

**7. znanstveni sestanek z mednarodno udeležbo
INKLUZIVNOST V VZGOJI IN IZOBRAŽEVANJU**

**7th International Colloquium
INCLUSION IN EDUCATION**

Univerza na Primorskem, Pedagoška fakulteta Koper

University of Primorska, Faculty of Education Koper

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Univerza na Primorskem, Pedagoška fakulteta Koper, 10. dec. 2010

University of Primorska, Faculty of Education Koper, 10th Dec. 2010

IZVLEČKI / ABSTRACT BOOKLET

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Naslovnica: Tina Cotič

Tipične strani: Tilen Žbona

Prelom in tisk Boex DTP, d. o. o.

Naklada: 200 izvodov

Založnik: Univerza na Primorskem, Pedagoška fakulteta Koper

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CIP - Kataložni zapis o publikaciji
Narodna in univerzitetna knjižnica, Ljubljana

376(082)

ZNANSTVENI sestanek z mednarodno udeležbo Inkluzivnost v vzgoji
in izobraževanju (7 ; 2010 ; Koper)

Izvečki = Abstract booklet / 7. znanstveni sestanek z
mednarodno udeležbo Inkluzivnost v vzgoji in izobraževanju, Koper,
[10. dec. 2010] = 7th International Colloquium Inclusion in
Education, Koper, [10th Dec. 2010] ; [urednica Sonja Starc]. -
Koper : Pedagoška fakulteta, 2010

ISBN 978-961-6528-94-8

1. Inkluzivnost v vzgoji in izobraževanju 2. Inclusion in Education
3. Starc, Sonja, 1954-

253494016

PLENARNA PREDAVATELJA / PLENARY SPEAKERS

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ŠOLA ZA VSE – PRAVIČNA ŠOLA

Vzgoja in izobraževanje otrok s posebnimi potrebami (OPP) je segment šolstva, ki je v zadnjih petdesetih letih doživel največ sprememb. Stoletje dolgo smo živeli v prepričanju, da je »prizadete« potrebno vzgajati in izobraževati na drugačen način. Zato smo razvili cel sistem segregiranega posebnega šolstva, diferenciranega po vrsti motenj. Pred petdesetimi leti pa se je začelo dvomiti o takem, segregiranem sistemu šolstva. Pojavil se je koncept »integracije«. Danski strokovnjak Mikkelsen je integracijo definiral kot: »Vključevanje prizadetih v normalno okolje v čim večji možni meri«.

Na temelju postmodernistične filozofije, etike in teorije vzgoje in izobraževanja pojem in koncept integracije nista več zadoščala. Izoblikoval se je pojem inkluzija. Ta temelji na novih vrednotah in pojmovanju, da je vsak posameznik unikaten, in se morajo različni posamezniki vzgajati in izobraževati skupaj. Ideal moderne šole postaja heterogena šola, v kateri je vsak posameznik drugačen. Tudi pojem inkluzija ni, podobno kot že prej pojem integracija, enodimenzionalen. To sicer povzroča nekaj zmede, a inkluzija vendarle pomeni, da se vsi otroci vključujejo v skupno šolo (šola za vse). Iz te pa lahko posameznik za krajši ali daljši čas izstopi in se vključi v drugačno obravnavo le, če je strokovno dokazano, da je to zanj boljša rešitev.

Inkluzija pri vzgoji in izobraževanju je danes univerzalni model s »pravico do vzgoje in izobraževanja za vse«. Inkluzija je torej premik k novi paradigmi, če ta pojem razumemo kot mentalni model za graditev priložnosti in reševanje problemov v prihodnosti.

V Sloveniji smo na pot inkluzivne paradigme stopili leta 1995/96 s tako imenovano šolsko prenovo. Tedaj smo uvedli naziv otroci s posebnimi potrebami, v vse splošne šolske zakone smo vnesli določbe o OPP, postavili kontinuum vzgojno-izobraževalnih programov za OPP ter na novo opredelili postopek identifikacije in klasifikacije, ki smo ga poimenovali »usmerjanje«. Pri aplikaciji spremenjenega koncepta vzgoje in izobraževanja OPP pa se je pojavilo vrsto slabosti: v spreminjanje niso bili vključeni učitelji iz prakse, premalo je bilo strokovnih razprav in iskanja strokovnega konsenza. Praksa je bila enostavno postavljena pred nova dejstva. Kot država pa nismo poskrbeli za »skrbnike« oziroma »varuhe« za vpeljavo inkluzivne paradigme. Po petnajstih letih pa je že čas za temeljito analizo, kaj smo hoteli in kaj dosegli v smislu inkluzivne paradigme. Da bi odgovorili na ključna vprašanja, bi lahko upoštevali UNESCO-ov Vodič za inkluzijo iz leta 2005, ki določa ključne elemente konceptualizacije inkluzije.

Ne glede na to, pa bi morali čim prej odgovoriti na naslednja parcialna, a ključna vprašanja inkluzije:

- Kako spremeniti delovanje rednih šol v praksi?
- Kakšna naj bo nova vloga specializiranih šol/zavodov?
- Kako izobraževati učiteljstvo za inkluzivno šolo?

Učitelji, starši, skupnost, šolska oblast, sestavljalci kurikula, izobraževalne institucije za učitelje so ključni akterji za podporo inkluziji.

Ključne besede: segregacija, integracija, inkluzija, izvajanje inkluzije

A SCHOOL FOR EVERYONE – A FAIR SCHOOL

The education of children with special needs is a part of the whole education that has faced most changes in the past fifty years.

For a long century we lived in the belief that »retards« should be educated in a different way. We have developed an entire system of a segregated special education which was differentiated by disabilities. Fifty years ago we started to seriously hesitate about such a segregated educational system and the idea and the concept of integration emerged. It emerged as Mikkelsen, a professional from Denmark, defined it »the integration of retarded persons into a normal environment as much as it is possible«.

On the foundation of a new postmodern philosophy, ethics and theory of education the view and the concept of integration wasn't enough and the idea and the term of inclusion was born. It stood up on new values and the notion that each individual is unique and different individuals have to be raised and educated together. The model of a modern school is a heterogeneous school where every individual is different. The term of inclusion and the term of integration are not one-dimensional. This fact creates some confusion. Inclusion means that all children are included in a common school (a school for everyone). An individual can be included in a different kind of intervention; for a short or long period of time, when it is professionally proved that it is the best solution for him.

Nowadays inclusion in education is a universal model which has the aim of »the right to education for all«. Therefore it is a step toward a new paradigm if we understand the term as a mental model for building opportunities and solving problems in the future.

In Slovenia we are on the path of the inclusive paradigm since 1995/1996 when we had the so called school reform. At that time we launched the term of children with special needs, the term was introduced in all general legislation of education; we set up a continuum of educational programmes for children with special needs and redefined the procedures of identification and classification as direction.

During the application of the educational concept for children with special needs lots of weaknesses arise. Practitioners were not involved in the process of changes; there were few opportunities for professional debates and finding a professional approval. The educational practice was just faced with new facts. As a country we didn't think about some kind of guardians of the implementation of the inclusive paradigm.

After fifteen years it is time for an accurate analysis on what have we wanted, what did we achieved in terms of an inclusive paradigm.

We should follow the UNESCO's Guidelines for inclusion (2005) which define the key elements for the conceptualization of inclusion, if we want to find answers to essential questions.

Nevertheless we should find answers to those partial but indispensable questions as soon as possible:

- How to practically change the functioning of mainstream schools?
- What should be the new role of specialized institutions?
- How to educate teachers for an inclusive school?

