

pregled



**Učinkovita implementacija
izobraževalnih programov
in zagotavljanja kakovosti
2010-2012**

***Effective implementation
of education programmes
and quality assurance
2010-2012***



REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE,
ZNANOST, KULTURO IN ŠPORT

Center
Republike Slovenije
za poklicno
izobraževanje



Naložba v vašo prihodnost
OPERACIJO DELNO FINANCIRA EVROPSKA UNIJA
Evropski socialni sklad

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Za nadaljnji razvoj poklicnega in strokovnega izobraževanja in usposabljanja pri nas imajo sredstva Evropskega socialnega sklada (ESS) poseben pomen, saj so namenjena spodbujanju vseživljenjskega učenja, kar posledično pomeni zmanjševanje brezposelnosti, večjo konkurenčnost posameznika na trgu dela in s tem večjo konkurenčnost gospodarstva kot celote.

V Sloveniji smo izkoristili priložnost črpanja sredstev ESS in jih v 8-letnem obdobju od leta 2004 pa vse do danes usmerili v razvoj in posodabljanje sistema poklicnega in strokovnega izobraževanja. Tako se je začelo obdobje korenite reforme poklicnega in strokovnega izobraževanja, ki je imela za cilj večjo fleksibilnosti in decentralizacijo v smislu večje avtonomije odgovornosti lokalne skupnosti, šole in učitelja. Pri udejanjanju reformnih prizadevanj je šlo za partnerski pristop ključnih akterjev: šolskih kolektivov, ministrstev, zbornic itd. Šlo je za kombiniran pristop »od spodaj navzgor« in »od zgoraj navzdol«.

Projekt *Učinkovita implementacija izobraževalnih programov in zagotavljanje kakovosti*, ki smo ga na Centru RS za poklicno izobraževanje (CPI) v obdobju 2010–2012 izvajali v okviru reformnih procesov, je usmerjen v podporo razvojnim spremembam poklicnega in strokovnega izobraževanja. Naj naštejemo samo nekatere vidnejše rezultate tega projekta.

Na področju *informiranja in svetovanja* mladim smo vzpostavili informacijsko središče www.mojaizbira.si, ki ga mesečno obišče preko 10.000 obiskovalcev, in samostojno spletno stran na družabnem omrežju Facebook, ki ima trenutno preko 2.600 članov. Pripravili smo serijo tiskanih informativnih gradiv, ki jih je v času trajanja projekta prejela celotna generacija osmošolcev (cca. 18.000 učencev letno).

S korenito programsko prenovo na področju poklicnega in strokovnega izobraževanja smo vnesli nekatere bistvene novosti, ki zahtevajo neprestano spremljanje in ugotavljanje njihovega vpliva na kakovost poklicnega in strokovnega izobraževanja. Številne *evalvacije*, ki smo jih na CPI opravili, so dale vpogled v reformne procese, predvsem pa imajo konkreten cilj, to je izboljšanje kakovosti poklicnega in strokovnega izobraževanja. Usmerjene so bile predvsem v izboljšanje ciljnega programiranja, zlasti

strokovnega dela izobraževalnih programov, v proučevanje organizacijsko-izvedbenega vidika vzgojno-izobraževalnega procesa, vključevanje ključnih kompetenc, vzgojno-disciplinska vprašanja, diagnostiko učnih težav in samoevalvacijo. Usmerjene pa so bile tudi v proučevanje nekaterih sistemskih vidikov prenove, kot so zaposljivost dijakov, ustreznost kreditnega vrednotenja izobraževalnih programov itd.

Kompetenčno zasnovani izobraževalni programi zahtevajo tudi drugačen način ocenjevanja, zato je vrednotenje kompetenc proces, s katerim ovrednotimo dosežke posameznika, pri tem pa moramo imeti izdelane postopke in standarde za vrednotenje. V okviru projektne aktivnosti **Vrednotenje kompetenc** smo razvili orodje za samovrednotenje poklicnih kompetenc, pripravili izpitna vprašanja oziroma naloge na višjih taksonomskih stopnjah in izdelali izboljšano različico mape učnih dosežkov. Vse pa kaže, da je vrednotenje kompetenc zahtevna naloga, kjer bo potreben še precejšen angažma strokovnjakov tudi v bodoče.

V projektne aktivnosti **Razvoj izvedbenega kurikula** je bila opravljena evalvacija poklicne didaktike v novih in prenovljenih izobraževalnih programih. Evalvalirali smo predvsem proces učenja in poučevanja ter oblike in metode poklicne didaktike, ki se najpogosteje uporabljajo v procesu učenja in poučevanja. Izdelana je bila analiza strukture odprtega kurikula v programih srednjega poklicnega in strokovnega izobraževanja, izsledki pa bodo koristili šolam pri izboljšanju oblikovanja odprtega kurikula kot pomembne novosti reforme. Razvita je bila spletna učilnica za ključno kompetenco podjetništvo, kjer bodo učitelji in dijaki našli koristne informacije in napotila za uspešno uvajanje te ključne kompetence.

