

VODENJE

v vzgoji in izobraževanju 3|2021

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The position of head teachers and professional staff on distributed leadership

The purpose of our paper is to present the findings of a research conducted in the framework of a project assignment within the National School for Leadership in Education program. The purpose was to research and compare the views of the head teachers and professional staff on distributed leadership. The research showed that the position of the professional workers and head teachers is generally similar but in some areas their views differ. The main differences emerged in the following areas: a share of tasks that the professional workers are willing to accept and the head teachers are willing to let go of; creating learning communities based on mutual trust and a collaborative climate with a maximum contribution of an individual to the community; distribution of leadership in an organization following the principle of professionalism; expressing recognition and rewards to professional staff for taking on some of the leadership and responsibilities.

Key words: school, leadership, distributed leadership, head teacher

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Eneja Baloh

The role of school leadership in preserving and implementing obtained digital competencies of teachers during distance learning

The six-month distance learning between March 2020 and April 2021 changed the knowledge and use of technology in schools. The technology can be incorporated into school lessons with an intention of improving pedagogical practice, while during distance learning the lessons were conditioned by the use of technology. The digital competences of teachers have developed and strengthened as a result of the implementation of distance education. After re-establishing lessons in schools, it is therefore important to raise awareness of the acquired digital competences of the professional staff. School leadership represents a bridge between the macro level where a national strategy for the development of a digital society is being developed and the micro level where digital society is being created. For this very reason it is the school's leadership that can have a significant impact on raising awareness, maintaining, implementing and developing acquired digital competences and the use of technology in class. In this article based on the selected example of Lucija Primary School, we show changes in the use of technology and the development of digital competences of teachers, based on a descriptive comparison of the teachers' evaluation questionnaires after the first and second execution of distance learning. On the basis of the analysis, the article presents the role of the school leadership in the continued use of technology in class and in the further development of digital competences of the professional staff.

Key words: teacher, school leadership, distance education, digital competences, preservation, implementation

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*Mija Penca
Vehovec and
Jasna Špindler*

Introducing changes in education process during the covid-19 epidemic and in the future in the most positive way through constructive collaboration

The conditions due to the emergence of the new SARS-CoV-2 virus made us face a new reality that requires from us to deal with change constructively. Introducing change in an organization goes hand in hand with creating a safe and stimulating learning environment that offers employees an opportunity to become initiators and holders of change in an organization. Since every change has a strong impact on beliefs and values of an individual, the improvement of the education process and pedagogical leadership has to be done gradually following predetermined steps and informing those who will be affected by the changes. The analysis of the survey and the presentation of examples of good practise at both studied institutions and the review of selected literature offered interesting experience of introducing changes based on creating and preserving stimulating and safe learning environment. Involvement and consideration of every individual, a detailed context analysis, diverse strategies for introducing changes, quality relationships and assertive communication are a solid basis for successful implementation of changes in education process.

Key words: introducing change, employees as holders of change, safe and stimulating learning environment, context analysis, assertive communication

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Tanja Černe

How the implementation and leadership of intervention training with dyslexic students influences the self-perception of strengthened professional competencies of special education and rehabilitation teachers

Acquired additional functional skills, which foster self-perception and self-reflection, are essential for strengthening the professional competencies of teachers and other professionals and for effective leadership of students. In the research we investigated how the implementation and leadership of intervention training of metacognitive reading strategies, conducted with students for three months by 29 special education and rehabilitation teachers, influenced the self-perception of strengthened professional competencies in the process of additional professional assistance. Data were collected with an evaluation questionnaire, designed specifically for this research. The results of the research indicate that special education and rehabilitation teachers report the improvement of their professional competencies when conducting and leading the intervention training, mainly in the field of strengthening their own metacognitive skills and self-regulated learning, and less in the field of structured and self-controlled teaching. The findings of this research can be used to reflect on the importance of self-perception and self-reflection of pro-

fessional competencies of special education and rehabilitation teachers when conducting and leading additional professional assistance and when planning and conducting future corrective intervention compensatory trainings.

Key words: conducting and leading intervention training with dyslexic students, special education and rehabilitation teachers, self-perception of strengthened professional competencies

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Tatjana Ažman

Examples of good leadership practises developed within the Network of Head teachers for Leadership Development program

In the school year 2020/2021, our programme of the Network of head teachers for leadership development was implemented for the third time for 36 head teachers from kindergartens, primary and secondary schools and other institutions. The purpose of the programme was to highlight existing leadership practices of education institutions and to develop new approaches for more effective leadership. Our intention in the programme was to support the professional development of head teachers and to strengthen their networking. In the final evaluation with an average score of 3.5 to 3.9 (on a scale of 1 – zero to 4 – very), the head teachers assessed that they strengthened their leadership competencies through networking, exchange of good practise, solving challenges, discussions on topical issues and self-reflection. In the implementation of the programme, we took into account the elements of innovative learning environments consisting of modern principles of learning and teaching, a student-centred approach and thus a focus on modern pedagogy, strengthening competencies, care for educators and various resources. The concept of innovative learning environments has been in the forefront of professional discussions since 2013, when the publication with this title was published by the Organization for Economic Cooperation and Development (OECD). Looking at the four main elements of learning environments: student, learning content, teacher and resources, their inter-connectedness is emphasized taking into account their connection with the goals of enabling and supporting creativity and participation of all participants in the learning process. Inclusive, flexible and safe learning environment was ensured by dividing thirty-six participants into eight networks of four or five members each. Learning in small groups enables to the network members to build trust and have a relaxed, open conversation. Each network was led by a moderator from the National School for Leadership in Education. As a rule, the meetings took place in the kindergartens, primary and secondary schools that the participants came from. Partly they were held at a distance due to the closure of schools during the Covid 19 epidemic. The head teachers participating in the program presented to each other 35 examples of good practices in contemporary school and kindergarten leadership with which they, as leaders, im-

plemented the principles of innovative learning environments in different ways in cooperation with their colleagues. Nine examples were written down and are presented in this publication.

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