Teachers, parents, the society, the educational administration, the designers of the curriculum, the educational institutions are the main performers for supporting inclusion.

Key words: segregation, integration, inclusion, implementation

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INKLUZIVNA VZGOJA IN IZOBRAŽEVANJE: MODEL SOCIALNE KOHEZIJE

Evropska agencija za razvoj izobraževanja na področju posebnih potreb je določila pričakovanja do šolskega okolja glede inkluzivne vzgoje in izobraževanja. Ta pričakovanja vključujejo učence, ki oblikujejo skupnost znotraj razreda z vsemi njenimi raznolikostmi in prilagoditvami, učence, ki se učijo postavljanja pravil in jih upoštevajo, učence, ki sodelujejo v enakih priložnostih, in učitelje, ki upoštevajo interese in cilje vseh učencev. Vsi učenci so vezani na doseganje socialnih in izobrazbenih dosežkov. Inkluzivna vzgoja in izobraževanje predstavlja model socialne kohezije. Inkluzivna vzgoja in izobraževanje pomeni vzgojo in izobraževanje v najcelovitejšem pomenu. Prispevek se osredotoči na pedagogiko in učiteljevo vlogo, v kateri je dnevno odgovoren za izpolnitev omenjenega poslanstva. Odgovornost zajema celovitost in zahtevnost. Krajši pregled raziskav s področja inkluzivne vzgoje in izobraževanja za učence s posebnimi potrebami in ostale učence kaže na pozitivne rezultate, ko so bile uporabljene ustrezne oblike pomoči in pristopov. Primeri dobre prakse na področju inkluzivne vzgoje in izobraževanja pa kažejo, da je kakovostna vzgoja in izobraževanje usmerjena tako v interese skupine kot tudi v potrebe in močna področja posameznika. Dodatna pomoč posameznikom s posebnimi potrebami dopušča še več individualizacije vsakomur v skupini. Krajši pregled procesov specialne pedagogike v Združenih državah Amerike pa zrcali spremembe, ki so se zgodile skozi čas, in usmeritve, kamor naj bi vodil ta proces. Proučene so pozitivne in negativne učne izkušnje z ameriškega vidika. Eden koristnejših rezultatov ameriške specialne pedagogike je poudarjen pomen zgodnje obravnave. Čeravno je njeno zagotavljanje precej kompleksno in je potrebnih še veliko izboljšav, so pridobitve za družine in otroke nadvse spodbudne. Noben model ali pristop ne more izpolniti potreb vsakega otroka v razredu. V predavanju bodo predstavljene posamezne strategije za učitelje v kakršnem koli inkluzivnem okolju.

Ključne besede: inkluzivna vzgoja in izobraževanje, socialna kohezija, inkluzivna pedagogika, zgodnja obravnava

INCLUSIVE EDUCATION: A MODEL FOR SOCIAL COHESION

The European Agency for Development in Special Needs Education has stated expectations for the teaching community for Inclusive Education. Those expectations include students forming a society within the classroom with all its diversity and accommodations, students learning to make rules and to play by the rules, students participating in an equality of opportunities, and teachers incorporating the interests and goals of all students. All students are engaged in social and academic achievement. Inclusive education presents a model of social cohesion. Inclusive education is education in its fullest sense. The focus of this paper will be the pedagogy and the role of the teacher who carries the daily responsibility of fulfilling this task. What that responsibility entails is comprehensive and challenging. A brief review of the research of inclusive education for both students with special needs and for those without special needs has shown positive outcomes for all students when the proper supports and techniques are used. Best practice in the field of inclusive education shows that quality education is geared towards the interests of the group as well as to the needs and strengths of the individual. The extra

support services provided for individuals with special needs can allow for more individualization for every member in the group. A short review of the process of special education in the United States reflects changes that have happened over time and the direction the process appears to be taking. The lessons learned from the American perspective, both positive and negative, are explored. One of the most beneficial outcomes in American special education is the increased importance of early intervention. Although the delivery is complex and has room for improvement the benefits to families and children is most promising. No one model or approach can encompass the needs of every child or classroom. Specific strategies for teachers in any variety of inclusive environments are presented.

Key words: inclusive education, social cohesion, inclusive pedagogy, early intervention

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SEKCIJE/PARELLEL SESSIONS

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RDEČI ČEVELJČKI, POVEZOVALNA MOČ PLESA

Umetnost je močno sredstvo družbene komunikacije, ki nam ponuja varen izrazni medij in dovolj svoboden način sporočanja naših misli, izkušenj ter čustev. Mladostniki in otroci na invalidskih vozičkih že s prihodom na oder odprejo svojo zgodbo, gledalcu predstavljajo veliko uganko, v katero so postavljeni.

Prispevek predstavlja vključevanje otrok in gibalno oviranih mladostnikov v plesno predstavo. Plesna predstava Rdeči čeveljčki je nastala ob deseti obletnici dela plesne skupine Vrtiljak, v želji povezati otroke in mladostnike s posebnimi potrebami v skupni plesni projekt s skupino mladih plesalcev Plesnega centra Terpsihora in uveljavljenimi plesalci M&N Dance Company ter s tem poudariti povezovalno dimenzijo plesa. Plesna predstava je raziskovanje, preizkušanje, iskanje novih oblik ustvarjalnega plesnega gibanja, je izraz posebnosti gibanja specifične skupine posameznikov in hkrati njene univerzalnosti. Prepletata se dva, na videz nezdružljiva pojma. Vsak otrok iz plesne skupine Vrtiljak ima svojstven gibalni besednjak, ki ga na eni strani zaznamuje gibalna oviranost, ter velika želja po gibalnem izražanju, na drugi strani. Interakcija med njimi in plesalci, ki zmorejo obvladati svoje telo in estetiko gibanja, je vez medsebojnega sodoživljanja in sporazumevanja ter odpira nov svet komunikacije. Rdeči čeveljčki so v plesni predstavi prisposoda vitalnosti, življenjske moči, ki jo ima vsak izmed nas in nam omogoča, da začnemo z ustvarjalnim delom in iskanjem novih poti.

Ključne besede: plesno gibalna terapija, ples, komunikacija, odrska predstavitev, otroci s posebnimi potrebami

RED SHOES THE CONNECTIVE POWER OF A DANCE

Art is a powerful social communication's tool, which offers us a safe expressive medium and free enough means of communicating our thoughts, experiences and emotions. Adolescents and children in wheelchairs open their stories already by entering the stage; to the viewer they represent a great riddle, which they are set into.

The presentations shows an example of inclusion of handicapped children in a dance performance. Red Shoes dance performance arose at the 10th anniversary of the Vrtiljak dance group with a wish to include children with special needs and adolescents into a joint dance project with a group of young dancers of the Terpsihora Dance Centre and established dancers of the M&N Dance Company and in this way emphasise the connective dimension of a dance.

A dance performance is exploration of, experimenting with and searching for new forms of creative dance movement; it is an expression of the movement particularity of a specific group of individuals and at the same time its universality. Two seemingly incompatible concepts are intertwined. Each child from the Vrtiljak dance

group has unique movement vocabulary, marked by physical impairment on one side and a great desire for movement expression on the other. The interaction between them and dancers who can control their bodies and movement aesthetics is a bond of mutual co-experiencing and co-understanding and it opens a new world of communication.

Red shoes in the dance performance are a metaphor for vitality which each of us has and which enables us to start creative work and search for new paths.