V procesu reforme posvečamo veliko pozornost tudi dijakom s posebnimi potrebami. Priročnik z navodili delodajalcem za vodenje dijakov s posebnimi potrebami pri praktičnem usposabljanju z delom je prav gotovo velika dodana vrednost reformnih procesov in spodbuda delodajalcem pri zagotavljanju praktičnega usposabljanja z delom tudi tej populaciji dijakov. Prepričani smo, da bodo doseženi rezultati pomembno pripomogli h kvaliteti nadaljnega razvoja poklicnega in strokovnega izobraževanja.

The European Social Fund (ESF) is of particular importance for the continued development of vocational education and training in Slovenia, as they are earmarked for promoting lifelong learning, which results in a reduction in unemployment, the increased competitiveness of an individual on the labour market, and thus the improved competitiveness of the economy as a whole.

Slovenia has taken advantage of opportunities to use the ESF, which in the eight-year period since 2004 it has earmarked for the development and modernisation of the vocational education and training system. Thus began a period of radical reform of vocational education and training with the aim of increased flexibility and decentralisation in terms of increased autonomy – the responsibilities of the local community, school and teacher. A partnership approach to implementing reforms was taken by key players: school teams, ministries, chambers, etc. A combination of the »bottom-up« and »top-down« approaches was employed.

Project *Effective implementation of education programmes and quality assurance*, implemented on the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) in the period 2010 – 2012 in the scope of reform processes was aimed at supporting developmental changes to vocational education and training. Some of the more notable results are presented below.

received by the entire generation of eighth graders (around 18,000 students a year) during the project.

With the thorough recasting of vocational education and training programmes, we have introduced new features that require constant monitoring and evaluating their effect on the quality of vocational education and training. The numerous evaluations conducted by the CPI have provided an insight of reform processes, the primary objective of which is to improve the quality of vocational education and training.

The aforementioned **evaluations** were primarily aimed at improving goal-oriented programming, in particular the professional modules of education programmes, the study of the organisational-implementation aspect of the education process, the integration of key competences, education and discipline issues, the diagnostics of learning problems and self-assessment. They are also aimed at studying certain systemic aspects of recasting, such as the employability of students, the credit-based assessment of education programmes, etc.

Competence-based education programmes also require a different approach to assessment. The assessment of competences is therefore a process used to evaluate the achievements of an individual, for which assessment procedures and standards

ment portfolio. All of this demonstrates that competence assessment is a demanding task that will require a significant level of commitment from experts in the future.

The evaluation of vocational didactics in new and recast education programmes was carried out in the scope of the project, **Development of the school curriculum**. Evaluations were focused primarily on the learning and teaching process, and the forms and methods of vocational didactics used most frequently in the aforementioned process. Analysis of the structure of the open curriculum in vocational education and training programmes was carried out. Schools will benefit from the results while improving the formulation of the open curriculum as an important new element of reform.

An on-line classroom was developed for the key competence of entrepreneurship, where teachers and students will find helpful information and instructions for the successful introduction of the aforementioned competence.

A great deal of attention was also given to students with special needs in the scope of the reform process. A manual with instructions to employers for managing students with special needs in practical on-the-job training by all means represents a great deal of added value to reform processes,

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An information centre aimed at **informing and counselling** adolescents was established (www.mojaizbira.si), which receives more than 10,000 visitors a month, as well as an independent page on the Facebook social network, which currently has more than 2,600 members. A series of printed information materials were published and

must be drafted. A tool was developed in the scope of the **Competence assessment** project for the self-assessment of vocational competences. We also prepared examination questions and exercises at a higher taxonomic level and developed an improved version of the learning achieve-

and encourages employers to provide on-the-job training opportunities to this population of students as well. We believe that the results achieved to date will contribute to the high-quality continued development of vocational education and training.

EVALVACIJA UČINKOV IMPLEMENTACIJE NOVIH IZOBRAŽEVALNIH PROGRAMOV IN ZAGOTAVLJANJE KAKOVOSTI PEDAGOŠKEGA PROCESA

mag. Tina Klarič

Na CPI izvajamo evalvacije na dveh ravneh. Z nekaterimi evalvacijami sistematično zbiramo podatke o uresničevanju sistemskih rešitev poklicnega in strokovnega izobraževanja. Z drugimi evalvacijami raziskujemo pedagoško delo na poklicnih in strokovnih šolah.

V obdobju 2011–2012 smo izvedli naslednje aktivnosti:

1. Evalvacija strokovnih delov izobraževalnih programov s področja ekonomije, biotehnike in hortikulture
2. Evalvacija zaposljivosti dijakov po končanem izobraževanju
3. Organizacija in izvedba izobraževalnega procesa – izvedbeni vidik

4. Spoprijemanje z učnimi težavami dijakov
5. Umestitev vzgojnih elementov v pedagoški proces
6. Ključne kompetence
7. Zagotavljanje kakovosti s samoevalvacijo – kolegialno presojanje
8. Evalvacija ustreznosti kreditnega vrednotenja izobraževalnih programov

Iz naštetih projektnih aktivnosti je razvidno, da smo za raziskovanje določili različna področja, posledično različno metodologijo raziskovanja, tako kvalitativno kot kvantitativno oz. kombinacijo obeh pristopov. V nadaljevanju predstavljamo dva projekta, ki se med seboj razlikujeta tako po področju raziskovanja kot po metodologiji.

