencih razvijati kompetence za življenje v 21. stoletju. Med njih spadajo tudi socialne ter emocionalne kompetence.

Nadalje so pomembne socialne in emocionalne kompetence tudi z vidika promocije duševnega zdravja in preventive pred psihičnimi boleznimi. Avtorji pilotske raziskave o duševnem in čustvenem zdravju otrok v slovenskih »zdravih šolah« ugotavljajo, da dela naše otroke najpogosteje srečne in zadovoljne to, kar doživljajo v odnosih z drugimi. Otroci so najpogosteje nesrečni zaradi šole oziroma šolske neuspešnosti.

Učencem lahko pomagamo pri krepitvi socialnih veščin in pri emocionalnem opismenjevanju preko spontanosti dejavnosti (v vsakdanjih socialnih situacijah) ali sistematično pri aktivnostih organiziranih v ta namen (npr. delavnice, socialne igre).

Na naši šoli izvaja šolska svetovalna služba dve dejavnosti. Na področju emocionalnega opismenjevanja izvajamo za učence predmetne stopnje delavnice transakcijske analize. Učenci preko delavnic bolje spoznajo in razumejo sebe, svoje občutke ter občutke drugih ter posledično izboljšajo medosebne odnose. Delavnice temeljijo na krepitvi posameznika, da se bo lahko odbranil vseh zavrnitev, ki jih bo v življenju še doživel. Istočasno posamezniku pomaga pri tem, da se v svoji koži počuti dobro, goji do sebe pozitivne občutke ter verjame vase.

Devetošolcem pa smo ponudili dejavnost »Noč v knjižnici« in tam izvedli delavnice iz programa »Izštekanik«. Inštitut za raziskave Utrip je sodeloval v Evropskem programu za preprečevanje zasvojenosti z drogami. V okviru omenjenega programa so oblikovali program »Izštekanik«, ki temelji na celostnem pristopu in uri socialne in emocionalne veščine, kot so: kritično mišljenje, reševanje problemov, kreativno mišljenje, učinkovita komunikacija, veščine v odnosih, sprejemanje odločitev, samozavedanje.

Cilj šolanja je mlade opremiti za svobodno in učečo se prihodnost. Da bi to lahko dosegli moramo mladim pomagati pri razvijanju socialnih in emocionalnih kompetenc. Pri tem je pomembno, da upoštevamo sledeča načela za delo z mladimi: spodbujanje lastne aktivnosti, prostovoljnost v izražanju svojega mnenja, možnost preizkušanja ter delanja napak, izogibanje vsem vrstam posmeha ter zagotavljanje občutka varnosti za vse sodelujoče.

Ključne besede: socialne veščine, čustveno opismenjevanje, transakcijska analiza, Izštekanj

Abstract

Children's social and emotional development is an important factor in achieving better quality of knowledge and providing better mental health. Authors Rutar Ilc, Rogič Ožek ter Gramc (2017) say that for good inclusion and learning success, it is important how a pupil feels in social situations and how successful he is in managing his emotions. They mention the following social skills: skills of self-regulation of behavior, skills in relationships with peers, assertiveness, collaborative skills and learning skills. Pedagogue Nenad Suzić (2011) claims that in the time of advanced technological development (when information is readily available online) the school must develop competences for life in the 21st century. These include social and emotional competences.

Furthermore, social and emotional competences are also important in terms of promotion of mental health and prevention against mental illness. The authors of the pilot study on mental and emotional health of children in Slovenian "healthy schools" find that our children are happy and satisfied because of experiences in their relationships with others. Children are most often unhappy because of school or school failure.

We can help pupils in strengthening social skills and in emotional literacy through spontaneous activities (in everyday social situations) or systematically in activities organized for this purpose (eg workshops, social games).

At our school, the school counseling service operates two activities. In the field of emotional literacy, we are performing for the pupils (age 11 - 15) the transaction analysis workshop. Through workshops pupils learn about and understand themselves, their feelings and feelings of others, and consequently improve interpersonal relationships. Workshops are based on strengthening an individual so that he can defend himself against any rejection that he will experience in his life. At the same time, it helps individuals to feel good in their skin, to cultivate positive feelings and to believe in themselves.

We also offered to the ninth grade pupils the "Night in the Library" activity and there they conducted workshops from the "Izštekanj" program. Inštitut za raziskave Utrip (The Utrip research institute) has participated in the European Drug Prevention Program. Within the framework of the program, they have designed the "Izštekanj" program based on an integrated approach and social and emotional skills, such as: critical thinking, problem solving, creative thinking, effective communication, skills in relationships, decision making, self-awareness.

The goal of schooling is to equip young people for a free and learning future. In order to achieve this, we must help young people develop social and emotional

competences. It is important that we follow the following principles for working with young people: promoting activity, volunteering in expressing our opinions, allowing testing and making mistakes, avoiding all kinds of ridicule, and ensuring a sense of security for all participants.

Keywords: social skills, emotional literacy, transaction analysis, »Izštekan«

Temeljni viri / References

Frid, A. in Frid, M. (2011). Psihološki pismeno dete. Novi Sad: Psihopolis institut.

Turnšek, N. (1995). Duševno in čustveno zdravje otrok v slovenskih »zdravih šolah«. Psihološka obzorja, 4 (1–2), 61–84.

Rutar Ilc, Z., Rogič Ožek, S., Gramc, J. (2017). Socialno in čustveno opismenjevanje za dobro vključenost – 4. zvezek. V J. Grah, A. Holcar Braunauer, Z. Rutar Ilc, S. Rogič Ožek, J. Gramc, M. Skvarč, ... S. Gregar, Vključujoča šola, priročnik za učitelje in druge strokovne delavce. Ljubljana: Zavod Republike Slovenije za šolstvo.

Suzič, N. (2011). Psihološke i pedagoške radionice. Novi Sad: Psihopolis institut.

ŠOLSKA PREVENTIVA SKOZI PRAVLJICE

School Prevention through Fairy Tales

Iris Kravanja Šorli
OŠ Martina Krpana Ljubljana
Iris.sorli@gmail.com

Povzetek

Preventiva v osnovni šoli je vtkana v vse pore šolskega vsakdana, saj je pomembna kot gradnik pri krepitvi in razvijanju osebne in socialne kompetence otrok in mladostnikov. Za uspešno učenje in optimalni osebni razvoj so pomembni medosebni odnosi, ki se razvijajo v znotraj razredne in šolske klime. Za ustvarjanje dobrih medosebnih odnosov je potrebno ozračje, v katerem je zaželeno in pričakovano, da učenci (in učitelji) izrazijo svoje kreativne sposobnosti in potenciale, da spoznajo in razvijejo svoja močna področja ter spoznajo, da se je iz napak mogoče tudi učiti in ovire na poti do cilja spremeniti v rešitve. Varno okolje omogoča preizkušanje lastnih umetniških preferenc in sposobnosti, pa tudi soočenje s slabostmi, strahovi, jezo, žalostjo, izgubami, upanji in željami.

V OŠ Martina Krpana že tretje leto poteka program Preventiva skozi pravljice. Pravljica je ena izmed pripovedne zvrsti ljudskega slovstva, ki je s svojimi zapleti in razpleti sad domišljije, skozi katero odseva vsakdanje življenje in odnosi med različnimi ljudmi, zato jo koristno uporabimo pri obravnavi različnih preventivnih tem. S pravljicami lahko pokrijemo različna področja: zasvojenosti, odnosi med ljudmi, socialne veščine, pa tudi tabu teme (npr. smrt). Za te namene uporabimo pravljice, kot so: Hudič in tobak, Botra smrt, Meso jezika, O slikarju, ki je hudiča narisal, Srajca srečnega človeka, Češnja Pravljica na nevsiljiv način spregovori o tem, kakšne so lahko posledice neodgovornega in neprimernega vedenja. Lahko jih pripovedujemo, jih poustvarjamo, odigramo, repamo, jim spremenimo konec, potek zgodbe, vzamemo iz pravljice samo delček, ki ga nadaljujemo v novo, morda bolj sodobno zgodbo. Učenje ob igri pa prinaša poleg usvajanja novih znanj, predvsem povezovanje, sodelovanje in krepitev zaupanja med učenci.

Ključne besede: šola, učenci, preventiva, pravljice

Abstract

Prevention in Primary school is embedded in all parts of school everyday life.. It is important in strengthening and developing personal and social competence. For successful learning and optimal personal development interpersonal relationship are very important and develop within the classroom and school climate. In order to create good interpersonal relationships, a climate in which it is desirable and expected that pupils (and teachers) express their creative abilities and potentials, to develop their strong domains and to learn that it is possible to learn from mistakes and turn obstacles on the way to the goal into solutions. A safe environment enables us to test

our own artistic preferences and abilities, as well as to deal with weaknesses, fears, anger, sadness, losses, hopes and desires

In the last school year, we launched a program called Prevention through fairy tales. The fairy tale is one of the narrative genres of folk literature which the fruit of imagination that has its own complications and reflects everyday life with the relations between different people. Therefore, it can be utilized in the discussion of a variety of prevention topics (drug addiction, human relationships, social skills, conduct with problems ...). We use various fairy tales, for example: Devil and Tobacco, The Devil who drew himself, The shirt of the happiest man, The Cherry, Flesh of the tongue Fairy tale contributes to the development of children and adolescents, because it speaks in an unobtrusive way about what may be the consequences of irresponsible and inappropriate behaviour. Fairy tales can be also re-interpreted and re-enacted, we can change the course of the story or the ending as well. Learning through the game brings alongside new knowledge, in particular networking, cooperation and building trust among pupils.

Key words: school, pupils, prevention, fairy tales

Temeljni viri / References

Hayden, C. (2007). *Children in Trouble: the Role of Families, Schools and Communities*. Houdmills, Basingstoke, Hampshire, New York: Palgrave Mac Millan.

Kašnik Janet, M., Pogorevc, N., Božank, B. in Lorber, J. (2010). Standardi kakovosti preventivnih aktivnosti – med teorijo in prakso. V: *Lokalna skupnost v akciji – sodelovanje in izzivi v preventivi: zbornik prispevkov Nacionalne konference*. Ravne na Koroškem: Zavod za zdravstveno varstvo Ravne.

Kobolt, A., Sitar-Cvetko, J. in Stare, A. (2005). Gledališko ustvarjanje kot socialno integrativno delo z mladimi. *Socialna pedagogika* 9 (3): 229–264.

Smernice in priporočila za delo na področju šolske preventive. (2012). Ljubljana. Inštitut za raziskave in razvoj Utrip.

Škrubej, S. (2017). *Pomen pravljic za socialno – čustven razvoj otroka: magistrsko delo*. Ljubljana: Pedagoška fakulteta.