Key words: dance movement therapy, dance, communication, stage performance, children with special needs

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ŠOLSKI PROSTOR KOT INTERAKTIVNI UČNI PROSTOR INKLUZIVNE VZGOJE IN IZOBRAŽEVANJA

V povezavi z inkluzivno vzgojo in izobraževanjem se veliko razpravlja o kurikulumu, socialni sprejetosti učencev s strani učiteljev, součencev in staršev, ipd., manj pa o šolskem prostoru kot o interaktivnem učnem prostoru inkluzivne vzgoje in izobraževanja. Z inkluzivno vzgojo in izobraževanjem razumemo sprejemanje vsakršne drugačnosti ali različnosti, ki naj se odseva v celotnem delovanju vrtca ali šole. Tej inkluzivni kulturi se mora prilagati tako notranji kot zunanji šolski prostor vrtca ali šole, ki mora postati interaktiven, da se otroci in mladostniki učijo z ustvarjanjem in na zabaven način ter imajo tudi možnost rokovanja z različnimi predmeti.

V prispevku se bomo usmerili na šolski prostor kot na učno okolje, ki je prilagojeno in spodbuja tudi neformalno učenje različnih učencem. Obravnavali bomo tako notranji kot za zunanji šolski prostor vrtcev in šol ter urejanje notranjih in zunanjih – odprtih prostorov ob šolah in vrtcih. Zunanji šolski prostori naj bodo uporabni in dostopni za vse, poseben pomen pa bomo namenili ustreznemu in kakovostno urejenemu zunanjemu šolskemu prostoru v povezavi s potrebami otrok in mladostnikov s posebnimi potrebami. Na podlagi tujih primerov ter nekaterih domačih raziskav in projektov bodo predstavljene možnosti celovite analize potencialov in reševanja problemov ter bodo nakazane usmeritve za preoblikovanje zunanjih šolskih prostorov.

Prispevek je nastal v okviru projekta CRP V5-1029 z naslovom Arhitektura šolskega prostora v funkciji prikritega kurikula, ki ga sofinancirajo Javna agencija za raziskovalno dejavnost RS, Ministrstvo za šolstvo in šport ter Služba Vlade Republike Slovenije za razvoj in evropske zadeve.

Ključne besede: inkluzivna vzgoja in izobraževanje, interaktivno učno okolje, notranji šolski prostor, zunanji šolski prostor

SCHOOL SPACE AS AN INTERACTIVE LEARNING AREA FOR INCLUSIVE EDUCATION

In relation to the inclusive education there has been recently a lot of discussion on the curriculum, on the social acceptance of pupils by teachers, by school-mates and by parents, and on similar themes, and less on the school space as an interactive learning area for inclusive education. By inclusive education we understand the acceptance of any kind of difference and diversity which has to be reflected in the entire activity of either nursery schools or schools. To this kind of inclusive culture, both, the internal as well as the external pre-school or school space has to be adjusted, so that it becomes interactive, in terms of creative learning in a more entertaining way and so, that there is an opportunity of managing with different objects.

In our contribution we shall pay more attention to the school space as a learning environment which has been adjusted and which encourages also non-formal learning for various pupils. We shall focus on, both, the

internal and the external space of pre-schools and schools, as well as on the organisation of internal and external – open areas adjacent to schools and nursery schools. The external school space should be useful, practical and accessible to everyone, and we shall put special importance to the adequate and qualitative organised outside school space related to children's needs and to young people with special needs. Based on foreign examples and certain home studies and projects we are going to show the possibilities of the holistic analysis of the potentials and ways of problem solving, and we are going to present trends for the reorganisation of the outside school space.

Our contribution has been prepared within the framework of the project CRP V5-1029 entitled »The architecture of school environment in the function of hidden curriculum«, co-financed by the Slovenian Research Agency, by the Ministry of Education and Sport and by the Government Office for Development and European Affairs.

Key words: inclusive education, interactive learning environment, internal/inside school space, external/outside school space

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DIFERENCIACIJA, INDIVIDUALIZACIJA, INTEGRACIJA IN INKLUZIJA NEKOČ IN DANES

V pedagoški literaturi in praksi se pojavljajo in uporabljajo štirje povezani pojmi: diferenciacija, individualizacija, integracija in inkluzija, med katerimi obstaja tesna povezava. Nekateri pojmi se pojavljajo celo v paru, npr. diferenciacija in individualizacija pouka. Inkluzija je nadomestila pojem integracija in je v tesni povezavi s pojmom individualizacija in diferenciacija. Kljub mreži, ki povezuje pojme, bomo ločeno analizirali posamezni pojem, zlasti pojma diferenciacija in individualizacija na primeru osnovnošolskega izobraževanja. Analiza bo potekala tako, da se bomo najprej usmerili v našo šolsko zgodovino, nato pa v današnji čas, saj je splošno znano, da brez poznavanja pedagoške preteklosti ne moremo razumeti pedagoške sedanjosti.

Prikaz diferenciacije bo zajel zunanjo, notranjo in fleksibilno diferenciacijo. Pri prikazu zunanje diferenciacije se bomo usmerili na socialno diferenciacijo, diferenciacijo po spolu, na diferenciacijo po različnih posebnostih otrok ter na diferenciacijo šol po učnem jeziku. Prikaz individualizacije bomo predstavili glede na poglede nekaterih predvojnih in povojnih mislecev in praktikov. Predstavitev bomo povezali s pojmom inkluzija, ki vključuje »drugačne otroke«: otroke s posebnimi potrebami, otroke s specifičnimi učnimi težavami, otroke s težavami v socialni integraciji, otroke, ki izhajajo iz socialno depriviligiranih okolij, otroke priseljencev, beguncev in otroke manjšin. Povzemamo, da inkluzija vključuje tako načelo individualizacije kot tudi načelo diferenciacije, razume drugačnost vsakega otroka in zahteva spremembo šolske in pedagoške kulture.

Ključne besede: zunanja diferenciacija, notranja diferenciacija, fleksibilna diferenciacija, individualizacija, inkluzija, zgodovina šolstva, učna načela

DIFFERENTIATION, INDIVIDUALISATION, INTEGRATION AND INCLUSION THEN AND NOW

Differentiation, individualisation, integration and inclusion are four concepts that are present in pedagogical literature and practice and are closely intertwined. Some of the concepts appear in pairs, for example differentiation and individualisation of instruction. Inclusion has replaced the concept of integration and is closely connected with the concepts of individualisation and differentiation. In spite of the intertwining nature of the concepts, they – especially differentiation and individualisation – will be analyzed individually through the example of primary school education. The analysis will first focus on the development of our school system through history before assessing the current situation, because it is generally known pedagogical present cannot be understood without knowledge of pedagogical past.

The review of differentiation will include external, inner and flexible differentiation. After discussing external differentiation, we will focus on social differentiation, differentiation according to sex, differentiation according to different particularities of children and the differentiation of schools according to the language of instruction. Individualisation will be discussed according to the opinion of several pre-war and post-war thinkers and

practitioners. The discussion will be linked to the concept of inclusion, which includes »different children«: children with special needs, children with specific learning disabilities, children with difficulties in social integration, children from an underprivileged social environment, as well as children of immigrants, refugees and children of minority groups. To sum up, inclusion also includes the concepts of individualisation and differentiation, understands the individuality of each child and demands a change in school and pedagogic culture.