Evalvacija zaposljivosti dijakov po končanem izobraževanju

Izhodišče za izvedbo evalvacije je pomanjkanje informacij, kaj se dogaja z dijaki, ko zaključijo poklicno ali strokovno izobraževanje. Sistemsko vprašanje, kako slediti mladim na prehodu iz izobraževalne v delovno sfero, je aktualno v večini evropskih držav, pa tudi širše (Avstralija, Kanada, ...). V okviru ESS projekta smo izvedli pilotno raziskavo, v kateri smo sestavili in preizkusili metodologijo spremljanja. Sodelovalo je 12 šol iz treh šolskih centrov. Testirali smo ustreznost pripravljene metodologije, še posebej nas je zanimala odzivnost mladih na anketiranje in organiziranje baz podatkov v primeru longitudinalne raziskave. Vprašalnik je zajemal naslednje vsebinske sklope: končana srednja šola in njeno vrednotenje, nadaljnje izobraževanje, delo in zaposlitveni status ter demografija.

Nastali sta dve poročili: eno o rezultatih raziskave, drugo pa o vrednotenju pilotnega projekta, ki zajema tudi predloge izboljšav za nadaljnje delo. Vsekakor je področje spremljanja zaposljivosti dijakov po končanem izobraževanju ena od pomembnih nalog za CPI tudi v bodoče.

Umestitev vzgojnih elementov v pedagoški proces

V okviru te projektne aktivnosti smo sodelovali z dvema šolskima centroma. Delo je potekalo v obliki mesečnih srečanj, na katerih smo na eni šoli obravnavali kršitve šolskega reda in konflikte med dijaki. Na drugi šoli je bil cilj aplicirati induktivno metodo vzgoje v pedagoško prakso. Za delo smo uporabili didaktični model petih korakov, na podlagi katerega so učitelji vključevali vzgojne elemente (pripravljenost za vstopanje v angažirane odnose in spoštljivost, moralno presojanje, priznanje drugačnosti, ...) v kurikulum. Projekt smo zaključili s *Smernicami za obravnavanje kršitev šolskega reda konfliktov med dijaki in Smernicami za aplikacijo induktivne metode v pedagoško prakso*. Sicer se projektna aktivnost umešča v razvojno delo CPI na področju vzgojnih vidikov pedagoškega dela v poklicnem in strokovnem izobraževanju. To področje dela smo poimenovali *Reševanje vzgojnih vprašanj in kršitev šolskega reda* in je predstavljeno na spletni strani: <http://www.cpi.si/razvojno-in-raziskovalno-delo/evalvacije-in-spremljanje/resevanje-vzgojnih-vprasanj-in-krsitev-solskega-reda.aspx>



Več informacij:

Vsa evalvacijska poročila so objavljena na spletni strani: <http://www.cpi.si/razvojno-in-raziskovalno-delo/evalvacije-in-spremljanje/evalvacijska-porocila.aspx>

EVALUATION OF THE EFFECTS OF IMPLEMENTING NEW EDUCATION PROGRAMMES AND ASSURING THE QUALITY OF THE TEACHING PROCESS

Tina Klarič MSc

The CPI carries out evaluations at two levels: In certain evaluations, we systematically collect data regarding the implementation of systemic solutions in vocational education and training. In other evaluations, we research the work of teachers at vocational and technical schools.

The following activities have been implemented in the scope of ESF project for the period 2011 - 2012:

1. Evaluation of the professional modules of education programmes in the fields of economics, biotechnology and horticulture
2. Evaluation of the employability of students following the completion of education
3. Organisation and implementation of the education process
4. Addressing students' learning problems
5. Integration of elements of education and discipline in the teaching process
6. Key competences
7. Quality assurance through self-assessment – peer review
8. Evaluation of credit-based assessment of education programmes

From the aforementioned project activities, it is evident that various areas were defined for research, and thus different research methodologies applied, both qualitative and quantitative or a combination of both approaches. Below we present two projects that differ, both in terms of the area of research and by methodology.

Evaluation of the employability of students following the completion of education

The basis of the evaluation is the lack of information regarding what students do when they complete VET programmes. The systemic question of how to track adolescents in their transition from education to the working world is a current topic in the majority of European countries and on an even broader level. We conducted pilot research in which we developed and tested a monitoring methodology. A total of 12 schools from three school centres participated in the research. We were particularly interested in the response of adolescents to the survey and the organisation of the database in longitudinal research. The questionnaire included the following sections: the completion of secondary school and an assessment thereof, continuing education, work and employment status and demographics.

Two reports were created: the first on the results of the research, and the second on the assessment of the pilot project, which included proposed improvements for future work. By all means, the monitoring of the employability of students following the completion of education will be one of the CPI's most important tasks in the future as well.