11. SEKCIJA:

Profesionalni razvoj svetovalnega delavca

Kako lahko supervizija prispeva k večji kakovosti strokovnega dela pedagoških delavcev

How Supervision Can Contribute to a Higher Quality of Professional Work of Teachers

dr. Brigita Rupar
Zavod RS za šolstvo
brigita.rupar@zrss.si

Povzetek

V prispevku bo predstavljena supervizija kot oblika dalj časa trajajočega profesionalnega usposabljanja pedagoških delavcev, ki poteka prek komunikacije in interakcije v paru ali skupini pod vodstvom usposobljenega supervizorja. Supervizija poudarja pomembnost kritične globinske refleksije, usmerjena je na profesionalno izpopolnjevanje in osebni razvoj. Učinki so mnogoplastni in se odražajo na več nivojih življenja in dela pedagoških delavcev. Poveča se njihova zmožnost zavedanja mišljenja in čustev ter vpliv na ravnanje v določenih situacijah. Govorimo o samoregulativni zmožnosti, ki je ena od ključnih mehanizmov osebnostne in profesionalne rasti ter s tem višje kakovosti strokovnega dela. Predstavili bomo rezultate raziskave, v katero je bilo vključenih 75 učiteljev, ravnateljev in svetovalnih delavcev osnovnih šol, udeležencev supervizije. Raziskava je pokazala, da sodelovanje v supervizijskem procesu omogoča bolj poglobljen vpogled v način razmišljanja, čustvovanja in ravnanja pedagoških delavcev. Postali so bolj odprti za izkušnje in kritični do svoje prakse, več pozornosti namenjajo razvoju kompleksnega mišljenja in življenjskih veščin učencev.

Ključne besede: supervizija, samoregulacija mišljenja in čustev, pedagoški delavci

Abstract

The paper presents supervision as a form of long-term professional training of teachers, which takes place through communication and interaction in a pair or group under the guidance of a trained supervisor. Supervision emphasizes the importance of critical depth reflection, focusing on professional development and personal development. The effects are multifaceted and reflect on several levels of life and work of teachers. Their ability to be aware of their thoughts and feelings and influence on behavior in certain situations increases. We are talking about self-regulatory capabilities, which is one of the key mechanisms of personal and professional growth, and thus a higher quality of professional work. We will present the results of the research, which included 75 teachers, principals and counselors of elementary schools, participants in supervision. The research has shown that participation in the supervision process enables a more in-depth insight into the way of thinking, emotion and the behavior of participants. They have become more open to experience and critical of their practice, they pay more attention to the development of complex thinking and pupils' life skills.

Keywords: supervision, self-regulation of thinking and emotions, teachers

Temeljni viri / References

Brouwer in Korthagen (2005). Can Teacher Education Make a Difference? American Educational Research Journal, 42, no.1.

Kobolt in Žorga (1999). Supervizija. Proces razvoja in učenja v poklicu. Pedagoška fakulteta v Ljubljani.

Korthagen (2004) In search of the essence of a good teacher:towards a more holistic approach in teacher education. Teaching and Teacher Education, 20

Korthagen, Vasalos (2005). Levels in reflection: core reflection as a means to enhance professional growth. Teacher and Teaching: Theory and Practice, vol. 11

Rupar, B. (2014). Razvoj reflektivnega mišljenja in supervizija pedagoških delavcev. Doktorska disertacija. Pedagoška fakulteta v Ljubljani.

Samorazvoj strokovnega/svetovalnega delavca s portfoliemi

Self-development of a Professional/Counsellor Worker with Portfolio

Andreja Križan Lipnik

Vrtec Rogaška Slatina

andreja.krizan-lipnik@guest.arnes.si

Povzetek

Portfolio je zbirka kronološko urejenih gradiv, ki pričajo o razvoju, učenju in napredku posameznika v določenem časovnem obdobju. Predstavlja pripomoček za spremljanje samorazvoja. Vanj vlagamo avtentične dokaze o procesu učenja oz. razvoja na določenem področju. Na ta način skozi čas postanejo vidni tako načini kot rezultati našega delovanja. S samopreverjanjem in osebno refleksijo, spodbuja samoregulacijo v učenju, ker prikazuje uspeh, pa tudi ponos in optimizem.

V vrtcu Rogaška Slatina smo v portfoliju strokovnih delavcev uzrli odlično priložnost za spodbujanje razvoja sodelavcev. Pridobili smo skupino 15 strokovnih delavk različnih strokovnih profilov. Svetovalna delavka sem se skupaj z njimi podala v načrtovano usmerjanje pogleda vase, ki je potekalo po korakih, ki v naših portfoliilih predstavljajo posamezna poglavja:

1. Referenčni okvir našega dela
2. Moja osebna filozofija – predstavlja ključni del referenčnega okvira in opredeljuje osebni odnos do otrok, staršev, sodelavcev in do bistva mojega poklica.
3. Moje kompetence, močna in šibka področja
4. Osebni razvojni načrt
5. Zbiranje dokazil
6. Refleksija

Le-ta lahko zajema samostojno poglavje, sicer predstavlja del vseh poglavij.

Osebni portfolio je živa knjiga, ki se skozi čas dopolnjuje. Vsak njegov del odkriva delčke mene, povezane z mojimi poklicnimi prizadevanji. Razkriva, kaj moram, kaj hočem, kaj za to potrebujem, kakšne poti ubiram k zastavljenim ciljem in kakšen je moj osebni pogled na ključne dejavnike mojega dela in razvoja. Skozi čas mi razkriva moje lastno spreminjanje, in sicer tudi tam, kjer se spreminjamo počasi in neopazno – v svoji osebni filozofiji.

Z vsem tem poglobljam zavedanje o sebi in svojem delovanju, vplivanju na različna področja svojega (poklicnega) udejstvovanja in skozi avtentične pokazatelje (dokumente) spoznavam vseživljenjskost lastnega razvoja. Ker samorazvoj dokazujem z avtentičnimi pokazatelji uspešnosti, ob njem doživljam veselje in ponos. Z razumevanjem sebe in svojega delovanja lažje razumem drugega in ga sprejemam v njegovem razvoju in delovanju. Ko z drugim delim svoja spoznanja o sebi, mi on preda svoj pogled na ta spoznanja in jaz svoj pogled nase in na svoje delovanje širim. V

refleksivnem učenju je tak odnos opisan kot odnos kritičnega prijateljstva. Portfolio tako združuje poglobitev pogleda vase in odnosov z drugimi.

Ključne besede: portfolio, samorazvoj, refleksivno učenje, svetovalno delo

Abstract

Portfolio is a collection of chronologically sorted material evidencing development, learning and progress of an individual in certain time period.

It is a tool for monitoring self-development. It consists of authentic evidence of process of learning or development on certain field. This way, ways and also results of our action, are visible through time. With personal reflection it encourages self-regulation in learning, because it shows success, and also pride and optimism.

In Rogaška Slatina kindergarten we have seen in portfolio of professional workers a great opportunity for encouragement of colleague's development. We gained a group of 15 professional workers with different profiles. Together with counselling worker we went through planned oriented look in ourselves, in steps that represent individual chapters in portfolio:

1. Referential frame of our work
2. My personal philosophy
3. It represents the key part of the referential frame and defines personal relationship with children, parents, colleagues and with the essence of my profession.
4. My competences, strong and weak areas
5. Personal plan for development
6. Collecting evidence
7. Reflexion

Personal portfolio is a live book that is being filled up with time. Each part of it uncovers a part of me, connected with my professional aspirations. It reveals what I have to, what I want to, what I need for that, which ways I take to get to the goals and what is my personal view on key elements of my work and development. With time it shows my own progress also in area where we change slowly and unnoticeable – in my personal philosophy.

With all of it I deepen awareness of myself and my actions, the influence on different fields of my (professional) participation and through authentic indicators (documents) discover lifelong characteristic of personal development. Because self-development is proved by authentic indicators of successfulness I feel happiness and pride by it. With understanding of me and my own behaviour it's easier to understand another one and accept him, his development and action. When I share my findings about myself with others, he gives me his view on those findings and so I can broaden my view on myself and my actions. In reflexive learning this relation is described as relation of critical friendship. Portfolio therefore unites deepening of the view on oneself and relation to others.

Keywords: portfolio, self-development, reflexive learning, counselling work

Temeljni vir / Reference:

Stritar, U. in Sentočnik, S. (2006). Otrokov portfolio v vrtcu. Ljubljana: Zavod Republike Slovenije za šolstvo.

Supervizirana praksa psihologov: sistem SUPER

PSIHOLOG in pomen supervizije za psihologe začetnike

Supervised Practice of Psychologists: The SUPER PSIHOLOG System and Importance of Supervision for Novice Psychologists

izr. prof. dr. Anja Podlesek

Univerza v Ljubljani, Filozofska fakulteta, Oddelek za psihologijo

anja.podlesek@ff.uni-lj.si

Povzetek

V prvem letu opravljanja psihološke dejavnosti, tudi v vzgojno-izobraževalnih institucijah, psiholog začetnik ne sme biti prepuščen sam sebi. Imeti mora strokovno in osebno podporo izkušenega mentorja. Pod mentorstvom se hitreje uči in usposobi za samostojno delo. V projektu SUPER PSIHOLOG, ki je v letih 2015–2016 potekal v okviru programa Norveškega finančnega mehanizma, je bil vzpostavljen sistem supervizirane prakse psihologov: razvito je bilo celostno usposabljanje mentorjev supervizirane prakse, preizkušeni so bili različni modeli supervizije, razvita je bila spletna platforma www.superpsiholog.si z informacijami o supervizirani praksi, navodili in prostodostopnimi pripomočki za izvajanje supervizirane prakse ter obrazcem za njeno dokumentiranje in evalviranje. Evalvacijske analize so pokazale, da je usposabljanje mentorjev doprineslo k boljšemu opravljanju mentorskih vlog in k večjemu samozaupanju mentorjev v svoje kompetence mentoriranja. Kakovostna supervizija se je vključenim psihologom zdela izredno pomembna za njihov začetni in tudi nadaljnji strokovni razvoj.

V prispevku bo predstavljen razviti sistem supervizirane prakse psihologov. V času supervizirane prakse se psiholog začetnik redno, tipično vsaka dva tedna, srečuje z mentorjem supervizirane prakse. Mentorska srečanja obsegajo najmanj 45 ur (praviloma 20 dvournih srečanj in en daljši peturni obisk na delovnem mestu mentoriranja). Začetna srečanja so namenjena spoznavanju, izmenjavi pričakovanj, sklepanju sporazuma o mentoriranju in načrtovanju supervizirane prakse. Kasneje mentor in mentoriranec razpravljata o zahtevah in nalogah delovnega mesta psihologa, relevantni zakonodaji, zakonitem in etičnem delovanju psihologov, komunikaciji s klienti, metodah in tehnikah dela, težavah, s katerimi se mentoriranec srečuje pri delu, in mentorskem odnosu. Analizirata in reflektirata mentorirančeve izkušnje in doživljanje med delom. Mentor z različnimi supervizijskimi metodami spodbuja razvoj mentorirančevih kompetenc in strokovno samozavest ter mentorirancu daje evaluativne povratne informacije. Mentoriranec redno dokumentira mentorska srečanja prek obrazca na spletni platformi. Na koncu supervizirane prakse pripravi zaključno poročilo o izvedbi supervizirane prakse z refleksijo in evalvacijo supervizirane prakse, mentor pa poda zaključno oceno razvitosti mentorirančevih kompetenc ter z mentorirancem poskrbi za ustrezen zaključek mentorskega odnosa. Ustrezno izvedena in pozitivno ocenjena supervizirana praksa je pogoj za pridobitev Evropskega certifikata

iz psihologije – EuroPsy. S tem certifikatom posameznik izkazuje, da izpolnjuje ustrezne strokovne standarde za samostojno opravljanje psihološke dejavnosti.

