

VODENJE

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Máire Ni Bhróithe **The Development of a Coaching Support in Ireland by the Centre for School Leadership (CSL)**

The Centre for School Leadership (CSL) in Ireland was established in September 2015 by the Department of Education to promote professional learning for leadership in Irish schools. One of the first tasks in the team was to develop a one-to-one coaching program for headteachers. This program was launched in January 2017 and 347 headteachers availed of it that year. The program was evaluated in late 2017. Team coaching was introduced in 2019 for headteachers, their deputies, and some members of their middle leadership team. In 2020, another evaluation was conducted, and this resulted in an extensive report which will be published in late 2021. Over 1000 headteachers have availed of coaching since 2017.

Keywords: coaching, school leaders, team coaching

VODENJE 1|2021: 7–25

Mihaela Zavašnik in Tatjana Ažman

Coaching Experience of Newly Appointed Headteachers

The first years of school leadership represent the most difficult period in the professional and personal development of newly appointed headteachers. They usually do not yet have much experience with leadership, so they often face a lack of leadership skills when taking on a leadership role. They often feel lonely in solving everyday challenges related to the specifics of the institution and the environment. They need professional support and help. The paper defines and presents coaching as a successful form of professional development of headteachers. In the years 2019 to 2021, it was implemented at the Slovenian National School for Leadership in Education with newly appointed headteachers who opted for this form of support during the epidemic. In this paper, the purpose and goals of individual coaching, the course of implementation and analysis and evaluation of selected elements are presented. The paper concludes with recommendations for placing coaching as a regular form of support for newly appointed headteachers.

Keywords: coaching, newly appointed headteachers, professional development, career development, covid epidemic

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Zora Rutar Ilc, Tatjana Ažman in Mihaela Zavašnik

From Retrospective to Perspective: The Introduction and Implementation of (Peer) Coaching in Slovenia

The article introduces coaching as a modern form of professional and personal development of individuals and an effective approach to solving individual, group and team challenges in their special circum-

stances. Four concerns about the placement of an established coaching approach in the private sector in support of the (head)teacher professional development in education were refuted with the help of theoretical and experiential knowledge. In the central part of the article the introduction of various forms of coaching in the Slovenian education system from 2011 to the present is presented. The purpose, forms, participants, providers, materials, evaluations and presentations to the general professional public are listed in chronological order. Coaching and coaching skills for (head)teachers were designed, tested, implemented and monitored by certified and qualified coaches of the National Education Institute of the Republic of Slovenia and the Slovenian National School for Leadership in Education. The benefits of coaching through selected results from evaluations and through the eyes of some participants are presented. The article rounds off with ten recommendations for a continuous and systematic placement of coaching in the (head)teacher in-service training.

Keywords: coaching, peer coaching, teacher, headteacher, professional development

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Nadine
Trepanier-
Bisson

Ontario's Mentor-Coaching Journey Supporting Education Leadership Development

This article considers the journey of Ontario's MentoringCoaching programs. The text begins with an exploration of leadership development in Ontario, Canada. Then, to better understand the types of programs offered in Ontario and their impact on leadership development, some research foundations are examined, specifically Dr. Joanne Robinson's work reported in her doctoral dissertation in 2010. In the text, two types of programs, one-on-one and leading and learning team (LLT), are proposed for MentoringCoaching of school level administrators. The final sections of the article include the benefits and challenges of MentoringCoaching programs as well as next steps for Ontario's programs.

Keywords: mentoring, coaching, Ontario, principals, leadership development

VODENJE 1|2021: 63–80

Justina Erčulj

Mentoring as an Opportunity for the Professional Development of Newly Appointed and Experienced Headteachers

Headteachers' tasks are extensive and complex. The newly appointed headteachers face a number of challenges posed by the new

role. Therefore, in 2004, the Slovenian National School for Leadership in Education developed the Mentoring Program for Newly Appointed Headteachers. It is intended for headteachers in their first term. The training takes place in small groups, and a large part of the program includes meetings between the experienced headteacher mentor and the mentee (newly appointed headteacher), which enables an individual approach to solving specific challenges. Mentoring has been shown to be an important factor in the lifelong learning of headteachers for both, the mentor and the mentee. In this article, some benefits for mentees and mentors are presented, emphasizing their learning opportunities. The central part is a description of the mentoring program, which is supplemented by the impressions of the mentor, mentee and program coordinator. We conclude with possible guidelines for the further development of the program.

Keywords: headteacher, mentoring, mentor, mentee, life-long learning

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Elisabet Edqvist
in Lena Wiman

Professional Development through Group Counselling for Headteachers: A Swedish Example

In this paper a Swedish example of professional developmental group counselling is described and discussed. This version of counselling is conducted at the National School Principal Training Program at Uppsala University. Reflection and dialogue with colleagues are meant to contribute to professional learning and development of the individual's personal professional capacity. The intentions of the chosen counselling approach are described, as are the settings and the role of the facilitator. The development of issues brought to the sessions are outlined as well as reflections from the participants. Finally some opportunities and challenges are discussed.

Keywords: counselling, reflection, dialogue, professional capacity, headteachers

VODENJE 1|2021: 103–117

Katja Arzenšek
Konjajeva in
Branka Likon

Counselling as a Form of Support for Headteachers

The paper describes counselling for headteachers as a form of headteachers' support with the participation of lecturers from the Slovenian National School of Leadership in Education and experienced principals as counsellors in leading pedagogical activities. It presents a brief overview of the situation in the field of counselling for headteachers, which includes an overview of institutions in Slovenia that already provide counselling in this field, as well as an overview of required competencies and conditions for counsellors and a review of content for which headteachers have expressed a need. The analysis of

the situation in the field of counselling summarizes the findings of the available previous written analyzes on counselling, records of the websites of the institutes and institutions that offer counselling. The article presents two forms of counselling: individual counselling and counselling in regional networks of headteachers, findings of the evaluations of the two programs and gives recommendations for further development of the field of counselling.

Keywords: counselling, support, competent leadership, leadership for learning, system leadership

VODENJE 1|2021: 119–136

Brigita Rupar **Supervision in Support of Leadership for Learning**

In this paper, the basic characteristics of supervision as an established method of professional growth and stress relief for (head)teachers are presented. A developmental educational model, which is one of the most common models in the pedagogical field, and a list of the most typical forms of supervision are discussed. Among the advantages and impacts of supervision, the results of a focus interview with headteachers who were in the supervision process for two years are highlighted. Supervision can also be one of the effective ways to introduce changes in schools.

Keywords: headteachers, supervision, professional growth

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