Integration of elements of education and discipline in the teaching process

We worked with two school centres in the scope of this project. Work was carried out in the form of monthly meetings, during which we discussed the breaking of school rules and conflicts between students at one school. The objective at the other school was to apply an inductive method in teaching. For our work, we used a five-step didactic model, based on which teachers included different elements (e.g. readiness to enter into committed relationships and respectfulness, moral judgements, recognition of diversity, etc.) in the curriculum. The project was concluded with the drafting of the *Guidelines for handling the breaking of school rules and conflicts between students and the Guidelines for applying an inductive model in teaching practice*. The project falls under the auspices of the CPI's development work regarding the aspects of education/behaviour and discipline in vocational education. We have named this area of work, *Resolving the breaking of school rules and other educational and disciplinary issues in school*, and it is published at: <http://www.cpi.si/razvojno-in-raziskovalno-delo/evalvacije-in-spremljanje/resevanje-vzgojnih-vprasanj-in-krsitev-solskega-reda.aspx>

More information:

All evaluation reports are published on the following website: <http://www.cpi.si/razvojno-in-raziskovalno-delo/evalvacije-in-spremljanje/evalvacijska-porocila.aspx>

VREDNOTENJE KOMPETENC

Breda Zupanc

Ocenjevanje oziroma vrednotenje kompetenc velja za novost, zato imajo učitelji na tem področju še premalo znanja in izkušenj. V projektni aktivnosti **Vrednotenje kompetenc**, ki je nadaljevanje in nadgradnja predhodnega ESS projekta, smo namenili pozornost prav temu.

Projektna aktivnost **Vrednotenje kompetenc** se je izvajala v obliki treh podaktivnosti:

V okviru prve podaktivnosti **Razvoj vrednotenja kompetenc** smo se svetovalci CPI najprej dobro seznanili in spoznali koncepte vrednotenja kompetenc v drugih evropskih državah ter pri nas. Nato smo razvili orodje, ki bo delodajalcem v pomoč pri ugotavljanju doseganja poklicnih kompetenc. Poleg tega smo razvili orodje za samovrednotenje dijakovega doseganja poklicnih kompetenc.

Cilj podaktivnosti **Izkazovanje poklicnih kompetenc** je bil dvigniti kakovost izpitov ob koncu izobraževanja in hkrati pomagati učiteljem pri pripravi izpitnih gradiv. Za drugi predmet poklicne mature smo pripravili izpitna vprašanja oziroma naloge na višjih taksonomskih stopnjah, s katerimi preverjamo poklicne kompetence. Vsako vprašanje oziroma naloga vsebuje navodilo kandidatu za reševanje, kompetenčno zastavljeno vprašanje in navodilo za ocenjevanje. Vprašanja so narejena za vse nove oziroma prenovljene izobraževalne programe za pridobitev srednje strokovne izobrazbe ter objavljena v spletni učilnici za poklicno maturo.

Za izkazovanje poklicnih kompetenc v programih nižjega in srednjega poklicnega izobraževanja na zaključnem izpitu smo za učitelje stroke pripravili publikacijo z naslovom *Izdelek oziroma storitev in zagovor*. V njej so predstavljena priporočila mentorjem za pripravo izpitnih gradiv, napotki za izvedbo in ocenjevanje izdelka oziroma storitev, ki vodijo k izboljšanju kakovosti izvedbe zaključnega izpita. Poglavitni poudarek je na prikazu različnih primerov iz prakse.

V podaktivnosti **Evidentiranje kompetenc** smo razvijali izboljšano različico mape učnih dosežkov. Poudarili smo predvsem prepoznavanje in dokazovanje kompetenc. Nova različica je sestavljena iz posameznih delovnih listov, iz katerih lahko vsak uporabnik zgradi svojo mapo učnih dosežkov. Vse informacije o mapi učnih dosežkov so zbrane in objavljene na spletni strani CPI in v spletni učilnici.

Za zaključek smo organizirali okroglo mizo, na kateri je tekla zanimiva strokovna debata o ocenjevanju in vrednotenju kompetenc v srednjem poklicnem in strokovnem izobraževanju. Ugotovili smo, da smo na pravi poti in da so v zadnjih letih bili narejeni veliki premiki. Je pa ocenjevanje zelo občutljiva tema, ki zahteva nenehno usposabljanje in nadgrajevanje, zato smo komaj na začetku poti, ki bi jo bilo v prihodnje potrebno nadaljevati.

Ključni izzivi na področju vrednotenja kompetenc:

Širša slovenska javnost, ki se ukvarja s področjem ocenjevanja, mora na nacionalnem nivoju uskladiti terminologijo na tem področju (ocenjevanje, vrednotenje, merjenje kompetenc, standard znanja, minimalni standard znanja). Za vsako programsko enoto je treba določiti minimalne standarde znanja na nacionalnem nivoju. Vzpostaviti bi morali brezplačni sistem usposabljanja za področje ocenjevanja za učitelje strokovnih modulov in mentorje. Zagotoviti bi morali eksternost drugega predmeta poklicne mature v vseh novih oziroma prenovljenih izobraževalnih programih.



Več informacij:

spletna učilnica za poklicno maturo: <http://skupnost.sio.si/course/view.php?id=4911>

spletna učilnica za zaključni izpit: <http://skupnost.sio.si/course/view.php?id=4912>

mapa učnih dosežkov: <http://www.cpi.si/strokovna-podrocja/mapa-ucnih-dosezkov.aspx>

spletna učilnica za mapo učnih dosežkov: <http://skupnost.sio.si/course/view.php?id=3900>

Zupanc B. (ur.) (2012). Izdelek oziroma storitev in zagovor. Ljubljana: Center RS za poklicno izobraževanje.

Zupanc B., Žnidarič H., Prošek I. A. (2010) Priporočila za pripravo in izvedbo drugega in četrtega predmeta poklicne mature. Ljubljana: Center RS za poklicno izobraževanje.