Ključne besede: psihologi, supervizija, supervizirana praksa, usposabljanje mentorjev, EuroPsy

Abstract

In the first year of their psychological work, including in educational institutions, novice psychologists should not be left to themselves. They should get professional and personal support of an experienced supervisor. Under supervision they can learn and get ready for independent work faster. In the years 2015–2016, the SUPER PSIHOLOG project was carried out within the Norwegian Financial Mechanism programme. In the project, the system of supervised practice was set up: a comprehensive supervisor training program was developed, different models of supervision were tested, and an online platform www.superpsiholog.si was established. This platform provides information on supervised practice, instructions and open-access instruments for the implementation of supervised practice, and a form for its documentation and evaluation. Evaluation analyses showed that supervisor training helped supervisors perform their supervisory roles better and feel more confident in supervision. Project participants found quality supervision extremely important both at the start of the psychologist career as well as later on.

In the presentation, the developed system of supervised practice will be described. During supervised practice, novice psychologists regularly meet their supervisors (for example, every two weeks). Supervision consists of at least 45 hours—typically of 20 two-hour meetings and one longer five-hour visit at the supervisee's workplace. In the initial meetings, the supervisor and supervisee get to know each other, exchange expectations about supervised practice, conclude the supervision agreement, and make plans for supervised practice. Later, they discuss the requirements of the psychologist's workplace and work tasks, relevant legislation, legal and ethical functioning of psychologists, communication with clients, methods and techniques of work, problems encountered at work, and supervisory relationship. They analyze and reflect the supervisee's experiences and feelings during work. The supervisor uses different supervisory methods to encourage the development of supervisee's competences and support his/her professional self-confidence, and provides evaluative feedback. The supervisee regularly documents supervision meetings through an online form. At the end of the supervised practice, he/she prepares a final report on supervised practice, reflects on it and evaluates it. The supervisor gives a final assessment of the level of development of the supervisee's competencies and his/her readiness to start practicing independently, and ensures the appropriate completion of the supervisory relationship. A properly implemented and positively evaluated supervised practice is a prerequisite for obtaining a European Certificate in Psychology – EuroPsy. This certificate is a proof that individual meets professional standards for independent psychological practice.

Keywords: psychologists, supervision, supervised practice, supervisor training, EuroPsy

Temeljni viri / References

American Psychological Association. (2015). Guidelines of clinical supervision. *American Psychologists*, 70(1), 33–46.

European Federation of Psychologists' Associations (2015). EuroPsy – European certificate in psychology. EFPA regulations on EuroPsy and appendices. Bruselj: Avtor.

Podlesek, A. (ur.). (2016). Razvoj sistema supervizirane prakse v Sloveniji. Ljubljana: Znanstvena založba Filozofske fakultete.

Podlesek, A., Pelc, J., Kocbek, K., Zabukovec, V., Štirn, M., Poštuvan, V. ... Ponikvar, K. (2016). Smernice za izvajanje supervizirane prakse psihologov. Ljubljana: Znanstvena založba Filozofske fakultete.

Podlesek, A. in Zabukovec, V. (2012). EuroPsy in Slovenia: The education program for mentoring supervised practice. *European Psychologist*, 17(4), 337–340.

Etični standardi za šolske svetovalne delavce

Ethical Standards for School Counsellors

Petra Železnik

VIZ II. OŠ Rogaška Slatina;

petra.zeleznik1@guest.arnes.si

Maja Kres

OŠ Breg Ptuj

maja.kres@os-breg.si

Povzetek

Kot svetovalni delavki se na začetku profesionalne kariere vsakodnevno srečujeva z različnimi situacijami, ki odpirajo vprašanja s področja etične države. Po preučevanju različnega gradiva, sva se osredotočili na dokument, ki zajema etične standarde ameriških svetovalnih delavcev. Z raziskavo sva želeli ugotoviti oceno naših svetovalnih delavcev ter relevantnost njihovega dokumenta za naš šolski sistem. Prav tako naju je zanimalo, ali tudi drugi svetovalni delavci čutijo potrebo po usmerjevalnem dokumentu s tega področja. Dokument sva prevedli in vsebino ustrezno priredili in aktualizirali za razmere v slovenskem šolskem sistemu. S pomočjo anketnega vprašalnika sva se odločili raziskati odgovore svetovalnih delavcev o pomembnosti posameznih postavk dokumenta ASCA Ethical Standards for School Counselors in preučiti, kakšna je njihova samooocena glede uresničevanja le-teh pri svetovalnem delu.

Prispevek torej temelji na dokumentu Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016), ki ga je izdalo eno največjih združenj svetovalnih delavcev v vzgoji in izobraževanju ASCA (American School Counselor Association). Standardi v uporabljenem dokumentu so razdeljeni na temeljna področja odgovornosti šolskih svetovalnih delavcev in zajemajo: odgovornost do učencev, odgovornost do staršev/skrbnikov, odgovornost do šole in odgovornost do sebe. Pri vsakem področju odgovornosti so postavke, ki natančneje opišejo delovanje svetovalnega delavca.

Rezultati nam prinašajo refleksijo svetovalnih delavcev na etične standarde ameriških svetovalnih delavcev in s tem pridobimo izhodišče za obnovo slovenskih standardov. Gotovo pa lahko prinesejo vsakemu posameznemu udeležencu ankete samoevalvacijo lastnih subjektivnih etičnih standardov glede na ameriški referenčni okvir.

Ključne besede: etični standardi, odgovornost, samoevalvacija, šolski svetovalni delavec

Abstract

At the beginning of our professional careers as school counselors, we are daily faced with various situations that raise issues from the ethical perspective. After studying different materials, we focused on a document that covered the ethical standards of American school counselors. We decided to research the assessment of our school

counselors and the relevance of the American document for our school system. We were also interested to learn if the Slovenian school counselors felt the need for a guiding document in this field as well. After we translated the document, we edited the content accordingly for the situation in Slovene school system and then formed a questionnaire to explore the answers of school counselors about the importance of individual items of the ASCA Ethical Standards for School Counselors. We also wanted to explore their self-assessment in relation to the implementation of ethical standards in school counseling practice.

The paper is therefore based on the Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016). The document has been issued by the American School Counselor Association (ASCA), which is one of the largest organizations for school counselors. The standards in the documents are divided in the four main areas: the responsibilities of school counselors to pupils, the responsibilities of school counselors to parents/guardians, the responsibilities of school counselors to the school and the responsibilities of school counselors to themselves. Each separate area then contains items that describe the work of school counselor in detail.

The results give us a reflection and opinion of our school counselors on the ethical standards of American school counselors. That can serve as a starting point for the restoration of Slovenian standards. The research can certainly bring a self-evaluation to each individual participant about of their own subjective ethical standards according to the American reference framework.

Keywords: ethical standards, responsibility, self-evaluation, school counselor

Temeljni viri / References

American School Counselor Association. (2016). Prevezeto 2. April 2018 iz ASCA Ethical Standards for School Counselors:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Čačinovič Vogrinčič, G., Golobič Bregar, K., & Bečaj, J. (2008). Programske smernice SVETOVALNA SLUŽBA. Ljubljana: Zavod Republike Slovenije za šolstvo.

Resman, M. (1996). Kakšna podoba šolske svetovalne službe? (T. Bezić, M. Pušnik, & J. Bečaj, Ured.) Šolsko svetovalno delo, 15–17.

Toplak, L. (Ured.). (1996). Profesionalna etika pri delu z ljudmi. Maribor: Inštitut Antona Trstenjaka za psihologijo, logoterapijo in antropohigieno.

Do kod nas veže obliacija prizadevanja?

How Long Need to Follow Obligation Strain?

mag. Vesna Starman
OŠ Šmarje pri Kopru
vesna.starman@ossmarje.si

Povzetek

V zadnjem času se na šolah glasneje govori o učencih, ki so opredeljeni kot otroci s čustvenimi in vedenjskimi motnjami. Taki otroci so bili sicer v šolah prisotni tudi prej, vendar so danes taki otroci drugačni: takoj želijo zadovoljiti svoje potrebe in ni vztrajnosti, značilna je heterogenost motnje: impulzivnost, kratkotrajna pozornost, agresivno vedenje, upočasnen razvoj hotnega obvladovanja gibanja: ne zmorejo mirno sedeti, prevladuje motorični nemir, nezadržano govorjenje, siljenje v prostor z neomejenim gibanjem, pri aktivnosti je hiter, hlasten in divja, čezmerno troši moč, vihravost v gibanju, preglasen govor, častihlepnost ...

Od svetovalnega delavca se pričakuje delo z učencem, s sošolci, učitelji, spremljevalcem, starši, koordiniranje delo izvajalcev DSP. Kljub temu je napredek neprimerno manjši od pričakovanj.

V prispevku bom predstavila primer na naši šoli v obliki študije primera, ki bo vseboval tudi ovire in razmišljanja o možnih rešitvah.

Ključne besede: otroci s čustvenimi in vedenjskimi motnjami, svetovalni delavec, multitim, koordiniranje pomoči

Abstract

Schools are talking more loudly about pupils who are defined as children with emotional and behavioral disorders. Such children were also present in schools before, but today they are different: they immediately want to satisfy their needs and no persistence; the heterogeneity of the disorder is characterized: impulsiveness, short attention, aggressive behavior, slow development of the hot movement control: they are dominated by motorist unrest, unsubstantiated talk, silence in the space with unlimited movement, excessive consumption of power, vigor in movement, over speech, honesty...

The counselor is expected to work with a pupil, with classmates, teachers, followers, parents, coordinating the work of the DSP performers. However, progress is inadequately lower than expected.

In the article, I will present an example in our school in the form of a case study, which will also contain obstacles and reflections on possible solutions.

Keywords: children with emotional and behavioral disorders, the counselor, multiteam, coordination of assistance

Temeljni viri / References

Horvat, Z. (2000). Otroci s hiperkinetičnim sindromom v šoli. V: Otroci s hiperkinetičnim sindromom (ADHD) v vzgojno izobraževalni ustanovi. V: Ptiki brez gnezda, letn. 19. Št. 38 (junij 2000), str. 119–123.

Kobolt, A. (2010). Izstopajoče vedenje in pedagoški odzivi. Ljubljana: Pedagoška fakulteta Univerze v Ljubljani.

Starešinič, M. (2009). Hiperaktivni otrok v razredu. Didakta, 18/19(1), 11–13.