Key words: external differentiation, internal differentiation, flexible differentiation, individualisation, inclusion, school system history, teaching principles

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RAZVOJNA DISKALKULIJA

V prispevku *Razvojna diskalkulija* so prikazane specifične učne težave pri matematiki. V teoretičnem delu je uvodoma osvetljena dinamika izobraževanja otrok s posebnimi potrebami v dveh šolskih sistemih: Sloveniji in Italiji. V nadaljevanju so poglobljeno prikazane raziskave specifičnih učnih težav s področja matematike oziroma razvojna diskalkulija. Z vidika funkcionalne dimenzije številskega procesiranja in računskega operiranja so analizirane najpogostejše napake pri štetju in računanju, ki jih delajo otroci z diskalkulijo. Na podlagi analize napak so izdelane predloge za korektivne postopke pri rehabilitaciji učencev na področju števil in računskih operacij. Na osnovi teoretičnih izhodišč je oblikovan empirični del, v katerem je potrjena hipoteza, da so v primeru učnih težav pri matematiki – diskalkuliji za učni napredek ključnega pomena ustrezni strukturirani didaktični pristopi in strokovno utemeljena stopnja prilagajanja metod in oblik dela.

V predstavljeni študiji primera je bil zajet učenec z diskalkulijo. Osrednji cilj študije primera je bil usmerjen v iskanje ustreznih metodičnih korakov, ki bi učencu pomagali premostiti učne težave in napredovati pri usvajanju matematičnih konceptov. Postopek je vključeval korektivne posege s ustreznimi vajami. Iz analize rezultatov testov na začetku in koncu eksperimenta je razvidno, da je učenec z diskalkulijo izrazito napredoval na področju matematičnih znanj, pri katerih je imel v začetku eksperimenta velike težave.

Ključne besede: specifične učne težave, razvojna diskalkulija, števila, računske operacije, rehabilitacija, didaktični pristopi

DEVELOPMENTAL DYSCALCULIA

The article *Developmental dyscalculia* shows specific difficulties in learning mathematics. The introductory theoretical part enlightens the learning dynamics of children's with special needs in two schooling systems: in Slovenia and in Italy. Afterwards there is a thorough presentation of the researches on specific learning difficulties in mathematics, e.g., developmental dyscalculia. From the point of view of functional dimension of figure processing and arithmetic operations the errors in counting and calculation made by children with dyscalculia are most frequently analysed. Based on the analysis, the proposals for the corrective steps in the rehabilitation of pupils in the area of figures/numbers and arithmetic operations have been prepared. On the basis of the theoretical issues we worked out the empirical part, which confirms the hypothesis that in case of learning difficulties in mathematics – dyscalculia – for the progress in learning of key importance are adequately structured didactic approaches and scientifically argued levels of working methods and forms adjustments.

In the presented case study a pupil with dyscalculia was involved. The main objective of the case study was oriented towards searching for adequate methodology steps which would help the pupil to overcome his learning difficulties and make progress in mastering of mathematical concepts. The procedure included correc-

tive interventions with suitable exercises. From the analysis of the results at the beginning and at the end of the experiment we can see that the pupil with dyscalculia made a strong progress in the area of mathematical knowledge where he had a lot of difficulties at the beginning of the experiment.

Key words: specific learning difficulties, developmental dyscalculia, numbers, arithmetic operations, rehabilitation, didactic approach

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PREDSTAVA O SEBI PRI UČENCIH S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI V VZGOJNO-IZOBRAŽEVLANIH ZAVODIH

Otroci in mladostniki, ki jim v šolski situaciji ne uspe potrditi lastnih sposobnosti in spretnosti, so pogosto pod pritiskom in ne vedo, kako se uveljaviti. Velikokrat so deležni negativnih odzivov ali celo zavračanja s strani okolice. Vse to lahko privede do tega, da razvijejo odpor do šole in postanejo nemotivirani za učenje in delo nasploh, pričnejo se potrjevati na drugačne, tudi socialno nesprejemljive načine. Učenci z vedenjskimi in čustvenimi težavami predstavljajo v široki skupini otrok in mladostnikov s posebnimi potrebami posebej občutljivo in za obravnavo izjemno zahtevno skupino. Prav te učence, ki doživljajo neuspehe in kažejo socialno neprilagojenost v šolskem prostoru, smo imeli v mislih pri načrtovanju pričujoče raziskave.

Prispevek prikazuje rezultate raziskave, katere namen je bil, osvetliti različne vidike samopodobe učencev s čustvenimi in vedenjskimi težavami v vzgojno-izobraževalnih zavodih (eksperimentalna skupina) in njihovih vrstnikov v večinski osnovni šoli, ki tovrstnih težav ne izkazujejo (kontrolna skupina). V raziskavi je sodelovalo 110 učencev, starih od 11. do 16. let ($M = 13,58$; $SD = 1,10$). Skupini sta bili številčno izenačeni, prav tako po nekaterih demografskih kazalcih. Udeleženci so izpolnjevali Lestvico samozaznave za otroke (SPPC), ki omogoča ugotavljanje različnih sestavin samopodobe osnovnošolskih otrok.

Ugotovili smo, da se učenci s čustvenimi in vedenjskimi težavami nižje vrednotijo na področjih zaznane športne kompetence in vedenja ter splošnem samospoštovanju glede na svoje vrstnike. Pomembne razlike med skupinama smo opazili tudi v zaznani šolski kompetenci, vendar le v primeru, ko nismo izločili vpliva učnega uspeha. Na osnovi izsledkov lahko sklenemo, da je v okviru zavodske vzgoje izrednega pomena spodbujanje in oblikovanje pozitivne samopodobe. Pri delu z učenci s čustvenimi in vedenjskimi težavami je priporočljivo posebno pozornost usmeriti v njihovo ustrezno sprejemanje samega sebe, razvijanje občutkov samostojnosti in konstruktivnega vključevanja v socialno okolje.

Ključne besede: otroci in mladostniki s posebnimi potrebami, čustvene in vedenjske težave, vzgojno-izobraževalni zavodi, samopodoba, Lestvica samozaznave za otroke

SELF-CONCEPT IN PUPILS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES IN EDUCATIONAL INSTITUTIONS

Children and adolescents who fail to acknowledge their own abilities and skills in the school situation are often under pressure and cannot affirm themselves properly. They repeatedly receive negative feedback, or even rejection by their social environment. This may lead to reluctance to attend the school and a lack of learning motivation. Children begin to assert their own personalities in different, even unacceptable and ineffective ways. Pupils with emotional and behavioural difficulties present among children and adolescents with special needs a particularly sensitive and demanding group.

The presentation shows the results of a research of which the main aim is to highlight different aspects of self-concept in pupils with emotional and behavioural difficulties in educational institutions (experimental group)

and their peers in the mainstream primary schools, which do not exhibit such problems (control group). The study included 110 pupils, aged from 11 to 16 years ($M = 13,58$; $SD = 1,10$). The two groups were equal in number as well as for some demographic indicators. Participants were asked to fill in the Self-Perception Profile for Children (SPPC). This self-report measure is designed to assess self-perceptions of competence in different domains.

We found out that the experimental group exhibited reduction in perceived sport competence and behavioural conduct domains, and general self-worth compared with the control group. Significant differences between groups were also observed in the school competence domain, but only when the impact of academic achievement was not excluded. Based on the obtained results we can conclude that the promotion of positive self-concept and self-esteem is of particular importance in educational institutions. When working with pupils with emotional and behavioural difficulties it is recommended to pay attention toward a better self-acceptance of children, fostering their sense of independence and constructive integration in social environment.