COMPETENCE ASSESSMENT

Breda Zupanc

The assessment of competences is a relatively new development. The knowledge and experience of teachers in this area are therefore insufficient. Attention has been given to the aforementioned subject in the project activity, **Competence assessment**, which is a continuation and supplementation of a previous ESF project, Improving the quality of skill assessment.

The Competence assessment project activity was carried out in the form of three sub-activities:

In the scope of the first sub-activity, **Development of competence assessment**, counsellors from the Institute of the Republic of Slovenia for Vocational Education and Training were initially well briefed and familiarised with competence assessment concepts in other European countries and Slovenia. We then developed a tool that will help employers in determining the level of vocational competences achieved. We also developed a tool for the self-assessment of the level of vocational competence achieved by a student.

The objective of the sub-activity, **Demonstration of occupational competences**, was to improve the quality of examinations following the completion of education and to help teachers prepare examination materials. For the second subject of the vocational baccalaureate, we prepared examination questions and exercises at a higher

taxonomic level, which are used to assess occupational competences. Each question or exercise comprises instructions for the candidate, a competence-based question and instructions for assessment.

Questions for the second subject of the vocational baccalaureate were prepared by work groups of three to five teachers from various schools. The questions were drafted for all new or recast technical upper secondary education programmes, and are published in the on-line classroom for the vocational baccalaureate.

We issued the publication *Product/Service and Oral Presentation* for teaching professionals with regard to demonstrating vocational competences during the school leaving examination in vocational short-term and upper secondary education programmes. The publication includes recommendations to mentors for preparing examination materials, and instructions for preparing and assessing a product or service, which lead to an improvement in the quality of the performance of the school leaving exam. The primary emphasis was on a presentation of practical examples.

In the scope of the work package, **Recording competences**, we developed an improved version of the learning achievement portfolio. Our primary focus was on recognising and demonstrating competences. The new version comprises individual

worksheets from which every user can build his or her own learning achievement portfolio. All information regarding the learning achievement portfolio is collected and published on the Institute of the Republic of Slovenia for Vocational Education and Training's website and in the on-line classroom.

In conclusion, we organised a round table discussion that included an interesting professional debate about competence assessment in VET. We determined that we are on the right path, and that major progress has been made in recent years. Assessment is, however, a sensitive topic that requires constant training and updating. We are therefore only at the beginning of the path we will need to follow in the future.

Key challenges in the area of competence assessment:

The general Slovenian public that is involved in assessment must harmonise related terminology at the national level (e.g. competence assessment and measurement, knowledge standard, minimum knowledge standard, etc.). A minimum knowledge standard must be defined at the national level for every education programme unit. A free assessment training system must be established for the teachers of professional modules and for mentors. The externality of the second subject of the vocational baccalaureate must be ensured in all new and recast education programmes.

More information:

on-line classroom for vocational baccalaureate: <http://skupnost.sio.si/course/view.php?id=4911>

on-line classroom for school leaving exam: <http://skupnost.sio.si/course/view.php?id=4912>

learning achievement portfolio: <http://www.cpi.si/strokovna-podrocja/mapa-ucnih-dosezkov.aspx>

on-line classroom for learning achievement portfolio: <http://skupnost.sio.si/course/view.php?id=3900>

RAZVOJ IZVEDBENEGA KURIKULA

Jelka Drobne

Na podlagi ugotovitev evalvacij izvedbenih kurikulumov, v nekaterih primerih pa tudi kot nadaljevanje aktivnosti iz predhodnega projekta ESS, smo na CPI v okviru projektne aktivnosti **Razvoj izvedbenega kurikula** izvedli šest podaktivnosti:

1. Evalvacijo novih in prenovljenih izobraževalnih programov (evalvacija poklicne didaktike)
2. Analiza strukture odprtega kurikula v programih srednjega poklicnega in strokovnega izobraževanja
3. Metode in kriteriji za ugotavljanje predhodno pridobljenega znanja
4. Slovensko-angleški terminološki slovar poklicnega in strokovnega izobraževanja
5. Navodila delodajalcem za vodenje dijakov s posebnimi potrebami na praktičnem usposabljanju
6. Razvoj didaktičnega modela z naslednjimi komponentami:
 - a. Učne situacije v poklicnem in strokovnem izobraževanju
 - b. Navodila za organizacijo izobraževalnih programov s podnormativnim številom dijakov v oddelku
 - c. Priprava spletne učilnice Podjetništvo v poklicnem in strokovnem izobraževanju
 - d. Primer integrirane ključne kompetence Učenje učenja

V nadaljevanju posebej izpostavljamo dve podaktivnosti, v katerih sta nastala tudi zanimiva priročnika z dodanimi filmi.

Razvoj didaktičnega modela

Za večjo kakovost povezovanja strokovno-

teoretičnega, splošnega znanja in praktičnih veščin je treba spodbuditi timsko delo in razviti specialno didaktiko v poklicnem in strokovnem izobraževanju. Izkazalo se je, da na šolah načrtujejo, občasno tudi izvajajo pedagoške aktivnosti v smislu učnih situacij. Za bolj sistematičen pristop pa je treba pripraviti didaktični model, in sicer na osnovi splošnih didaktičnih principov, podprtih s praktičnimi primeri, kar bo služilo vsem šolam in učiteljem pri načrtovanju in izvajanju učnega procesa.