**DELAVNICE /
Workshops**

Podpora mladostnikom s travmatičnimi izkušnjami: **uporaba kreativnih medijev**

Support for Adolescents with Traumatic Experiences: The Use of Creative Media

Ines Paravan

Dijaški dom Tabor, INSPIRA Psihoterapija

ines.paravan@gmail.com

Povzetek

Neposredno individualno svetovalno delo omogoča, da se lahko srečujemo z mnogoterimi otrokovimi/mladostnikovimi težavami in stiskami. Nema lokrat lahko prepoznamo, da gre za travmatizacijo zaradi enkratnega dogodka (izguba, smrt bližnjega, nesreča itd.), ali kumulativno/kronično obliko travme. Sodelovanje s travmatiziranimi osebami je kompleksno delo, še posebej, če se vsakodnevno srečujemo z njimi in njihovimi težkimi zgodbami ter raznovrstnimi stiskami ob tem. Skozi zrcalne nevrone, ki so nam v pomoč, da se lahko uglasimo z njihovo izkušnjo, se soočamo z njihovo bolečino, jezo, besom, grozo, ki se nas lahko globoko dotakneta na različnih nivojih. Pri tem je naše telo in njegova fiziologija, izpostavljeno intenzivnim stresom ter energetskim nabojem, ki jih preko zrcalnih nevronov sprejemamo vase, če smo odprti, udeleženi in prisotni v procesu. Vprašanje je, če smo svetovalni delavci za slednje ustrezno opremljeni, na način, da lahko podpremo travmatiziranega in obenem zaščitimo sebe? Ali ustrezno prepoznamo simptome, kar je bistveno, da ne pride do sekundarne travmatizacije in referiramo, pošiljamo mladostnika k službam, ki so za slednje primernejše?

Delavnica oriše predstavitev primera poglobljenega dela z travmatizirano 15-letno mladostnico, katere čustveni, kognitivni, telesni in vedenjski odziv je bila popolna ohromelost – zamrznitev. Slednje se je izražalo skozi molk in hkrati močno željo po prisotnosti. Na delavnici bo poudarjena pomembnost razumevanja stika in uglašenosti v procesu ustvarjanja sočutnega, spoštljivega odnosa, s katerim izgrajujemo polje varnosti, kot (pred)pogoj za poglobljeno terapevtsko delo s travmo.

V coni MOLKA so bile uporabljene transakcijsko analitske, integrativne intervence uglaševanja, udeležnosti in povpraševanja. Z izbiro interaktivno-kreativnih tehnik, je MOLK lahko dobil svoj prostor, se izrazil in bil sprejet. Uporaba risbe, giba in reflektivnega pisanja kot načinov predelave travme se je v sodelovanju z mladostnico izkazal za dobrodošlega. Inovativnost »zloženke«, pa je omogočala dovolj varnosti, da je neverbalna komunikacija prešla v verbalno in omogočila pristen relacijski stik. Na tak način se je stkal ustvarjal, osvobajajoč relacijski proces z reparativno izkušnjo.

Pri delu s travmo je ključno, da smo celostno kreativni in prožni. Uporaba zgolj kreativnih medijev, kot sredstev je le en segment slednjega. Bistveno pa je, da smo prisotni, ter se zmoremo zdravo kreativno, uglašeno prilagoditi in odzvati na relacijske potrebe travmatiziranega. Pri mladostnikih, zaradi razvojnega vidika, še toliko bolj.

Diskusijsko želim izpostaviti pomembnost zavedanja razlik med svetovanjem in psihoterapijo pri delu s travmatiziranimi posamezniki.

Ključne besede: travma, mladostniki, kreativni mediji, psihoterapevtski proces, integracija

Abstract

Direct individual counselling enables us to meet manifold difficulties and distresses of children and adolescents. We can often discern whether trauma has been brought about by a one-time event (loss, death of someone who is near to us, accident etc.) or by accumulation of events. The cooperation with traumatized persons demands complex work, especially if we meet them every day and are thus constantly confronted with their difficult stories and various types of distress they feel. Through the mirror neurons that help us get in tune with their experience, we can face their attuned pain, anger, fury and horror, which can deeply touch us on various levels. Our body and its physiology are thereby exposed to intensive stress and energetic forces, which we can absorb through mirror neurons only if we are open, participative and present in the process. The question is whether we as counsellors are adequately equipped for this, so that we can offer support to a traumatized person and at the same time protect ourselves. Do we adequately recognize the symptoms, which is essential to avoid secondary trauma, and refer the adolescent to the services which are more suitable for them?

The workshop presents the case of thorough work with a deeply traumatized fifteen-year-old female adolescent whose emotional, cognitive, bodily and behavioral reactions resulted in total paralysis i.e. freezing. The latter has been expressed through silence and at the same time through a strong wish for presence. The workshop will emphasize the importance of understanding the contact and reaching attunement during the process of creating a compassionate, respectful relation in which we establish the field of safety, which is the precondition for any therapeutic work.

Within the zone of SILENCE the interventions of transactional integrative analysis of inquiries, attunement and involvement have been used. With the choice of interactively-creative techniques the SILENCE could get its space, be expressed and accepted. In communication with this adolescent the use of drawing, movement and reflective writing as the ways of processing the trauma has proved as a positive approach. The innovativeness of the »leaflet« enabled enough safety that the nonverbal communication transformed into verbal and made possible a genuine relational contact. In this way a creative, liberating relational process with reparative experience has been born.

In working with trauma it is of key importance that we are integrally creative and flexible. The use of creative media is just one segment of this. It is essential that we are present. That means we can healthily and creatively attune and adjust to the needs of traumatized persons so that we can react to them. Because of the developmental aspect this is even more important in working with the adolescents.

R. Erskine calls this "The Art and Science of Relationship."

In the discussion I wish to emphasize how important it is to be aware of the differences between counselling and psychotherapy in working with traumatized.

Keywords: trauma, adolescents, creative media, psychotherapeutic process, integration

Temeljni viri / References

Sigle D., *The Developing Mind* (2011), Amazon.

Moursund, J. P., Erskine, R. G. (2003). *The Art and Science of Relationship*. Thomson/Wadsworth (Borooks/Cole).

Rappaport L. (ed.) (2011). *Mindfulness and the Arts Therapies. Theory and Practice*. Jassica Kingsley Publishers.

Stuthridge J. (2006). *Inside Out: A Transactional Analysis Model of Trauma* Transactional Analysis Jurna, Vol.-, No.18–32.

Primeri dejavnosti za razvijanje miselne naravnosti rasti pri učencih

Examples of Activities for the Development of a Growth Mindset in Pupils

mag. Ines Celin

OŠ Antona Žnideršiča Ilirska Bistrica

ines.celin@gmail.com

Povzetek

V predstavitvi bodo prikazani primeri dejavnosti, ki jih šolski svetovalni delavec v sodelovanju z razrednikom lahko v okviru razrednih ur izpelje z namenom razvijanja miselne naravnosti rasti pri učencih. Načrtovani sklop upošteva principe formativnega spremljanja. Učenci imajo v prikazanih dejavnostih priložnost ozavestiti svojo trenutno miselno naravnost, prepoznati avtomatske misli, ki so značilne za posameznike z miselno naravnostjo določenosti, in tiste, z miselno naravnostjo rasti. Seznanijo se z nekaterimi znanstvenimi dognanji o razvoju možganov ter o povezavi med miselno naravnostjo, učnimi vedenji (in posledično učni uspešnosti). Preko samorefleksije in samospremljanja imajo priložnost spreminjati miselno naravnost določenosti v miselno naravnost rasti. Predstavljena bodo konkretna orodja, s katerimi učenci raziskujejo svojo miselno naravnost (dve obliki vprašalnika za samooceno ter rubrike z opisniki), spremljajo doseganje zastavljenih ciljev v vsakodnevni situacijah, ideje za spodbujanje vrstniške povratne informacije o prepoznani miselni naravnosti sošolca, izhodišča za igre vlog ter vaje za spreminjanje neustreznih misli. Svetovalni delavci bodo imeli možnost slišati kratek pregled teorije ter spoznati nekatera relevantna spoznanja nevroznanosti, na osnovi katerih je bil pripravljen prikazani sklop.

Ključne besede: miselna naravnost, razredne ure, formativno spremljanje

Abstract

This presentation shows examples of activities which school counselors can use in cooperation with teachers in order to develop pupils' growth mindset. Activities are planned to comply with the principles of formative assessment. Pupils have the opportunity to become aware of their own mindset, to recognize automatic thoughts that are typical for individuals with a fixed mindset and those typical for persons with a growth mindset. Some scientific findings on brain development are introduced, as well as the link between a mindset and a learning behavior (and consequently with learning success). Pupils have the opportunity to change their fixed mindset to a growth mindset using self-reflection and self-monitoring. Practical tools which can help children explore their mindset will be presented (two versions of self-report questionnaires and a self-evaluation rubric), as well as tools for monitoring their success

in reaching their goals in everyday situations, ideas for encouraging peer feedback on the acknowledged mindset of the pupil, basis for role-plays and exercises for replacing dysfunctional thoughts. School counselors will have the opportunity to listen to a brief overview of the theory and to learn about some relevant neuroscience findings which were the basis for these activities.

Keywords: mindset, classroom management, formative assessment

Temeljni viri / References

Busch, B. (2018). Research every teacher should know. *The Guardian*. Dostopno na: <https://www.theguardian.com/teacher-network/2018/jan/04/research-every-teacher-should-know-growth-mindset> (21. 2. 2018)

Dweck, C. (2007). *Mindset: The New Psychology of Success*. New York: Ballantine Books.

Dweck, C. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance (in surprising ways). In J. Aronson (Ed.), *Improving Academic Achievement: Impact of Psychological Factors on Education (Educational Psychology)*, (pp. 37–60). San Diego, CA, US: Academic Press.

Yeager, D. S, Dweck, C. S. (2012). Mindsets that promote resilience: When students believe personal characteristics can be developed. *Educational psychologist*, 47(4), 302–314.

Mindsetworks. Dostopno na [http:// www.mindsetworks.com](http://www.mindsetworks.com) (21. 2. 2018)

**Umestitev mladoletnikov brez spremstva v slovenski
šolski prostor in svetovalno delo z njimi**
**Inclusion of the Unaccompanied Minors in Slovene Educational
System and Counselling Work with Them**

Katja Mlakar in Julija Opeka
Srednja gozdarska in lesarska šola Postojna
katja_mlakar@yahoo.com; julija.opeka@gmail.com