Key-words: children and adolescents with special needs, emotional and behavioural difficulties, educational institutions, self-concept, Self-Perception Profile for Children

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POKLICNA VZGOJA IN KARIERNI NAČRT ZA OSEBE S POSEBNIMI POTREBAMI

Države EU uveljavljajo nove, bolj usklajene modele in pristope v poklicni vzgoji in poklicni/karierni orientaciji. Kaj pa za osebe s posebnimi potrebami v okviru inkluzije? Osebe s posebnimi potrebami vstopajo v izobraževalne procese in programe na različne načine, poti in programe s prilagoditvijo ali brez, vendar pa so enako upravičene do kariernega svetovanja, poklicne vzgoje ter poklicne in zaposlitvene kariere. Kako naj se prilagodi, če se, poklicna vzgoja za osebe s posebnimi potrebami?

Prispevek poskuša opozoriti na povsem novi izzive, s katerimi se srečujemo vsi, osebe, invalidi, pedagogi in svetovalci (svetovalne službe).

Očitno imajo osebe s posebnimi potrebami več težav za uspešno končanje izobraževanja in poleg tega se soočajo z težjimi okoliščinami ko vstopajo na trg dela. To se dogaja pogosto zato, ker se te osebe težje izognejo pastem in nevarnostim in premoščanjem ovir na svoji poklicni poti. Zato so na začetku karierni poti zelo pomembni učitelji kot pomembna pomoč pri učencih s posebnimi potrebami.

Ključne besede: osebe s posebnimi potrebami, učitelji, ovire, invalidi, inkluzija, poklicno svetovanje, karierno svetovanje, poklicna vzgoja, poklicna kariera

CAREER GUIDANCE TEACHER FOR CHILDREN WITH SPECIAL NEEDS

EU countries are enforcing/ pursuing/ implementing new and more harmonized models and approaches in vocational/career orientation. What should be done for persons with special needs regarding social integration and inclusion? Persons with special needs enter education and training programmes through a variety of methods and ways either adapted or not. Are they entitled to career guidance, vocational education and vocational careers like other students?

The presentation points out the fact that persons with special needs/ disabilities, teachers as well as counsellors (counselling staff) are now facing a new challenge.

Students with disability seem to have a higher dropout rate when it comes to succeeding in school, and also face tougher situations when entering the labour market. This is because these persons do not come across the normal pitfalls, but face a number of barriers they need to overcome in their career. It is at the onset of establishing a career path that the career guidance teacher emerges as an important aide for the student.

Key words: persons with special needs, teachers, barriers, inclusion, vocational guidance, career guidance, career education, vocational career

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URESNIČEVANJE INKLUZIJE Z UPORABO CELOSTNIH UČNIH PRISTOPOV

Ustvarjalni gib je celosten učni pristop učenja in poučevanja raznih vsebin s pomočjo telesa. Opredelimo ga kot pristop, oziroma način dela, pri katerem otroci z gibanjem izražajo, oblikujejo in ustvarjajo različne učno-vzgojne vsebine (Kroflič, 1999). Raziskave potrjujejo pomembnost uporabe ustvarjalnega giba kot učnega pristopa za otrokov celostni razvoj. Pozitivni učinki se kažejo na vseh področjih otrokovega razvoja, na psihomotoričnem, kognitivnem in čustveno-socialnem (Geršak, 2007). Uspešno vključevanje učnega pristopa pri delu z učenci z različnimi učnimi zmožnostmi potrjuje nujnost sistematičnega izvajanja omenjenega učnega pristopa v vzgojno-izobraževalni praksi. Omenjeni pristop tako kot inkluzivna vzgoja in izobraževanje zmanjšujeta vzgojno-izobraževalno neuspešnost vseh učencev, posebno učencev z učnimi težavami. Kavklerjeva (2009) poudarja, da inkluzivne vzgoje in izobraževanja za učence z učnimi težavami ni brez prilagajanja učnih in vzgojnih metod, učnih gradiv, preverjanja in ocenjevanja, podpore ter pomoči učencu in učitelju v razredu. Vse te pogoje omogoča sistematično izvajanje systemskega pristopa inkluzivne vzgoje in izobraževanja.

V prispevku predstavimo celostno učno-vzgojno metodo oziroma pristop poučevanja in učenja skozi ustvarjalni gib ter izsledke raziskav o uporabi ustvarjalnega giba pri delu z učenci z različnimi učnimi zmožnostmi.

Pozitivni učinki se v največji meri kažejo predvsem na socialno-emocionalnem področju, saj ustvarjalni gib pripomore k sproščenosti v razredu, pozitivni komunikaciji in dobrim medsebojnim odnosom. Učenci imajo posledično boljše samopodobo, so bolj strpni do sebe in drugih. Zmanjša se agresivno vedenje in vedenjski problemi, kar pripomore k pristnejšemu navezovanju stikov in prijateljskih odnosov. Vsi ti in še mnogi drugi dejavniki, ki vplivajo na socialno-emocionalno področje, pripomorejo tudi k pozitivnemu razvoju kognitivnega in psihomotoričnega področja otrokovega razvoja. Sproščen in samozavesten učenec, ki se v razredu dobro počuti in je v prijateljskem ter prijaznem okolju, se namreč lažje uči in v razredu bolje funkcionira.

Ključne besede: inkluzija, učenci s posebnimi potrebami, učni pristop, celostno učenje in poučevanje, ustvarjalni gib

IMPLEMENTATION OF INCLUSION BY USING HOLISTIC LEARNING APPROACHES

Creative Movement is a holistic approach of learning and teaching various contents through the body. It is defined as an approach or a method where children use movement to express, form and create various educational contents (Kroflič, 1999). Researches confirm the importance of creative movement as a teaching approach for children's holistic development. The positive effects are observable in all major areas of child development, i.e. psychomotor, cognitive and emotional-social (Geršak, 2007). Successful integration of learning approaches in working with pupils with different learning capabilities, confirms the necessity of systematic imple-

mentation of learning approaches in educational practice. This approach together with an inclusive education reduces the educational failings of all pupils, especially children with learning disabilities. There can not be inclusive education for pupils with learning difficulties without the adaptation of teaching and education methods, teaching tools, evaluations and support to both pupil and teacher in the class. All these can be achieved through the implementation of the systemic approach of inclusive education (Kavkler, 2009).

In this paper we present a holistic teaching method/approach of teaching and learning through creative movement and results of a research on using creative movement in working with pupils with different learning abilities.

Positive effects are shown in the socio-emotional area, as creative movement contributes to relaxation in the classroom, positive communication and good interpersonal relations. Pupils have, consequently, better self-esteem and are more tolerant. The aggressive behaviour and behavioural problems are reduced. All these and many other facts that may affect social-motional development, also contribute to the positive development of cognitive and psychomotor development of a child. Relaxed and confident child, who feels good in the classroom and has friendly and pleasant surroundings, learns and function better.

Key words: inclusion, pupils with special needs, learning approach, holistic learning and teaching, creative movement

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NEUROLOŠKI VIDIKI DISLEKSIJE

Razvojna disleksija je definirana kot nevrološko pogojena motnja procesiranja besed oz. števil pisane jezika ob normalno ohranjenih intelektualnih sposobnostih, vidu in sluhu. V resnici pa je veliko več kot to... Danes vemo, da je vzrok za disleksijo spremenjena zgradba določenih možganskih predelov (lokalno porušena šeststojna struktura možganske skorje, dezorganizacija parvo in magnocelularne plasti nevronov v medialnem in lateralnem genikulatnem jedru). Vsak dislektik se najprej sooči s temnimi platmi svojega stanja ob učenju pisanja in branja. Če sam ali z ustrezno strokovno pomočjo uspe razviti individualno strategijo, lahko te težave ne samo premaga, ampak tudi izkoristi svetle plati svoje »posebnosti«. Dislektiki so namreč nadpovprečno radovedni, intuitivni in ustvarjalni, nadarjenost pa je pri vsakemu posamezniku drugačna. Med njimi najdemo veliko število mednarodno slavnih umetnikov in znanstvenikov.