Zato smo pripravili priročnik z naslovom *Učne situacije v poklicnem in strokovnem izobraževanju*, ki vključuje konceptualni teoretični del in praktične primere učnih situacij. Na priloženem DVD-ju so nekatere učne situacije tudi posnete.

V nadaljevanju bi bilo smiselno na podlagi obstoječega modela razviti specialne didaktike za posamezna strokovna področja poklicnega in strokovnega izobraževanja ter usposobiti strokovnjake za načrtovanje in izvajanje procesa poučevanja vključno z individualizacijo in vključevanjem integriranih ključnih kompetenc.

Navodila delodajalcem za vodenje dijakov s posebnimi potrebami na praktičnem usposabljanju

V času ekonomske krize delodajalci težko ali celo neradi sprejemajo dijake na PUD, kar še posebej velja za dijake s posebnimi potrebami. Zato smo se odločili, da pripravimo za delodajalce priročnik z naslovom *Kaj morata dijak in delodajalec vedeti drug o drugem*. S pomočjo gradiva in priloženega filma bralci spoznajo značilnosti gluhih in

naglušnih, slepih in slabovidnih ter gibalno oviranih dijakov, načine komuniciranja z njimi ter potrebne prilagoditve delovnega mesta. Gradivo popestrijo opisi primerov dijakov na praktičnem usposabljanju z delom ter njihove osebne zgodbe s konkretnih delovnih mest.

V nadaljevanju bi bilo potrebno razviti model nudenja pomoči učiteljem za delo z dijaki s primanjkljaji na čustvenem področju, z avtisti, z dolgotrajno bolnimi ipd. V luči vseživljenjskega učenja bi bilo koristno posvetiti posebno pozornost pripravi modelov vseživljenjskega učenja in usposabljanja ljudi s posebnimi potrebami.



Več informacij:

Oba priročnika sta skupaj z ostalimi gradivi dostopna tudi na spletni strani CPI <http://www.cpi.si/mediji/publikacije.aspx>

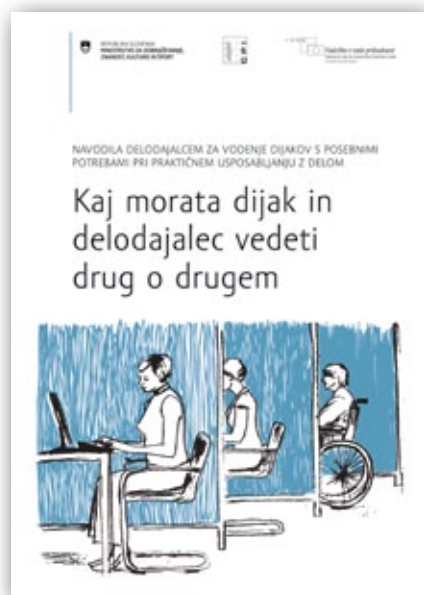
Spletna učilnica Podjetništvo v poklicnem in strokovnem izobraževanju: <http://skupnost.sio.si/course/view.php?id=8668>

DEVELOPMENT OF THE SCHOOL CURRICULUM

Jelka Drobne

Based on the findings of evaluations of school curricula and, in some cases as a continuation of activities from the previous ESF project, the CPI carried out the following sub-activities in the scope of the project, **Development of the school curriculum:**

1. Evaluation of new and recast education programmes (evaluation of vocational didactics)
2. Analysis of the structure of the open curriculum in vocational education and training programmes
3. Methods and criteria for identifying previously obtained knowledge and skills
4. Slovene-English glossary of vocational education and training terminology
5. Instructions to employers for managing students with special needs in practical training



6. Development of a didactic model with the following elements:

- a. Teaching situations in vocational education and training
- b. Instructions for the organisation of education programmes with an above-standard number of students in a department
- c. The preparation of an on-line classroom of Entrepreneurship in vocational education and training
- d. Example of the integration of the key competence of learning to learn

Two sub-activities, in which two interesting manuals including short movies were developed, are presented separately below.

Development of a didactic model

Teamwork must be encouraged and a special didactic model developed in vocational education and training in order to improve the quality of linking technical-theoretical and general knowledge and practical skills. It has been seen that schools plan and sometimes carry out teaching activities in terms of learning units. For a more systematic approach, a didactic model must be developed on the basis of general didactic principles, supported by practical examples that will serve all schools and teachers in planning and carrying out the teaching process.

We therefore prepared a manual entitled, *Learning units in vocational education and training*, which includes a conceptual theoretical section and practical examples of learning units. The manual will include a DVD of short movies, in which specific teaching situations have been filmed.

Going forward, it would make sense to use the existing model as the basis for developing special didactics for specific fields of vocational education and training, and to train experts in the planning and execution of the teaching process, including individualisation and the inclusion of integrated key competences.