Povzetek

Evropa se sooča z množičnimi prihodi beguncev, ki bežijo iz svojih domov pred konflikti in vojnami, ker je njihovo življenje ogroženo. Mladoletni državljani tretjih držav, ki v Republiko Slovenijo prihajajo brez spremstva staršev, so izrazito ranljiva skupina. Gre za otroke, ki se nahajajo zunaj svoje matične države in so brez spremstva staršev oziroma zakonsko ali po običaju določenega skrbnika. V Sloveniji so nastanjeni v dijaškem domu Srednje gozdarske in lesarske šole Postojna. Program je del dolgoročnega prizadevanja za izboljšanje situacije mladoletnih migrantov, predvsem otrok brez spremstva, otrok proslincev za azil in otrok beguncev. Mladoletnikom kontinuirano nudimo psihosocialno pomoč in podporo, da se jim omogoči kvalitetno preživljanje prostega časa in vključevanje v novo okolje. V kvalitativni raziskavi sva želeli ugotoviti, s kakšnimi potrebami in težavami se pri vključevanju v izobraževalni sistem ter pri socialni integraciji srečujejo mladostniki brez spremstva ter katere potrebe in težave pri vzgojno-izobraževalnem in svetovalnem delu z mladostniki prepoznava strokovni delavci Srednje gozdarske in lesarske šole Postojna. Rezultati so pokazali, da je pomembno, da naše delo temelji na konceptu delovnega odnosa. Odnos med strokovnim delavcem in mladoletnikom mora biti zastavljen tako, da omogoči »olajšanje« in mobilizacijo virov moči. Strokovni delavec mora o uporabnikih in o sebi razmišljati kot o sopotnikih, kajti tako razumevanje presega razlikovanje med »njimi« (bolnimi) in strokovnjaki (zdravilci). Odnos je treba zastaviti sodelovalno z vključenim osebnim stikom in s pozitivno konotacijo učinkovitega iskanja zelenih rešitev. Prav tako je pomembno, da se jim omogoči opismenjevanje, vključevanje v tečajje slovenskega jezika ter da se jim nudi pomoč pri učenju. Za izboljšanje situacije in obravnave teh otrok se je pokazalo kot nujno sodelovanje s šolo, v katero so vpisani, sodelovanje z zakonitimi zastopniki, sodelovanje z drugimi institucijami, kot so vladne, medvladne in nevladne organizacije, ki delujejo na tem področju, ter z lokalnim okoljem, izboljšanje osveščenost strokovne in druge javnosti, vključevanje čim večjega števila prostovoljcev v aktivnosti programa ter usposabljanje prostovoljcev za delo s ciljno skupino. Socialna integracija je primarni cilj inkluzivnega modela vzgoje, ki mora temeljiti na načelu zagotavljanja enakih možnosti s hkratnim upoštevanjem različnosti mladoletnikov brez spremstva. To načelo naj bi se najbolj in najprej uresničevalo v šoli kot osrednji družbeni instituciji. Mladostniki brez spremstva izobraževanje ocenjujejo kot naložbo v prihodnost in glavni vzvod družbene mobilnosti, kajti znanje povečuje konkurenčnost; uspešnost v šoli pa omogoča večje možnosti na trgu dela. Uspešno izobraževanje mladoletnikov brez spremstva zahteva individualno učna pomoč. Težava, ki se kaže pri

izvajanju učne pomoči, je, da se mladoletniki soočajo s kompleksnimi socialnimi, psihološkimi in ekonomskimi ovirami. Te vplivajo na zbranost, motivacijo in ovirajo izkoriščanje potenciala za učenje. Potrebne so ustrezne spodbude in motiviranje mladoletnikov za redno učenje, ponavljanje in utrjevanje učne snovi. Strokovni delavci moramo za to področje delovanja biti opremljeni s širokim poznavanjem sistema, vseh akterjev ter razumevanjem večkulturalnosti. Pomemben je odnos, spoštovanje kulturne identitete, delovanje v smeri najboljše koristi otroka, etičnost in fleksibilnost.

Ključne besede: mladoletniki brez spremstva, svetovalno delo, potrebe, težave

Abstract

Europe is facing a massive influx of refugees who flee their homes because their lives are at risk due to conflicts and wars. Minors of third countries who come to the Republic of Slovenia unaccompanied and without parents are especially vulnerable group. These are children who are located outside their home country and are unaccompanied by parents or by a particular guardian determined by law or according to the custom. In Slovenia, they are accommodated in the dormitory of the Secondary School of Forestry and Forestry in Postojna. The program is a part of Slovenia's long-term effort to improve the situation of minor migrants, especially unaccompanied children, and children of the asylum seekers and refugees. We offer continuous psychosocial support to the minors, assistance for a more qualitative manner of spending their free time and support for integration into the new local environment. In the presented qualitative research we investigated the needs and the issues the minors are faced with when integrated into the educational system. Furthermore, we investigated the issues in educational and counseling work which are recognized by professionals of the Postojna Forestry and Forestry School. The results showed that it is important that our work is based on the concept of a working relationship. Thus the relationship between the professional worker and the minor must be set up in a way that enables "relief" and mobilization of sources of power. A professional worker must think of himself as a traveling companion. Namely, such an understanding must reach significantly beyond the widespread classification into "them" (sick) and experts (healers). The relationship should be established in cooperation and with the personal contact involved. Furthermore it must integrate positive connotation of when searching for the desired and effective solutions. It is also important to enable the minors to literate, to participate in courses in the Slovene language, and to provide them with educational assistance. In order to improve the situation and treatment of these children, it has been proven that there is an urgent need for close cooperation between the school they are enrolled in, legal representatives, and other institutions, such as government, intergovernmental and non-governmental organizations working in this field. Also the local environment must be involved. Finally, improving the awareness of the professional and other public, the inclusion of as many volunteers as possible in the activities of the program and specific training of volunteers to work with the target group have been shown to be significant enablers of social integration. Social integration is the primary goal of an inclusive model of education. The model should be based on the principle of equal opportunities while taking into account the differences among unaccompanied minors. This principle should be first and most intensively realized at schools as a central social institution. Unaccompanied minors also assess

education as an investment in the future and the main leverage of social mobility since knowledge increases competitiveness. Thus performance at school is perceived to allow greater opportunities in future life and on the labor market. Successful education of unaccompanied minors requires individual tutoring (learning assistance). However, the problem that arises from the implementation of such tutoring is that minors are faced with complex social, psychological and economic barriers. These barriers affect concentration, motivation and hinder the exploitation of their learning potential. Appropriate incentives and motivation techniques are required when motivating the minors for regular learning, repetition and consolidation of the learning material. Thus the professionals offering support must be equipped with knowledge regarding the system, regarding all actors involved and must understand the multiculturalism as the key concept. Namely, an important element of any such relationship between minors and experts are the respect for cultural identity, ethics and flexibility which should be taken into account when deriving any action towards the best interests of the child.

Keywords: unaccompanied minors, social counseling, needs, problems

Temeljni viri / References

- Čačinovič Vogrinčič, G. (2002). Koncept delovnega odnosa v socialnem delu. *Socialno delo*, 41 (2), 91–97.
- Brandon, D. in Brandon, A. (1994). *Jin in Jang načrtovanja psihosocialne skrbi*. Ljubljana: Visoka šola za socialno delo
- Čačinovič Vogrinčič, G. (2010). Soustvarjanje pomoči v jeziku socialnega dela. *Socialno delo*, 49 (4), 239–245.
- Vrečer, N. (2007). Integracija kot človekova pravica-prisilni priseljenci iz Bosne in Hercegovine. Ljubljana: ZRC SAZU.
- Dragoš, S., Leskovšek, V., Petrovič Erlah, P.Škerjanc, J., Urh, Š., Žnidarec Demšar, S. (2008). *Krepitev moči*. Ljubljana: Fakulteta za socialno delo.
- Dragoš, S. (2016) *Begunci in Slovenci*. *Socialno delo*, 55, 123–136

Šolska svetovalna služba in Koncept odkrivanja in dela z nadarjenimi učenci

School Counselling Service and The Concept of Recognising and Working with Gifted and Talented Students

mag. Tanja Bezić

Zavod Rebulike Slovenije za šolstvo, OE Maribor

tanja.bezic@zrss.si

Povzetek

Slovenski Koncept odkrivanja in vzgojno-izobraževalnega dela z nadarjenimi učenci (Koncept) je bil sprejet na Strokovnem svetu Republike Slovenije za splošno izobraževanje – leta 1999 za devetletno osnovno šolo in leta 2007 za srednje šole. V skladu s Konceptom so šolski svetovalni delavci praviloma odgovorni za koordinacijo dela z nadarjenimi na nivoju šole in za proces odkrivanja nadarjenih. Poleg tega zagotavljajo svetovanje za učence in starše ter konzultacije za učitelje in vodstvo šole. Sodelujejo pa tudi pri načrtovanju, izvajanju in vrednotenju individualiziranih vzgojno-izobraževalnih programov za nadarjene.

Predstavili bomo njihovo vlogo pri uresničevanju in formativni evalvaciji izvajanja Koncepta na ravni šole in njihovo vlogo v povezavi z individualiziranimi programi. Pri tem bomo izhajali predvsem iz spoznanj razvojnega projekta Zavoda RS za šolstvo, v katerem smo v letih 2013–2015 skupaj z 62-timi osnovnimi šolami razvili Kazalnike kakovosti za delo z nadarjenimi. V delavnici bomo praktično preizkusili in ovrednotili njihovo koristnost za izboljševanje kakovosti dela svetovalne službe na področju dela z nadarjenimi.

Ključne besede: nadarjeni učenci, šolska svetovalna služba, kazalniki kakovosti za delo z nadarjenimi

Abstract

The National Concept of Recognising and Working with Gifted and Talented Students (The Concept) was approved by The Council of Experts of the Republic of Slovenia for General Education – for primary schools in 1999 and for secondary schools in 2007. According to the Concept, school counsellors regularly have the responsibility for coordination of the school's G/T educational program and identification process. They should provide professional counselling for G/T students and parents and consulting for teachers and school management staff. Besides they should participate in the development, realization and evaluation of the Individualized education programs for G/T students.

We are going to present the importance of their role in the implementation and formative evaluation of the Concept on the school level and their role in relation to the Individualized education programs for the gifted and talented students. The presentation is based on the Quality indicators for G/T education developed together with 62 elementary schools in the years 2013–2015 in the developmental project of

The National Education Institute. In the workshop we are going to implement them and evaluate their usefulness in improving the quality of the school counseling service work in the field of the gifted and talented education.

Keywords: gifted and talented students, school counselling service, Quality indicators for G/T education

Temeljni viri / References

Bezić, T. (2012). Vzgojno-izobraževalno delo z nadarjenimi učenci po desetih letih uvajanja novega koncepta odkrivanja in dela z nadarjenimi v 9-letni OŠ: Kje smo in kam hočemo?. V T. Bezić (ur.) Vzgojno-izobraževalno delo z nadarjenimi učenci osnovne šole (priročnik), str. 12–26. Ljubljana: Zavod RS za šolstvo.

Bezić, T. (2015). Kazalniki kakovosti za VIZ delo z nadarjenimi-pripomoček za samoevalvacijo dela šole in za načrtovanje sprememb in izboljšav. Šolsko svetovalno delo, 19 (1-2), str. 33–47.

Bezić, T. (2017). The role of the internal school counselling service in implementation of The Concept of Recognising and Working with Gifted and Talented Students in Slovenia. In M. Željznov Seničar (ur.). Book of Papers (20–25). III. International Scientific Conference. Talent Education. Portorož: MiB.

Koncept odkrivanja in dela z nadarjenimi učenci v devetletni OŠ (1999). Ministrstvo za izobraževanje, znanost in šport. (Pridobljeno 30. 5. 2018 s http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/program_drugo/Odkrivanje_in_delo_z_nadarjenimi_ucenci.pdf)

Koncept vzgojno-izobraževalnega dela z nadarjenimi dijaki v srednjem izobraževanju (2007). Ministrstvo za izobraževanje, znanost in šport. (Pridobljeno 30. 5. 2018 s http://www.zrss.si/zrss/wp-content/uploads/koncept_viz_nad_srednje_marec_07.pdf)

Programske smernice za delo svetovalne službe – v vrtcih, osnovnih in srednjih šolah, 1999. (2008). Ljubljana: Zavod RS za šolstvo.

Podpremo enega učenca, izboljšamo cel razred – mit ali resničnost?

Support One Pupil, Improve Whole Class – Myth or Reality?