Ključne besede: razvojna disleksija, nevrologija, možganska skorja

NEUROLOGICAL ASPECTS OF DYSLEXIA

Developmental dyslexia is defined as a neurological disorder of processing written words and figures in a subject with normal intellectual capabilities, vision and hearing. In fact, it is much more than that... According to today's knowledge, the cause of dyslexia is a change in the architectonic structure of some particular areas of the brain (e.g., locally changed six-layers structure of cerebral cortex, disorganisation of parvo- and magnocellular layers in medial and lateral genicular nucleus). Every dyslectic is faced with the dark side of this disorder during the learning of writing and reading. However, when a dyslectic himself or with some professional help manages to develop his own individual strategy of dealing with difficulties, he can also make use of the bright side of being dyslectic. Dyslectics are very curious, inventive and capable of using their intuition. Other intellectual gifts are expressed individually. Many well known artists and researchers were dyslectics.

Key words: developmental dyslexia, neurology, cerebral cortex

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RAZMERJE KONCEPTOV SOCIALNA KOHEZIVNOST IN INKLUZIJA V ŠOLSKEM POLJU

Kriza državne blaginje je že nekaj desetletij predmet političnih in strokovnih razprav. Njeno reševanje se dogaja ob ponavljajočih se gospodarskih recesijah, ki vzpodbujajo države k iskanju novih sistemskih rešitev. Med pomembnejšimi rešitvami je tudi krepitev socialne kohezivnosti kot strategije, ki v obstoječih družbeno-ekonomskih okoliščinah, zahteva razmislek o potrebi po prenovitvi podlag za pojmovanje izključenih in neintegriranih družbenih skupin. Pri tem je potrebno še posebno pozornost nameniti otrokom in mladostnikom s posebnimi potrebami, ki jih družbeno-ekonomska stigmatizacija postavlja na družbeno obrobje in se v kasnejših življenjskih obdobjih srečujejo s težavami družbene integracije. V tem smislu je moč razumeti socialno kohezivnost kot je zmožnost družbe, da zagotavlja blaginjo vsem svojim članom, zmanjšuje razlike in preprečuje polarizacijo.

Podoben koncept kot je socialna kohezivnost pa se pojavlja znotraj šolskega prostora t. i. inkluzivnost. Reštev o zmanjševanju družbene stigmatizacije znotraj šolskega polja ponuja inkluzivnost, ki je pogosto razumljena kot proces usmerjanja in odzivanja na raznolikosti potreb vseh učencev prek povečevanja participacije v učenje, kulturo in skupnost ter prek zmanjševanja izključevanja znotraj izobraževalnega sistema, pa tudi prek popolnega izpada iz tega sistema. Kot je razvidno iz osnovnih opredelitev pojmov socialna kohezivnost in inkluzivnosti, je med obema pojmomoma moč zaznati številne sinergične elemente. Izrazito se ta podobnost izkazuje v cilju, ki ga oba procesa zasledujeta. Ravno podobnost razumevanja procesov socialne kohezivnosti in inkluzivnosti, ter ciljev, ki ju zasledujeta, pa nas vodi do temeljnega razmisleka o tem, ali gre dejansko za tako zelo podobni pojavnimi oblikami in kje se dejansko med obema procesoma pojavljajo konceptualne razlike. V prispevku nas bo zanimal predvsem vpliv različnih konceptualnih ozadij obeh pojmov na njune pojavnosti v šolskem prostoru.

Ključne besede: inkluzivnost, socialna kohezivnost, socialna izključenost, socialna integracija, enakost

THE RELATIONSHIP OF THE CONCEPTS SOCIAL COHESION AND INCLUSION IN THE SCHOOL FIELD

The crisis of the welfare state is a few decades part of political and professional discussions. The rescue of crisis is going on repetitive economic recessions, which encourage countries to look for new system solutions. Among the most important solutions to the strengthening of social cohesion, as a strategy in the existing socio-economic circumstances, requires consideration of the need for a recasting of the bases for the perception of exclusion and non-integrated social groups. It should be special attention paid to children and adolescents with special needs who are socio-economic stigma put on the social periphery and in the later stages of life faced by problems of social integration. In this sense, can be understood a social cohesion as ability of society to provide prosperity to all its members, reduce differences and to avoid polarization.

A similar concept as the social cohesion occurs in the schools is so called inclusion. Continuous quality of the reduction of social stigma within the school field offers inclusiveness, which is often seen as a process of routing and responding to the diversity of needs of all learners through increasing participation in learning, culture and community, and through the reduction of exclusion within the education system, including through the complete failure of this system .

As can be seen from the basic definitions of social cohesion and inclusion is between this two concepts a lot of synergistic elements. Markedly, this similarity reflects in the objective that they pursue both processes. Quite similar understanding of the processes of social cohesion and inclusion, and objectives that they pursue, leads to a fundamental reflection on whether this is indeed a very similar appearance of and where are actually differences between this two processes. Above all, we will be interested in the effect of different conceptual backgrounds of this two processes in school fields.

Key words: inclusion, social cohesion, social exclusion, social integration, equity

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INFORMACIJSKO KOMUNIKACIJSKA TEHNOLOGIJA PRI SPODBUJANJU INKLUZIVNEGA UČNEGA OKOLJA

Pregled literature na področju uporabe IKT za inkluzivno vzgojo in izobraževanje kaže pomanjkanje IKT sistemov in orodij za vzpostavljanje inkluzivnega učnega okolja. Učitelji niso dovolj ozaveščeni o možnostih IKT podprtih učnih okolij pri individualizaciji in diferenciaciji pouka in vključevanju učencev s posebnimi potrebami.

V prispevku je predstavljeno učno okolje SEVERI, ki je nastalo za potrebe oseb z večjimi učnimi težavami v poklicnem in osnovnošolskem izobraževanju. Prilagojeno je za osebe z večjimi učnimi težavami, težavami z branjem in pisanjem. Računalniški vmesnik temelji na barvah, simbolih, slikah in govoru. Rezultati raziskave med učitelji, ki so SEVERI uporabljali na Finskem, Madžarskem in v Litvi so pokazali, da je med najpomembnejšimi vlogami IKT podprtega učnega okolja: izboljševanje načrtovanja in organizacije učenja, podpora učitelju pri njegovem delu s preglednejšimi in učinkovitejšimi postopki individualne podpore in spremljanja učencev ter izboljšanje sodelovanja med vsemi vključenimi, ki pri poučevanju oseb s posebnimi potrebami sodelujejo. Predstavljeni so izsledki študije primera, ki je v šolskem letu 2009/10 potekala v četrtem in petem razredu OŠ, da bi ugotovili kako vključevanje SEVERI v osnovnošolsko izobraževanje podpira individualizacijo in diferenciacijo. V petem razredu je bilo vključenih pet učencev s posebnimi potrebami, v četrtem pa eden. Ob notranji in fleksibilni diferenciaciji je potekalo sprotno procesno spremljanje doseganja učnih ciljev s končnim preverjanjem znanja, spremljanje motivacije učencev za delo ter počutja učencev. Posebna skrb je bila namenjena proučevanju vloge staršev in spremljanju sodelovanja med učiteljem in starši. Delo učencev s posebnimi potrebami je bilo sprotno primerjano z delom ostalih učencev.

