

UČNI NAČRT / COURSE SYLLABI

Januar 2016

Predmet / Course	Vodenje za učenje
Šifra predmeta / Course Code	
Nosilec predmeta / Course Coordinator	izr. prof. dr. Andrej Koren
Vrsta predmeta / Type of the course	
Jezik / Language - Vaje / Tutorials - Predavanja / Lecture	Slovenski / Slovene, Angleški / English Slovenski / Slovene, Angleški / English
Študijski program / Programme	Vodenje in kakovost v izobraževanju (2. stopnje) / Management and Quality in Education (2nd cycle)
Letnik / Year	
Primarno študijsko področje / Primary Study Field	Management (poslovanje in upravljanje - Klasius 345)
Pogoji za vključitev / Requirements	/

Predavanja Lectures	Vaje Tutorials	Druge oblike študija Other Type of Study	Samostojno delo Individual work	Ure dela Work hours	ECTS
16	8	0	126	150	6

a) Vsebina / Content:

<ol style="list-style-type: none"> 1. Posebnosti vodenja v izobraževanju 2. Zunanja in notranja odgovornost v profesionalnih poklicih 3. Vpliv vodenja na dosežke učencev, študentov in njegove omejitve 4. Vodenje za učenje kot dejavnik kakovosti 5. Vodenje šole kot organizacije, vodenje zaposlenih in vodenje učenja. 6. Razumevnje učenja 7. Spodbujanje učenja zaposlenih 8. Dobre prakse vodenja učenja 9. Opazovanje pouka, predavanj 10. Profesionalni razvoj vodij in zaposlenih 	<ol style="list-style-type: none"> 1. Specifics of management in education 2. External and internal responsibility in professions 3. Impact of school leadership on pupils and students outcomes and its limitations 4. Leadership for learning as factor of quality 5. Leading school as an organization, of employees and leadership of learning 6. About learning 7. Cooperation and teachers leadership 8. (Key) characteristics of leaders of learning 9. Classroom observation 10. Professional development of employees
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Splošne kompetence / General Competencies:

<p>Študent bo pridobil znanje in spretnosti na naslednjih splošnih vsebinskih področjih:</p> <p>SPL1: Delo s podatki in informacijami; SPL4: Sodelovalno, timsko delo, delo v skupini; SPL5: Voditeljstvo, vodenje ljudi; SPL11: Spretnosti organiziranja in načrtovanja (npr. lastnega dela, dela drugih); SPL12: Spretnosti verbalne komunikacije (npr. retorika, predstavitevne veščine); SPL13: Spretnosti pisne komunikacije;</p>	<p>Student will acquire knowledge and skills in the following general areas:</p> <p>SPL1: Work with data and information; SPL4: Cooperation, team work, group work; SPL5: Leadership skills; SPL11: Organising and planning skills; SPL12: Verbal communication skills (e.g. rhetorics, presentation skills); SPL13: Written communication skills;</p>
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Predmetno specifične kompetence / Course Specific Competencies:

<p>Študent bo pridobil znanje in spretnosti na naslednjih specifičnih vsebinskih področjih:</p> <p>PSP1: Značilnosti organizacije, funkcijska področja in razmerja med njimi.; PSP5: Pristopi k upravljanju podjetja z načrtovanjem in kontrolo ter uporabo različnih konceptov, metod in orodij; PSP7: Upravljanje s spremembami; PSP8: Kultura in njeni vplivi na vsebinskem področju predmeta; PSP9: Vidik etike na vsebinskem področju predmeta; PSP11: Psihologija na vsebinskem področju predmeta; PSP16: Raziskovalna metodologija na vsebinskem področju predmeta;</p>	<p>Student will acquire knowledge and skills in the following specific areas:</p> <p>PSP1: Organizations' characteristics, functional areas and the relationships between them; PSP5: Managing a company by planning and controlling by use concepts, methods and tools; PSP7: Change management; PSP8: Culture and its influence in the field of the course; PSP9: Principles of ethics; PSP11: Psychology in the field of the course; PSP16: Research methodology in the fields of the course;</p>
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Predvideni študijski rezultati / Intended Learning Outcomes:

<p>Študenti bodo dosegli naslednje učne rezultate:</p> <ol style="list-style-type: none">1. Razume posebnosti vodenja v izobraževanju (v zavodih, izobraževalnih organizacija, ...)2. Analizira notranjo in zunanjo odgovornost zaposlenih v profesionalnih poklicih3. Opredeli elemente vpliva vodenja na dosežke učencev in študentov4. Analizira in ovrednoti omejitve vodenja na dosežke študentov5. Pojasni dejavnike kakovosti izobraževalne organizacije6. Razume veščine vodenja šole kot organizacije, vodenja zaposlenih in vodenja učenja v izobraževalni organizaciji7. Pojasni pomen razumevanja procesov učenja za uspešno vodenje izobraževalne organizacije8. Razloži pomen sodelovanja pri vodenju izobraževalnih organizacij9. Pojasni pomen zaposlenih kot vodij10. Pozna (ključne) značilnosti in naloge vodij za učenje11. Pridobi sposobnosti za opazovanje pouka in predavanj12. Zna uporabiti metodo opazovanja v raziskovanju13. Razume pomen profesionalnega razvoja zaposlenih za kakovost organizacije14. Razloži pojem raziskovanja in metod raziskovanja.15. Uporabi metode raziskovanja v lastni raziskavi oz. seminarski nalogi.	<p>Student achieves the following learning outcomes:</p> <ol style="list-style-type: none">1. Understands the specifics of management in education (institutions, educational organizations, ...)2. Analyzes the internal and external accountability of employees in the professional occupations3. Defines impact of leadership on student achievement4. Analyzes and evaluates management limitations on student achievement5. Explains the factors of quality in educational organisation6. Knows how to use the skills of school management and organization, staff management and leadership learning in an educational organization7. Explains the importance of understanding the processes of learning for successful leadership of educational organizations8. Explains the importance of cooperation in management of educational institutions9. Explains the importance of teachers as leaders10. Knows (key) characteristics of leaders for learning11. Knows how to observe classroom12. Knows how to use the method ‘‘observation’’ as a research method13. Understands the importance of professional development of employees for the quality of the organization14. Describes research and research
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16. Odloči se o izboru metod za konkretne raziskave.	methodology. 15. Uses research methods. 16. Chooses correct research methods.
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Oblike in metode poučevanja in učenja / Types and Methods of Teaching and Learning

Oblike dela	Frontalna oblika poučevanja; Delo v manjših skupinah; Samostojno delo študenta; E-učenje
Types of Teaching and Learning	Frontal teaching; Work in smaller groups or pairs; Independent student work; E-learning
Metode dela	Razlaga; Razgovor/diskusija/debata; Delo z besedilom; Proučevanje primera; Reševanje nalog; Gost iz prakse;
Teaching and Learning Methods	Explanation; Conversation/discussion/debate; Work withh text; Case study; Solving exercises; Guest from practice;

Načini ocenjevanja v % / Types of Student Assessment

Sprotno ustno ocenjevanje / Oral Assessment	/
Sprotno pisno ocenjevanje / Written Assessment	20 %
Daljši pisni izdelek /Longer written casework ¹	50 %
Javni nastop s predstavitvijo rezultatov / Presentations ² /	/
Končni pisni izpit / Final oral examination	20 %
Končni ustni izpit / Final oral examination	/
Udeležba in sodelovanje / Participation and cooperation	10 %
Lestvica ocenjevanja / Grading scale	številaska / numeric

Temeljna literatura / Literature

1. Bush, J. (2003): *Theories of Educational Management, 3rd. ed.*. London: Sage.
2. Davies, B. (ur.). (2009). *The essentials of school leadeership*. London: SAGE.
3. Dumont, H., Istance, D. in Benavides, F. (Ur.) (2010): *O naravi učenja*. Ljubljana: Zavod RS za šolstvo.
<http://www.zrssi.si/pdf/o-naravi-ucenja.pdf>
- Knapp, M. S., Copland, M. A. in Talbert, J. E. (2003). *Leading for learning: Reflective tools for school and discrit leaders*. CTP. Wallace foundation.
<http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Leading-for-Learning-Reflective-Tools-for-School-and-District-Leaders.pdf>
4. Koren, A. (2007): *Ravnateljstvo. Vprašanja o vodenju šol brez enostavnih odgovorov*. Koper: Univerza na Primorskem; Ljubljana: Šola za ravnatelje.
5. Koren, A. (2014). *Teorije organizacij in vodenja*. Celje: MFDPŠ.
6. Leithwood, K. (2011): Leadership and student learning: what works and how. V Robertson, J. in Timperley, H. (Ur.): *Leadership and Learning* (str. 41–55). London: SAGE publications.
7. Robinson, V. M. J. (2011): *Learning-centered leadership*. San Francisco: Jossey-Bass.
8. Seashore Louis, K., Leithwood, K., Wahlstrom, K. L., in Anderson, S. E. (2010): *Investigating the Links to Improved Student Learning. Final report of research findings*. Minnesota: University of Minnesota; Toronto, Canada: Ontario institute for studies in education at The University of Toronto; Wallace foundation.
<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>

¹ Seminarska ali projektna naloga, raziskovalna naloga ipd.

² Plakat, naloga, prispevek

9. Townsend, T. (2012): Vodenje za učenje: pristop k izboljšanju učenja učencev in učiteljev. *Vodenje v vzgoji in izobraževanju*, 10 (3), 3–16.
10. Wolfolk, A. (2002). Pedagoška psihologija. Educy: Ljubljana.

Reference nosilca / Lecturer's references:

http://mfdps.si/sites/default/files/andrej_koren_23228.pdf