Matejka Lovše

Zavod Republike Slovenije za šolstvo

matejka.lovse@zrss.si

Povzetek

Po oceni učiteljev naraščajo vedenja učencev, ki motijo pedagoški proces. Učitelji sporočajo, da so premalo strokovno opremljeni za spoprijemanje z njimi. Kompetence socialnega pedagoga prinašajo v pedagoški proces tista znanja, ki bodo pripomogla k izboljšanju razredne klime in preprečevala posledice izstopajočega vedenja v šoli.

Šolsko okolje močno prispeva k razvoju socialnega vedenja otrok. Njihovo izstopajoče vedenje je po Cooperju tisto, ki običajno moti socialni kontekst, bodisi moti učni proces, lahko pa je moteče za ustaljene odnose in vnaša nemir, nepredvidljivost, strah, nasilje in s tem povezano nelagodje v okolje (Cooper, 2006, po Metljak, 2010, str. 90). Učitelji in drugi pedagoški delavci ocenjujejo, da naraščajo vedenja, ki motijo pedagoški proces in da so sami premalo opremljeni, da bi se s tem spoprijemali (Kobolt, 2010). Izražena je nemoč učiteljev, ki se takimi oblikami vedenja ne zmorejo ali ne znajo primerno soočiti. Pri reševanju tovrstnih težav so nepogrešljive kompetence socialnega pedagoga, ki zna in zmore podpreti učitelja v njegovih prizadevanjih k izboljšanju odnosov v razredu, razredne klime in krepitvi varovalnih dejavnikov v otroku in v šoli. Izstopajoče vedenje v osnovnih šolah predstavljajo predvsem neprimerne oblike vedenja, kot je predrznost do učiteljev, agresivnost, nagnjenost k maščevanju in konfliktnost. V srednjih šolah pa se ob čustvenih težavah pogosteje pojavlja še uživanje prepovedanih substanc, izostajanje od pouka in agresivnost.

Na svoji poklicni poti sem bila zaposlena na osnovni šoli, kasneje na srednji poklicni in strokovni šoli, nekaj časa pa tudi na gimnaziji. Medtem, ko je bilo delo socialnega pedagoga v osnovni šoli usmerjeno v oblikovanje ugodne razredne klime, krepitvi primernih vedenjskih vzorcev, oblikovanju samopodobe in mediaciji sporov med učenci, se je v srednji šoli delo ob aktivni vlogi mladostnikov usmerilo v pomoč pri oblikovanju njihove identitete, krepitvi samopodobe in preprečevanju tistih oblik vedenja, ki imajo negativne posledice pri razvoju otroka in mladostnika. V osnovni šoli sem večji poudarek postavljala na delo z razredom in redkeje na posamezniku, medtem ko je bila v srednji šoli vloga obratna. Dijaki so želeli individualne pogovore. Skupaj smo pripravljali osebne načrte za učenje in osebno rast.

Posledično zaradi svojega dela vidim identiteto socialnega pedagoga v šoli skozi prizmo ustvarjanja ugodnih delovnih pogojev in skrbi za osebno rast vseh udeležencev vzgoje in izobraževanja.

Vloga socialnega pedagoga kot svetovalnega delavca v šoli se lahko uresničuje ob podpori ravnatelja, od katerega se pričakuje, da bo omogočil take pogoje dela, da bo poslanstvo možno uresničevati. Hkrati mora socialni pedagog pridobiti zaupanje

kolektiva, da (p)ostane sogovornik, usmerjevalec in podpora pri iskanju primernih načinov in oblik dela ter obvezen član šolskega strokovnega tima. Široka paleta znanj iz pedagogike, psihologije in sociologije, ki socialnega pedagoga ločuje od drugih strokovnih delavcev v vzgoji in izobraževanju, mu odpirajo priložnosti za strokovno delo pri delu z otroki z motnjami vedenja in čustvovanja, ki se v zadnjih letih v večjem številu pojavljajo v šolskem prostoru.

V predstavitvi bom izpeljala delavnico, kjer bomo razmišljali o strategijah in ustreznih aktivnostih za odpravljanje izstopajočega vedenja posameznikov in primernih pedagoških odzivih nanj.

Ključne besede: socialni pedagog, izstopajoče vedenje, svetovalna služba, medsebojni odnosi

Abstract

According to teachers' estimation there is an increase in students' disturbing behaviour which is interfering with the pedagogical process. The teachers report that their expert knowledge for dealing with students with inappropriate behaviour has not been adequate. The social pedagogues and their competences contribute to pedagogical processes the expertise which will improve the classroom climate and prevent consequences of the disturbing behaviour in schools.

School environment strongly affects the social behaviour of children. Their inappropriate behaviour according to Cooper in most cases affects the social context which can lead to disturbing the learning process or can be threatening for established relations by implementing disturbance, unpredictability, fear, violence and with all these related discomfort in the learning environment (Cooper, 2006, Metljak, 2010, p. 90). Teachers and other pedagogical workers estimate that there is an increase in disturbing behaviour which is affecting pedagogical process and that they are not adequately equipped for dealing with this problem (Kobolt, 2010). The teachers express their impotence in dealing with this kind of behaviour because they cannot or do not know how to address such situations. For troubleshooting in such cases the competences of social pedagogues are more than indispensable as they can and know how to offer support to the teacher in his efforts to improve classroom relations, classroom climate and protective measures for a child and school. Disturbing behaviour in primary school shows mostly in inappropriate actions such as arrogance, aggression, tendency toward revenge and bad temper whereas in high schools emotional problems in many cases lead also to substance abuse, truancy and aggression.

In my career I have worked at a primary school, later on at a secondary vocational school and for a shorter amount of time at grammar school. Working as a social pedagogue in primary school, I mostly focused on creating positive classroom climate, reinforcing appropriate behavioural patterns, building self-esteem and mediation whereas my role in high school shifted towards helping teenagers to form their identity, to strengthen their self-esteem and to prevent all those forms of behaviour which can negatively affect the development of a child or an adolescent.

My work in primary school mostly covered whole-class activities and rarely working with an individual but in secondary schools my role was completely different because students wanted individual sessions with detailed plans for school work and personal growth. As the result of my experiences I see a social pedagogue as someone who

creates favourable working conditions and provides help for personal growth of everyone involved in upbringing and education.

The role of a social pedagogue as a school counsellor can be implemented through the help of the principal who is supposed to establish working conditions which will enable the mission to be fulfilled. Nevertheless, the social pedagogue must win the trust of the members of staff and become their partner, coordinator and support when looking for appropriate ways and forms of work. He/she must also be accepted and considered as a member of the school's expert team. A wide knowledge in pedagogy, psychology and sociology not only differs a social pedagogue from other experts involved in upbringing and education but also offers many opportunities for professional work with children's disturbing behaviour and emotional problems which have been increasing in school environment in last decades.

In my presentation I will carry out a workshop dedicated to rethinking the strategies and fitting activities for preventing disturbing behaviour of individuals and for appropriate pedagogical reactions to them.

Keywords: social pedagogue, disturbing behaviour, school counselling, interpersonal relations

Temeljni viri / References

Čačinovič Vogrinčič, G. (2008). *Soustvarjanje v šoli: učenje kot pogovor*, Ljubljana: Zavod RS za šolstvo.

Grill, T. (2015). *Profesionalna vloga socialni pedagogov* (Magistrsko delo, UL, Pedagoška Fakulteta). [online] [Citirano 24. 5. 2018]. Pridobljeno s http://pefprints.pef.uni-lj.si/3121/1/Magistrsko_delo_-_Tea_Grill_-_Profesionalna_identiteta_socialnih_pedagogov.pdf

Juul, J. (2017). *Agresivnost: nov in nevaren tabu*. Ljubljana: Mladinska knjiga.

Kobolt, A. (2010). *Izstopajoče vedenje, šola, družbeni kontekst*. V: Kobolt, A. (ur.), *Izstopajoče vedenje in pedagoški odzivi*. Ljubljana: Pedagoška fakulteta. Str. 7–25.

Metljak, U., Kobolt, A., Potočnik, Š. (2010). *Oblike in pogostost motečega vedenja ter razlogi, ki jih učitelji pripisujejo takemu vedenju*. V: Kobolt, A. (ur.), *Izstopajoče vedenje in pedagoški odzivi*. Ljubljana: Pedagoška fakulteta. Str. 87–115.

Perry Good, E. (1994). ... in mulc si bo pomagal. Radovljica: Regionalni izobraževalni center.

Svetovalno delo v vrtcu

Counselling Service in Kindergarten

mag. Tamara Malešević

Zavod Republike Slovenije za šolstvo, OE Novo mesto

tamara.malesevic@zrss.si

Povzetek

Prispevek prinaša pregled nekaterih rezultatov analiz in raziskav svetovalnega dela v vrtcih ter izbor tem diplomskih in magistrskih nalog, povezanih z omenjenim področjem v zadnjih desetih letih, pri čemer osvetljujemo nekatere eksplicitne in implicitne usmeritve iz:

- načel dokumenta Programske smernice Svetovalna služba v vrtcu (1999),
- znanstveno-strokovnih priporočil (npr. Načrtovanje, spremljanje in evalvacija svetovalnega dela v vrtcu – analiza stanja s priporočili),
- zakonodajnih določil in njihovih sprememb,
- podpore stanovskih skupin (npr. Republiškega aktiva) ter
- aktualne potrebe otrok, družin ter vrtca in okolja (npr. problemi in razvojne naloge, pri katerih sodelujejo svetovalke vrtcev).

V prispevku bomo poskusili definirati relevantne hipoteze o vplivu velikosti in lokacije vrtca ter izobrazbe in delovnega mesta svetovalnega delavca (npr. deljena zaposlitev v vrtcu in šoli) na izide pri svetovalnem delu za otroke, družine in zaposlene.

Rezultat tega prispevka bo sinteza in poskus definiranja okvira delovanja za trenutne in bodoče organizacijske, operativne, kompetenčne in razvojne usmeritve svetovalne službe v vrtcu.

V delavnici se bodo udeleženci lahko odzvali na predstavljeni okvir delovanja.

Ključne besede: svetovalno delo v vrtcu, analize, okvir delovanja

Abstract

The article offers a review of some analysis and research results relating to counselling in kindergarten and a selection of related diploma and master's thesis topics of the past ten years. Particular focus is on certain explicit and implicit orientations originating in:

- Principles of Counselling Service in Kindergarten programme guidance (1999),
- Scientific-expertise recommendations (e.g. Planning, monitoring and assessing the counselling in kindergarten — analysis of the situation with recommendations),
- Legal provisions and their amendments,
- Support provided by professional groups (such as the National network), and
- Current needs of children, families and kindergarten as well as the environment (e.g. problems and development tasks in which kindergarten counsellors participate).

- The article will seek to define relevant hypotheses on the impact of kindergarten size and location and counsellor certification and working position (such as split employment in kindergarten and school) on the results of counselling in children, families and employees.

It will result in a synthesis and lead to an attempt at defining the framework for current and future organisational, operational, competency and development policies for kindergarten counselling services.

During the workshop, participants will have the opportunity to address the presented framework.

Keywords: counselling in kindergarten, analyses, framework

Temeljni viri / References

Bezić, T., Rutar, B., Škarić, J. 2003. Načrtovanje, spremljanje in evalvacija svetovalne službe. Ljubljana, ZRSŠ.