Ugotovitve študije so, da učno okolje SEVERU omogoča kakovostno delo vseh učencev in uspešno povezuje šolsko delo z domačim delom. Izpostaviti velja dosežke učencev s posebnimi potrebami, ki so ob delu v SEVERI dosegali boljše rezultate kot pred uvedbo IKT podprtega učnega okolja.

Ključne besede: izobraževalna tehnologija, informacijsko komunikacijska tehnologija, posebne izobraževalne potrebe, diferenciacija, individualizacija, osnovna šola, SEVERI

INFORMATION COMMUNICATION TECHNOLOGIES ASSISTING INCLUSIVE LEARNING ENVIRONMENT

The review of existing literature indicates a lack of attention to the application of ICT for inclusive education. Teachers' awareness for recognising the potential of ICT assistance for individualisation and differentiation and integration of students with special educational needs is not sufficient. Presented is the learning environment SEVERI designed for students with severe learning difficulties in vocational and elementary education. SEVERI is assisting students with a range of physical, communicational, emotional and cognitive disabilities, causing learning difficulties in reading, writing and perceiving. Graphic interface design is provided in large and clear

fonts, colours, symbols, pictures and speech. Results of the research conducted among teachers using SEVERI in Finland, Hungary, Latvia highlighted the most important roles ICT assistance plays in improved planning and organisation of learning, assisting teachers in providing more efficient and transparent individual support and guidance of students, and improved collaboration with experts and parents of special needs students.

The presentation deals with the results of a case study in the school year 2009/10 in the fourth and fifth grade. Main aim was to evaluate, how SEVERI assist individualisation and differentiation. In the fifth grade five students with special educational needs participated and in the fourth one. Introducing internal and flexible differentiation, formative process evaluation of learning outcomes with final assessment took place. In addition students' motivation was observed. Special focus was on collaboration with parents. Achievements of students with special needs were compared with other students. Results of the study indicate that SEVERI provide learning environments for quality learning of all students. Students with special educational needs learning achievements were higher as before the introduction of SEVERI.

Key words: educational technology, information communication technology, special educational needs, differentiation, individualisation, elementary education, SEVERI

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INKLUZIJA UČENCEV PRISELJENCEV IZ REPUBLIK BIVŠE JUGOSLAVIJE

Slovenija je z vstopom v Evropsko unijo postala zaželeno okolje za bivanje, predvsem za prebivalce iz držav bivše Jugoslavije, Bolgarije in Romunije. V prispevku je obravnavana tematika vključevanja učencev tujcev v slovensko osnovno šolo. Za učence priseljence je vključevanje težavno, saj ne poznajo jezika okolja, vprašljiva pa je tudi stopnja znanja maternega jezika. Obvladovanje maternega jezika je zelo pomembno, saj vpliva na oblikovanje učenčeve osebnosti, na razvoj mišljenja in je pomembno izhodišče za vsako nadaljnje učenje. Avtorica predstavlja skozi študijo primera delo z učencem tujcem. V prispevku je prikazano, kolikšen je napredek učenca, kateri je imel dodatno uro slovenskega jezika. Učenec se je slovenščine učil kot tujega jezika, saj so dodatne ure, ki jih je z učencem izvajala avtorica prispevka, potekale v učenčevem maternem jeziku.

Ključne besede: učenci priseljenci, slovenščina kot drugi jezik, inkluzija, osnovna šola.

THE INCLUSION OF IMMIGRANT PUPILS FROM FORMER YUGOSLAV REPUBLICS

By joining the European Union Slovenia became an attractive living environment, especially for citizens of Bulgaria, Romania and former Yugoslavia. This study deals with the integration of immigrant pupils into Slovene elementary schools, a difficult process for foreign students because they are not familiar with the language of the environment and even the knowledge of their native language can sometimes be inadequate. It is very important to master one's mother tongue as it influences the development of one's personality and cognition, in addition to enabling any future education. This paper documents the progress of an immigrant pupil taking an extra Slovene lesson. The extra lessons were carried out in the pupil's first language, so Slovene was studied as a second language.

Keywords: Immigrant pupils, Slovene as a second language, inclusion, elementary school.

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POGOJI ZA USPEŠNO INKLUZIJO ROMSKIH UČENCEV

Ključni cilji *Evropskega leta boja proti revščini in socialni izključenosti*, razglašenega v letu 2010, so »povečanje ozaveščenosti javnosti o tem vprašanju in obnovitev politične zavezanosti EU in njenih držav članic k odpravljanju revščine in socialne izključenosti.«¹ Romi, državljani Evropske unije, so ne glede na to, kje živijo, izpostavljeni večjemu tveganju revščine in socialne izključenosti kot večina ostalih Evropejcev, poročilo Evropske komisije iz leta 2008 pa prav tako navaja, da se Romi srečujejo z diskriminacijo in revščino.²

Vloga šole je v premagovanju teh problemov (diskriminacija, revščina, izključenost, brezposelnost, itn.) pomembna, čeprav jih sama ne more razrešiti. Inkluzivnost kot pedagoški pristop v sodobni šoli pa lahko zanesljivo prispeva k premagovanju navedenih problemov in na ta način predstavlja temelje za uresničevanje socialnih sprememb. Na oblikovanje šole kot inkluzivno naravnane ustanove nas opozarjajo in hkrati obvezujejo številni mednarodni dokumenti, med katerimi izpostavljamo Konvencijo o otrokovih pravicah (1989),³ ki od držav podpisnic zahteva zagotavljanje enakih možnosti za kakovostno izobraževanje ne glede na spol, etnično pripadnost in socialno-ekonomski status.

Ker je izobraževanje splošno priznано kot ključna pot, ki vodi iz revščine in predstavlja pomembno sredstvo za premagovanje medgeneracijskega prenosa kakršne koli prikrajšanosti, inkluzivno izobraževanje pa omogoča pot iz socialne izključenosti (The Right to... 2009),⁴ bomo v našem prispevku identificirali ključna vprašanja, ki se pojavljajo pri inkluziji romskih učencev; opredelili in analizirali uresničevanje osnovnih pogojev, ki omogočajo uspešno inkluzijo romskih učencev; ter opozorili na nujne ukrepe za uspešno inkluzijo romskih učencev v slovenskem prostoru.

Pri analizi uresničevanja osnovnih pogojev, ki omogočajo uspešno inkluzijo romskih učencev, se bomo opirali na mnenja strokovnih delavcev, pridobljenih s kvalitativno raziskavo na šestih slovenskih šolah. Zbrana mnenja strokovnih delavcev šol nam kažejo na njihova prizadevanja za: vključevanje romskih učencev v šolo; sodelovanje s starši; ustvarjanje pogojev za razvijanje potencialov vsakega posameznika; uresničevanje inkluzivnega kurikula; ter na njihova mnenja glede vloge romskega pomočnika v vzgojno-izobraževalnem procesu.