Instructions to employers for managing students with special needs in practical training

During the economic crisis, employers find it difficult to or are unwilling to take students for practical on-the-job training, particularly students with special needs. We therefore decided to issue a manual for employers entitled, *What should the student and employer know about each other?* With the help of written material and the accompanying short movie, readers learn about the traits of the deaf and hearing impaired, the blind and visually impaired and movement-impaired students, methods for communicating with such students and the necessary adaptations of a job. The material is enhanced by descriptions of students participating in practical on-the-job training and their personal stories from specific jobs.

In the future, it will be necessary to develop a model for providing assistance to teachers who work with emotionally impaired and autistic students, students with protracted illnesses, etc. In light of lifelong learning, it would be useful to pay particular attention to developing models for lifelong learning and the education of those with special needs.

More information:

Both manuals, together with other materials, are accessible on the CPI's website at <http://www.cpi.si/mediji/publikacije.aspx>.

On-line classroom of Entrepreneurship in vocational education and training: <http://skupnost.sio.si/course/view.php?id=8668>

INFORMIRANJE IN SVETOVANJE ZA NAČRTOVANJE IN VODENJE KARIERE

mag. Miha Lovšin

Slovenija se podobno kot večina držav EU že dalj časa sooča z zmanjševanjem vpisa v programe poklicnega in strokovnega izobraževanja. Evropska komisija svari, da ima tak trend lahko dolgoročno negativne posledice za celotno gospodarstvo EU, zato predlaga aktivnosti za zviševanje ugleda poklicnega in strokovnega izobraževanja, med katerimi so tudi različne oblike informiranja in svetovanja. V Sloveniji pogrešamo sistematičen pristop tako k informiranju in svetovanju za mlade pred izbiro nadaljnjega izobraževanja kot tudi k izobraževanju svetovalcev.

Na področju informiranja mladih smo vzpostavili informacijsko središče www.mojaizbira.si, ki ga mesečno obišče preko 10.000 obiskovalcev, in samostojno spletno stran na družabnem omrežju Facebook, ki ima trenutno preko 2.600 članov. S sistemom centralnega obveščanja vseh osnovnošolcev smo poskrbeli, da je informacijsko središče doseglo slehernega uporabnika. Za popularizacijo informacijskega središča in za dvig ugleda poklicnega in strokovnega izobraževanja smo poskrbeli tudi s serijo tiskanih informacijskih gradiv, ki jih je v času trajanja projekta prejela celotna generacija osmošolcev (cca. 18.000 učencev letno).

Šolske delavce smo izobrazili tako na področju podajanja informacij o nadaljnjih izobraževanjih kot na področju izvajanja svetovalnih storitev. Usposabljanj se je v času trajanja projekta udeležilo preko 450 predstavnikov osnovnih in srednjih šol. Poudarek teh usposabljanj je med drugim tudi na predstavitvi poklicnega in strokovnega izobraževanja kot privlačne izobraževalne opcije.

Uspešnost aktivnosti se kaže v njihovi popularnosti. Spletna stran www.mojaizbira.si je prvo leto svojega delovanja beležila 44.587 obiskovalcev, v zadnjem letu delovanja pa že 127.330 obiskovalcev. Glede na čas trajanja, ki ga obiskovalci preživijo na spletni strani, se prav tako kaže napredek. V prvem letu delovanja so obiskovalci potrebovali skoraj 7 minut, da so dobili želene informacije, v zadnjem letu pa ne-

kaj več kot 3 minute. Prav tako beležimo tudi porast zanimanja za usposabljanja, od 44 udeležencev prvo leto do 175 udeležencev v zadnjem letu projekta. Prav tako pa razumemo učinek naših aktivnosti kot prispevek k dejstvu, da se je trend vpisa v srednje strokovno izobraževanje v šolskem letu 2011/2012 kljub zmanjševanju generacij, prvič po šolskem letu 2004/2005 zopet obrnil navzgor.

Za naprej predvidevamo (1) širjenje storitev za pomoč učencem pri spoznavanju poklicnih področij in kariernih možnosti in kariernem svetovanju v smislu bogatejša informacij na že obstoječih aplikacijah, pa tudi preko še ne izkoriščenih komunikacijskih tehnologij, kot so npr. pametni telefoni; (2) vzpostavitev infrastrukture za karierno svetovanje, še posebej za učenje večšin načrtovanja in vodenja kariere; (3) bolj poglobljena usposabljanja za kariere

svetovalce in usposabljanja za učitelje kot ključne akterje v komunikaciji z učenci; (4) izdelavo strokovnega gradiva na področju kariernega svetovanja; (5) izvedbo odmevnih dogodkov za promocijo privlačnosti in odličnosti poklicnega in strokovnega izobraževanja v Sloveniji, kot je Olimpijada poklicev; (6) številčnejšo in odmevnejšo udeležbo Slovenije na evropskem tekmovanju v poklicnih spretnostih; (7) udeležbo Slovenije na svetovnem tekmovanju v poklicnih spretnostih WorldSkills; (8) izvajanje kampanj za promocijo privlačnosti poklicnega in strokovnega izobraževanja, npr. z natečaji za izdelke, narejene v okviru predmeta tehnika in tehnologija in v okviru predmeta obdelava gradiv ipd. Pri izvedbi omenjenih projektov pa računamo na sistemsko podporo pristojnih ministrstev in podporno vlogo vseh socialnih partnerjev.