Čačinovič Vogrinčič, G., idr. 1999. Programske smernice Svetovalna služba v vrtcu. Ljubljana, ZRSŠ.

Malešević, T. 2018. Načrtovanje, spremljanje in evalvacija svetovalnega dela v vrtcu – analiza stanja s priporočili. Raziskovalno poročilo. Pridobljeno s <https://www.zrss.si/pdf/AnalizaStanjaSPriporocili.pdf>.

Resman, M., Bečaj, J., Bezić, T., Čačinovič Vogrinčič, G., Musek, J. 1999. Svetovalno delo v vrtcih, osnovnih in srednjih šolah. Ljubljana, ZRSŠ.

Čuječnost v svetovalni in osebni praksi

Mindfulness in Counselling and Personal Practice

Ines Paravan

Dijaški dom Tabor, INSPIRA Psihoterapija

ines.paravan@gmail.com

Povzetek

Čuječnost je bila glavna tema raziskav v klinični in zdravstveni psihologiji v zadnjih petnajstih letnih. Lahko jo definiramo kot nepresojajoče, sprejemajoče zavedanje lastne izkušnje v danem trenutku. V stanju čuječnosti se posameznik zaveda svojih misli, čustev, duševnega stanja in telesnih občutkov prav tako kot zunanjih dogodkov, takšnih kot so, brez da bi se poskušal izogniti, pobegniti, potlačiti ali odrivati doživljanje. V čuječnosti ne skušaš odkriti ali POČETI nečesa, samo SI. Mnenja sem, da sta tako »početi« kot »biti« uporabna, pomembno je le najti ravnotežje med njima.

Direktno doživljanje sedanjega trenutka je temeljen del budističnih, krščanskih, hindujskih, islamskih, židovskih in taoističnih nauk, vendar obstajajo tudi podobne prakse v zahodni filozofiji. Dandanes je čuječnost široko razširjena med različnimi svetovalnimi in psihoterapevtskimi šolami, predvsem tistimi s humanistično, vedenjsko in psihoanalitično tradicijo. Čuječnost zmanjšuje stres in izboljšuje kakovost življenja, zmanjšuje subjektivno občutenje trpljenja, krepi imunski sistem, minimalizira negativna afektivna stanja, prispeva k povečanemu občutku nadzora ter pozitivno vpliva na medosebne odnose.

Zanimali so me možni načini vključevanja čuječnosti v svetovalni in psihoterapevtski proces.

- Skozi osebno prakso čuječnosti vključevati čuječno prisotnost v svetovanje s svetovancem mladostnikom/otrokom.
- Uporabljati teoretični referenčni okvir utemeljen na raziskavah in vajah čuječnosti.
- Eksplicitno učenje svetovanca mladostnika /otroka kako izvajati vaje čuječnosti.

Moje prvo srečanje s čuječnostjo je bilo preko budističnih tehnik Vipassana meditacije, kot jo uči Goenka. Osebna filozofija se je tako integrirala s stopnjo profesionalne svetovalne paradigme. Sprva sem izvajala vaje čuječnosti za svoje osebno mentalno zdravje, kasneje pa tudi v svetovalnem procesu. Postala sem bolj uglašena, senzibilna in prisotna v samem procesu svetovanja. Raziskave podpirajo prav vzpostavitev in ohranjanje odnosov ter pristnega stika s pomočjo čuječnosti: slednje zmanjšuje poklicni stres, preprečuje izgorelost, spodbuja profesionalno in osebno rast ter pomaga, da se soočimo z lastnimi ranljivostmi.

V delavnici bodo prisotni popeljani skozi izkušnjo uporabe tehnik čuječnosti. Nežno bodo povabljeni k opazovanju in zaznavanju telesnih občutkov in senzacij v telesu, kar jim v bodoče lahko služi kot orodje za lastno čustveno regulacijo v vsakdanu.

Ključne besede: čuječnost, prisotnost, zavedanje telesnih senzacij, vadba

Abstract

Mindfulness has been one of the central research subjects in clinical and health psychology over the last 15 years. It can be defined as non-judgemental, accepting

awareness of one's own experience in the current moment. In a state of mindfulness, an individual is aware of his thoughts, feelings, frame of mind and bodily sensations, as well as external events, just as they are, without avoiding them, running away, repressing or pushing these experiences away. In mindfulness one is not seeking to discover something, or DO something, one is just BEING. In my opinion, both doing and being are useful, what is important is the balance between them.

The direct experience of the present moment is a fundamental part of Buddhist, Christian, Hindu, Islamic, Jewish and Taoist teachings, however, there are also similar forms of practices in Western Philosophy. Nowadays mindfulness has become widespread among various counselling and psychotherapeutic schools, especially those of humanistic, behavioural and psychoanalytic tradition. Mindfulness decreases stress and improves the quality of life, reduces the subjective state of suffering, improves the immune system, minimizes negative affective states, contributes to an increased feeling of control, accelerates healing and has a positive effect on interpersonal relationships.

I was interested in the possible ways of including mindfulness into counselling and psychotherapeutic process.

- Personally practising mindfulness, thus bringing the quality of the mindful presence into the counselling room with the client.
- Use a theoretical frame of reference informed by research and the practice of mindfulness.
- Explicitly teach the client how to practise mindfulness.

I first came across mindfulness through the Buddhist techniques of Vipassana meditation, as taught by Goenka. My personal philosophy has become integrated with the level of professional counselling philosophy. At first, I practised mindfulness for my personal mental health and later in my working process. I was able to become more attuned, more sensitive and present. Research speaks in favour of establishing and maintaining relationships and genuine connections with the help of mindfulness: it contributes to reduce professional stress, prevents burnout, promotes professional and personal growth and helps to face one's own weaknesses.

In the workshop participants will be guided through an experience using mindfulness techniques. I will be gently inviting them to observe and be aware of bodily sensations during emotional distress, which could latter serve as a tool for self-regulation of feelings and sensations in everyday life.

Keywords: mindfulness, presence, awareness, body sensations, practice

Temeljni viri / References

Žvelc G., Černetič M., Košak M. (2011). Mindfulness-Based Transactional Analysis. *Transactional Analysis Journal*, Vol. 41, No. 3, 242–254.

Kabat-Zin, J. (2005). *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. Hyperion Books.

Černetič, M. (2011). Kjer je bil id, tam naj bo, čuječnost – Nepresojojče zavedanje in psihoterapija, *Kairos* 5/3.

Sodobni izzivi psihologov v svetovalnih službah v vrtcih, osnovnih in srednjih šolah

Modern Challenges of Psychologists in the Counselling Service in the Kindergartens, Primary and Secondary Schools

mag. Barbara Stožir Curk

Osnovna šola Solkan

barbara.stozir-curk@guest.arnes.si;

Nataša Fabljančič

Osnovna šola Venclja Perka

natasa.fabjancic@guest.arnes.si;

red. prof. dr. Sonja Pečjak

Filozofska fakulteta v Ljubljani, Oddelek za psihologijo

sonja.pecjak@ff.uni-lj.si

Povzetek

Psihologi in drugi strokovnjaki, ki delujejo v svetovalnih službah od vrtca do srednje šole, se pri svojem delu srečujejo z velikimi izzivi. Izzivi delovanja svetovalne službe se pojavijo najprej znotraj VIZ in so vezani na kulturo in vrednote VIZ ter naklonjenost ravnateljev do svetovalne službe. Svetovalni delavci so v skladu s programski smernicami za delovanje svetovalne službe v vrtcih, osnovnih in srednjih šolah zavezani k opravljanju delovnih nalog, pri čemer pa se zaradi novih izzivov in potreb obseg delovnih nalog povečuje. Izpostavljamo samo nekatere naraščajoče izzive povezane z vsakodnevnim delom z otroki in starši: naraščajoč trend po odložitvi všolanja otrok v prvi razred, naraščajoče govorno – jezikovne ter bralno – napisovalne motnje, ADHD, motnje avtističnega spektra, slabo razvite socialne veščine otrok, naraščajoče čustveno – vedenjske motnje, nizka motivacija za delo in učenje, vzgojne težave, (pre)velika pričakovanja otrok in staršev glede šolske uspešnosti, nasilje v družini, novodobne oblike zasvojenosti, avtoagresivne oblike vedenja, delo s tujci priseljenci ... Prav ti izzivi in potrebe deležnikov, s katerimi svetovalni delavec vstopa v odnos in sodelovanje (otroci, učenci, starši, učitelji oziroma vzgojitelji, strokovnjaki v zunanjih institucijah – področje zdravstva, policije, sociale; Zavod za šolstvo, Ministrstvo za izobraževanje) postavljajo pred svetovalnega delavca vprašanje v kolikšni meri je še kompetenten? Ali zmore vso naloženo delo in izzive opraviti strokovno in primernih časovnih rokih? Katere kompetence svetovalni delavec potrebuje za svoje delo, da bo kos sodobnim izzivom?

O odgovorih na postavljena vprašanja želimo v obliki delavnice razpravljati s kolegi, psihologi. Delavnico delimo v dva dela. V prvem delu se svetovalni delavci psihologi v treh skupinah (skupina vrtcev, skupina osnovna šola in skupina srednja šola) pogovorijo o izzivih in potrebah v praksi ter potrebnih kompetencah psihologa za svetovalno delo, v drugem delu pa vsi prisotni psihologi oblikujejo skupna stališča o potrebah, potrebnih kompetencah ter predlogih za izboljšave.

Ključne besede: svetovalna služba, izzivi svetovalne službe, kompetence psihologa - svetovalnega delavca, delavnica

Abstract

Psychologists and other professionals working in counselling services from kindergarten to secondary school face great challenges at their work. The challenges are mostly linked to culture and values within the field of education, and to the attitude of headmasters to the counselling service. In accordance with the program guidelines for the function of the counselling service in kindergartens, primary and secondary schools, counsellors are obliged to carry out their work tasks, but due to new challenges and needs, the scope has been increasing. We will point out some of the growing challenges associated with day-to-day work with children and parents: the rising trend in postponing the schooling of children in the first class, rising speech-language and reading-writing disorders, ADHD, autism spectrum disorders, poorly developed social skills of children, rising emotional-behavioural disorders, low motivation for work and learning, educational problems, (too) high expectations of children and parents regarding school performance, domestic violence, modern forms of addiction, auto-aggressive forms of behaviour, work with foreigners, immigrants, etc. It is precisely these challenges and needs of people, with whom the counsellor enters into a relationship and cooperation (children, pupils, parents, teachers or educators, experts in external institutions - health, police, social services, the Institute for Education, Ministry of Education) that set the question to what extent is he/she still competent. Is he/she able to do all the work and face the challenges that are required in the appropriate time limits? What competencies does a counsellor need for his/her work to deal with contemporary challenges?

We would like to discuss the answers to these questions in the form of a workshop with other psychologists. The workshop is divided into two parts. In the first part, the counsellors discuss the challenges and needs in practice and the necessary competencies of the psychologists for counselling work in three groups (kindergarten, elementary school and secondary school groups), while in the second part all psychologists present common positions on the needs, necessary competencies and suggestions for improvements.

Keywords: counselling service, challenges of the counselling service, competences of a counsellors, workshop

Temeljni viri / References

Čačinovič, Vogrinčič. G., Bregar, Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezić, T., ... Šmuk, B. (2008). Programske smernice. Svetovalna služba v osnovni šoli. Ljubljana: Zavod Republike Slovenije za šolstvo.

Čačinovič, Vogrinčič. G., Bregar, Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezić, T., ... Šmuk, B. (2008). Programske smernice. Svetovalna služba v vrtcu. Ljubljana: Zavod Republike Slovenije za šolstvo.

Čačinovič, Vogrinčič. G., Bregar, Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezić, T., ... Šmuk, B. (2008). Programske smernice. Svetovalna služba v gimnazijah, nižjih in srednjih poklicnih šolah ter strokovnih šolah in v dijaških domovih. Ljubljana: Zavod Republike Slovenije za šolstvo.

Intervizija – priložnost kontinuirane strokovne rasti in izboljševanja profesionalne samopodobe šolskega svetovalnega delavca

Intervision – Opportunity for Continuous Professional Growth and Improvement of Professional Self-image of School Counsellor

Helena Skarlovnik Casar

OŠ Velika Polana

helena.skarlovnikcasar@os-velikapolana.si

Povzetek

Narava dela v vzgoji in izobraževanju zahteva nenehno izpopolnjevanje, izboljševanje in nadgrajevanje strokovne prakse. Delovno področje šolskih svetovalnih delavcev je zelo široko, srečujejo se z raznovrstnimi problemi, ki zahtevajo strokovno znanje različnih področij, čimvečji spekter možnih vidikov in smeri reševanja, povzročajo pa lahko tudi čustvene stiske – ali zaradi narave samega problema ali pa ker zahtevnost nemalokrat presega zmožnosti osebe enega profila. V tem primeru nudi intervizija izjemo priložnost – najprej v temeljih spremeni pogled na reševanje problema, bistveno pripomore k reševanju, vzporedno pa se povečujejo strokovne kompetence svetovalnega delavca, kar pozitivno vpliva na njegovo profesionalno samopodobo in seveda kakovost svetovalnega dela. Zadosti pa lahko tudi prevečkrat spregledani potrebi po čustveni razbremenitvi, potrditvi ali pa usmeritvi v morda še kakšen vidik razmišljanja.

Na delavnici bo predstavljena intervizija kot priložnost kontinuiranega medgeneracijskega in kolegialnega učenja, strokovne rasti, krepitve kompetenc in s tem tudi izboljševanja profesionalne samopodobe šolskega svetovalnega delavca. Omenjeni pojmi, predvsem intervizija in njene metode, bodo v krajšem prvem delu prispevka osvetljeni predvsem s teoretičnega vidika, v drugem delu pa bo predstavljena osebna izkušnja ter nakazane možnosti uporabe intervizijskih metod oz. njenih aplikacij tudi neposredno pri delu na drugih delovnih področjih šolske svetovalne službe. Udeleženci bodo imeli možnost eno izmed metod tudi preizkusiti.

Ključne besede: intervizija, medgeneracijsko in kolegialno učenje, strokovna rast, profesionalna samopodoba

Abstract

The nature of work in education requires continuous perfection, improvement and upgrading of professional practice. The work area of school counsellors is very wide, they face a variety of problems requiring expertise in different fields, the widest possible spectrum of possible aspects and directions for solving, they can also cause emotional distress - either due to the nature of the problem itself or because its complexity often exceeds the capability of single profile person. In this case intervision offers exceptional opportunity – at first it fundamentally changes the view of solving

problem, significantly contributes to solving, and in parallel increases the professional competencies of the school counsellor, which positively influences his professional self-image and, of course, the quality of counselling work. It may also satisfy too often overlooked need for emotional relief, confirmation, or orientation in another aspect of thinking.

The workshop will present intervision as an opportunity for continuous intergenerational and collegial learning, professional growth, strengthening competencies and thus improving the professional self-image of a school counsellor. Mentioned concepts, especially intervision and its methods, will be mainly illuminated from the theoretical point of view in the shorter first part of the paper, while in the second part the personal experience and the possibilities of using intervision methods be presented, respectively its applications in other work areas of the school counselling service. Participants will have option to test one of the methods.

Keywords: intervision, intergenerational and collegial learning, professional growth, professional self-image

Temeljni viri / References

- Hanekamp, H. (1994). Intervizija. *Socialno delo*, 33(6), 503–505. Pridobljeno s <https://www.dlib.si/details/URN:NBN:SI:DOC-DXUQ6MRC>
- Milošević-Arnold, V. (1994). Supervizija – metoda za profesionalce. *Socialno delo*, 33(6), 475–487. Pridobljeno s <https://www.dlib.si/details/URN:NBN:SI:DOC-78FPJOG>
- Milošević-Arnold, V. (2007). Intervizija za voditeljice in voditelje skupin starih ljudi za samopomoč. Pridobljeno s <https://www.skupine.si/mma/18%20učenje%20za%20delo%20.../2007082409545057/>
- Žorga, Sonja (1996). Intervizija – možnost pospeševanja profesionalnega razvoja. *Psihološka obzorja (Ljubljana)*, 5(2), 87–96. Pridobljeno s <https://www.dlib.si/details/URN:NBN:SI:DOC-27Q09MSQ>
- Skarlovnik Casar, H. (2016). Profesionalna samopodoba šolskega svetovalnega delavca (Diplomsko delo, Filozofska fakulteta). Pridobljeno s <https://dk.um.si/Dokument.php?id=92992>

Samouravnavanje anksioznih čustev

Self-regulation of Anxious Emotions

mag. Cvetka Bizjak
Zavod RS za šolstvo
cvetka.bizjak@zrss.si

Povzetek

Število otrok in mladostnikov z duševnimi motnjami narašča. V Evropi v povprečju vsak peti otrok in mladostnik trpi zaradi razvojnih, čustvenih ali vedenjskih težav, povprečno ima eden od osmih klinično diagnosticirano duševno motnjo (Friedman, Katz-Leavy, Manderscheid in Sondeimer 1996; Beecham 2014 v Klemenčič, Dernovšek, Zalokar 2017). Omenimo še rezultate raziskave PISA 2015 Results' – Students' Well-Being, ki je pokazala, da polovica petnajstletnikov v državah OECD doživlja kronično tesnobo, povezano s šolo. Skrb za duševno zdravje mladih torej predstavlja pomemben izziv prihodnosti in vzgojno-izobraževalne institucije, kot najbolj primeren prostor za izvajanje preventivnih programov, bodo še naprej pomemben dejavnik pri iskanju poti za reševanje tega problema. Ena smer vodi v odkrivanje in odpravljanje virov tesnobe, povezane s šolo, druga pa v razvoj preventivnih programov, v katerih bomo načrtno razvijali strategije uravnavanja čustev z negativno valenco pri mladih. To je izziv prihodnosti, v katerem bo svojo preventivno in deloma tudi kurativno vlogo prevzemala tudi svetovalna služba.

Konec devetdesetih let prejšnjega stoletja je John Kabat Zinn razvil program za premagovanje stresa (Mindfulness-Based Stress Reduction program – MBSR). Principe integracije uma, ki izhajajo iz budističnih praks (joga, meditacija) je »očistil« ideologije in razvil program, ki je postal del uradne medicine. Učinkovitost rednega izvajanja čuječnosti potrjuje vse več raziskav, nevroznanost pa zna vedno boljše razložiti, kako te strategije spreminjajo človekov um.

Strategije samouravnavanja čustev, na katerih temelji praksa čuječnosti, izhajajo iz drugačnih načel, kot veljajo v zahodni znanosti. Osnovna paradigmska razlika je v tem, da zahodna praksa izhaja iz principa »popravljanja« nefunkcionalnega delovanja uma (npr. nadomeščanje nekonstruktivnih misli s konstruktivnimi, vaje sproščanja), čuječnost pa temelji na popolnem sprejemanju stanja uma, takega, kot je v danem trenutku in prepuščanja umu, da spontano, brez voljnega usmerjanja postopoma ponovno vzpostavi integracijo.

V delavnici bomo predstavili principe samouravnavanja čustev v čuječnosti in jih preizkusili tako, da bomo izvedli eno od aktivnosti.

Ključne besede: samouravnavanje čustev, anksioznost, čuječnost

Abstract

The number of children and teenagers with mental disorders is increasing. On average, every fifth child or teenager in Europe suffers from developmental, emotional or behavioral problems, and in addition, one out of eight is clinically diagnosed with a mental disorder (Friedman, Katz-Leavy, Manderscheid, and Sondeimer 1996; Beecham

2014 in Klemenčič, Dernovšek, and Zalokar 2017). The results of the PISA 2015 study on students' well-being show that one half of fifteen-year-olds in OECD countries experience chronic school-related anxiety. Taking care of youth's mental health therefore presents a significant challenge for the future, and educational institutes, being the most appropriate spaces for the implementation of preventive programs, will still play an important role in finding a way to solve the problem. One path is leading towards identifying and eliminating school-related anxiety sources, and the other one towards preventive programs for systematic development of strategies for the regulation of emotions with negative valence in young people. That is the challenge for the future in which the school counselling will take over the preventive and also, partly, curative role.

At the end of the 1990s, John Kabat Zinn developed a stress reduction program called Mindfulness-Based Stress Reduction program – MBSR. It is based on the mind-integration techniques that derive from Buddhist practices (yoga and meditation) without the accompanying ideologies, and has become a part of official medicine. More and more studies confirm the effectiveness of regular mindfulness practice, and neuroscience as well is increasingly able to explain how such strategies change the human mind.

Emotion self-regulation strategies, which are the basis of mindfulness practice, derive from different principles as are applied in Western science. The basic paradigmatic difference is that the Western practice is set to “correct” a non-functional mind functioning (e.g., by replacing unconstructive thoughts with constructive ones, by doing relaxation practices), while mindfulness is based on the total acceptance of the state of the mind, accepting exactly what the mind is like in a given moment, and giving in to one's mind so it is able to reestablish integration spontaneously.

In the workshop, we will present the principles of emotion self-regulation through mindfulness and try them out by performing one of the activities.

Keywords: emotion self-regulation, anxiousness, mindfulness

Temeljni viri / References

Černetič M. (2016). Mehanizmi delovanja čuječnosti: Primer anksioznosti. *Karios* 10/3-4/2016. (http://www.potnaprej.si/gradiva/cernetic_cujecnost_mehanizmi.pdf) – 9. 4. 2018.

Klemenčič E., Dernovšek M. Z., Zalokar L. (2017). Skrb za duševno zdravje otrok in mladostnikov – zakaj je to medsektorska odgovornost? *Šolsko svetovalno delo* 2/3-17 str. 16. Ljubljana: ZRSŠ.

Siegel D. (2012). *Pocket Guide to Interpersonal Neurobiology*. New York: W. W. Norton & Company.

Stahl B., Mello-Meyer F., Koerbel L., Santorelli S. (2014). *A Mindfulness-Based Stress Reduction Workbook for Anxiety*. New Harbinger Publications, Inc. http://www.keepeek.com/Digital-Asset-Management/oecd/education/pisa-2015-results-volume-iii_9789264273856-en#.WcoX-bcUmUk#page1 – 10. 10. 2017.