GUIDANCE FOR CAREER MANAGEMENT

Miha Lovšin Msc

Similar to the majority of other EU countries, Slovenia has been faced with declining enrolment in vocational education and training programmes for some time. The European Commission warns that such a trend could have long-term negative consequences for the EU economy as a whole, and therefore proposes activities to improve the reputation of vocational education and training, including various forms of providing information and counselling. Slovenia lacks a systematic approach to informing and counselling adolescents prior to the selection of continuing education, and to training counsellors.

An information centre aimed at informing adolescents was established (www.mojazbira.si), which receives more than 10.000 visitors a month, as well as an independent page on the Facebook social network, which currently has more than 2.600 members. By establishing a system of notifying all primary school students, we have ensured that the information centre reached every user. To popularise the information centre and improve the reputation of vocational education and training, we have issued a series of printed information materials that were received by the entire generation of eighth graders (around 18.000 students a year) during the project.

School workers were trained both in the dissemination of information regarding continuing education and in the provision of counselling services. More than 450 representatives from primary and secondary

schools participated in training programmes, the emphasis of which included the presentation of vocational education and training as an attractive education option.

The success of activities is seen in their popularity. During its first year of operation, the www.mojazbira.si website recorded 44.587 visitors, and 127.330 visitors in the last year. The amount of time visitors spend on the website is itself proof of the progress made. During the first year of operation, visitors spent nearly seven minutes on the website to retrieve the desired information; that figure was slightly more than three minutes in the last year. We also recorded an increase in interest in education, from 44 participants in the first year to 175 in the last year of the project. Moreover, we understand the effect of our activities as a contribution to the fact that the trend of enrolment in technical upper secondary education during the 2011/2012 school year was up again for

the first time since the 2004/2005 school year, despite fewer students overall.

The following are envisaged in the future: (1) the expansion of assistance to students in recognising vocational fields and career opportunities and career counselling in terms of enhancing the information in existing applications, and through unexploited communication technologies, such as smart phones; (2) the establishment of an infrastructure for career counselling, in particular for learning the skills of career planning and management; (3) more in-depth training for career counsellors and training for teachers as key players in communications with students; (4) the drafting of career counselling materials; (5) the execution of high-profile events to promote the attractiveness and excellence of vocational education and training in Slovenia, such as the Olympiad of occupations; (6) the more frequent and higher-profile participation of Slovenia in the European contest of occupational skills; (7) the participation of Slovenia in the international WordSkills occupational skills contest; and (8) the execution of campaigns to promote the attractiveness and excellence of vocational education and training, such as a contest for products made in the scope of technology subjects and in the scope of material handling subjects. We are counting on the systematic support of the competent ministries and the support role of all social partners in the execution of the aforementioned projects





dr. Janko Muršak
Janko Muršak PhD

TEMELJNI POJMI POKLICNEGA IN STROKOVNEGA IZOBRAŽEVANJA BASIC TERMS OF VOCATIONAL EDUCATION AND TRAINING

Nov slovensko-angleški slovar *Temeljni pojmi poklicnega in strokovnega izobraževanja* bo dobrodošel pripomoček vsem, ki se ukvarjajo s poklicnim in strokovnim izobraževanjem bodisi v nacionalnem okolju ali pa so vpeti v mednarodne projekte.

The new Slovene-English glossary *Basic terms of vocational education and training* is a welcome tool for all of those involved in vocational education and training at the national level or in the scope of international projects.

POIŠČITE INFORMACIJE NA SPLETNI STRANI CPI

Spletne učilnice CPI

Predstavitev projektov CPI in njihovih rezultatov

Gradivo za mapo učnih dosežkov

Evalvacije CPI
Reševanje vzgojnih vprašanj in kršitev šolskega reda

Izvir znanja je spletna knjižnica CPI.
Publikacije iščete tako, da v iskalno vrstico vpišete ime, priimek avtorja, del naslova, ključne besede ...

Povezava na spletno stran za informiranje in svetovanje www.mojazbira.si

Publikacije CPI, urejene po abecedi

Založnik: Center RS za poklicno izobraževanje; glavna in odgovorna urednica: Danuša Škapin; uredniški odbor: Tina Mrzel, Špela Pogačnik Nose, Danuša Škapin; oblikovanje in prelom: Kofein dizajn d.o.o.; lektorica: Danuša Škapin; tisk: Cicero, d.o.o.; naklada: 500 izvodov; naslov uredništva: Center RS za poklicno izobraževanje, Ob železnici 16, 1000 Ljubljana; e-pošta: info@cpi.si; spletne strani: www.cpi.si; ISSN 1855-2307.

Publikacija je pripravil Center RS za poklicno izobraževanje v okviru projekta ESS Učinkovita implementacija izobraževalnih programov in zagotavljanja kakovosti 2010–2012. Pripravo publikacije je omogočilo sofinanciranje Evropskega socialnega sklada Evropske unije in Ministrstva za izobraževanje, znanost, kulturo in šport. Operacija se izvaja v okviru Operativnega programa razvoja človeških virov za obdobje 2008–2013, razvojne prednostne naloge Razvoj človeških virov in vseživljenjskega učenja, prednostna usmeritev Izboljšanje kakovosti in učinkovitosti sistemov izobraževanja in usposabljanja. Vsebina gradiva v nobenem primeru ne odraža mnenja Evropske unije.