Ključne besede: inkluzija, romski učenci, enake možnosti, inkluzivni kurikulum, študija primera

¹ Evropa združuje moči v boju proti revščini in socialni izključenosti: <http://www.2010againstpoverty.eu/about/?langid=sl> (20. 10. 2010)

² Romi in revščina: http://www.2010againstpoverty.eu/export/sites/default/downloads/Topic_of_the_month/Sl_Roma_and_poverty_Romi_in_revscina_tematski_clanek.pdf (20. 10. 2010)

³ Convention on the Rights of the Child (1989): <http://www2.ohchr.org/english/law/crc.htm> (20. 10. 2010)

⁴ The Right to Education for Every Child: Removing Barriers and Fostering Inclusion for Roma Children. Conference Outcome Document (2009). Dostopno na: <http://www.romadecade.org/files/downloads/Education%20Resources/The%20Right%20to%20Education%20for%20Every%20Child%20-%20Conference%20Outcome%20Document.pdf> (20. 10. 2010)

CONDITIONS ENABLING A SUCCESSFUL INCLUSION OF ROMA PUPILS

Key objectives of the European Year 2010 – *European Year for Combating Poverty and Social Exclusion* »are to raise public awareness about these issues and renew the political commitment of the EU and its Member States to combat poverty and social exclusion.«¹ Roma people, the citizens of the European Union, are regardless of where they live, exposed to greater risks of poverty and social exclusion than most other European citizens, and the report of European Commission from 2008 also states that Roma face discrimination and poverty.²

The role of the school in overcoming these problems (discrimination, poverty, exclusion, unemployment, etc.) is significant, although it cannot resolve them alone. However, inclusiveness as a pedagogical approach in a modern school can contribute to overcoming these problems and thus provide foundations for a realization of social changes. Moreover, many national and international documents, which play a key role in developing inclusive schools (for example, the Convention on the Rights of the Child (1989)³), require equal opportunities for high quality education, irrespective of a person's sex, ethnic origin or socio-economical status.

Education has been widely recognized as a key pathway out of poverty and a major means of overcoming intergenerational transmission of deprivation, and inclusive education has also been a pathway out of social exclusion (The Right to... 2009).⁴ In our article, I will identify the key issues raised by the inclusion of Roma children and analyze the realization of the fundamental conditions that enable a successful inclusion of Roma pupils into educational system. I will highlight the necessary actions for the successful inclusion of Roma pupils in the territory of Slovenia, as well.

The analysis of the realization of the fundamental conditions that enable a successful inclusion of Roma pupils is based on the opinions of professionals in six Slovenian primary schools and obtained from a qualitative research. The gathered opinions from school professionals show their efforts to integrate Roma students in school curriculum, their efforts to cooperate with parents, their efforts in how schools try to create the conditions for the development of the potential of each individual, their efforts to implement an inclusive curriculum and tell us what their opinion on the role of a Roma assistant in educational process is.

Key words: inclusion, Roma pupils, equal opportunities, inclusive curriculum, case study

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² Roma people and poverty: http://www.2010againstpoverty.eu/export/sites/default/downloads/Topic_of_the_month/Sl_Roma_and_poverty_Romi_in_revscina_temat-ski_clanek.pdf (20. 10. 2010)

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INKLUZIVNA EDUKACIJA NADARJENIH UČENCEV V KONTEKSTU IZOBRAŽEVANJA UČITELJEV

Koncept inkluzije na področju specialne edukacije ima razmeroma kratko zgodovino, skozi katero se kljub nekaterim že opredeljenim in opisanim načelom inkluzivnega pedagoškega dela z učenci s posebnimi potrebami še vedno odpirajo različni strokovni pogledi in vprašanja. Analiza literature kaže, da gre razloge najverjetneje iskati v dolgotrajnem paradigmatkem premiku udejanjanja koncepta inkluzije, in sicer od redukcionizma h konstruktivističnemu oziroma sociokulturnemu pristopu na področju učenja in poučevanja učencev s posebnimi potrebami. Ta problem je zaradi svoje specifičnosti viden tudi pri vzgojno-izobraževalnem delu z nadarjenimi učenci v šoli; nadarjeni učenci predstavljajo samostojno skupino učencev s posebnimi potrebami, ki ima prav tako kot druge skupine učencev s posebnimi potrebami pravico do prilagoditev znotraj šolskega sistema. Posebnost te skupine je, da po svoji naravi ni homogena; različnost učnih, socialnih in drugih psiholoških (posebnih) potreb nadarjenih učencev od učiteljev zahteva še dodatno kompetentnost na različnih ravneh, kot na primer pri prepoznavanju potreb nadarjenih učencev, razumevanju dinamike njihovega učnega procesa, poznavanju učnih strategij in metod ter nenazadnje fleksibilnost v vsakodnevem pedagoškem pristopu, ki inkluzijo nadarjenih učencev določa in omogoča. Osrednji poudarek prispevka je zato osvetlitev kompetentnosti učiteljev za inkluzivno pedagoško delo z nadarjenimi učenci na osnovi pregleda različnih modelov izobraževanja učiteljev na področju edukacije nadarjenih učencev v domačem in mednarodnem kontekstu.

Ključne besede: inkluzija, edukacija nadarjenih, izobraževanje učiteljev, kompetence učiteljev.

INCLUSION OF GIFTED STUDENTS IN THE CONTEXT OF TEACHER EDUCATION

The concept of inclusion in special education has a relatively short history during which some of its principles have already been identified and described while some are still open to different professional views and concerns. Literature review indicates that the reason probably lies in the long-term paradigmatic shift of the concept of inclusion from reductionism to a constructivist or socio-cultural approach to learning and teaching of pupils with special needs. This problem due to its specificity is also evident in educational work with gifted students in school. Gifted students constitute a distinct group of students with special needs who have, just as other groups of students with special needs, the right to adjustments within the school system. The peculiarity of this group is that by its nature is not homogeneous; diversity of educational, social and other psychological (special) needs of gifted students requires from teachers additional competencies at different levels, such as identifying the needs of gifted students, understanding of the dynamics of their learning process, knowledge of teaching strategies and methods, and finally the flexibility in their daily educational approach that provides and allows the inclusion. The main focus of this paper is therefore to illuminate the competences of teachers for in-

clusive teaching of gifted students through examining different models of teacher education in gifted education in national and international context.

Key words: inclusion, gifted education, teacher education, teacher competencies.

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INKLUZIVNA ŠOLA – IZZIVI NA POTI K NJEJ

Inkluzivni model izobraževanja otrok s posebnimi potrebami se še vedno obravnava kot idealistična in nerealna vizija. Beseda teče o modelu, ki je močno upravičen kot napredna perspektiva prihodnosti, perspektiva, ki zahteva »posebne pogoje« za »posebne osebe«.

V delu se analizira usklajenost inkluzivnega izobraževanja z raziskavami s področja inkluzivnega izobraževanja. Ugotavlja se, da obstaja izrazita potreba po rekonstruiranju in razvijanju fleksibilnih, odprtih in odgovornih šol, ki so dobro vodene, organizirane in kadrovske usposobljene za delo z otroki z različnimi intelektualnimi sposobnostmi, interesi in potrebami.

Ključne besede: otroci s posebnimi potrebami, inkluzivno izobraževanje, interes, izzivi, potrebe, sposobnosti, šola

INCLUSIVE SCHOOL – CHALLENGES ON THE WAY TO HER

The inclusive education model for children with special needs are still considered to be idealistic and unrealistic vision. It is a model that has a strong justification for a progressive perspective for the future, the perspective that requires »special conditions« for a »special person«.

The paper analyzes the alignment of inclusive education in relation to research in the field of inclusive education. It concludes that there is a distinct need for reconstructing and developing flexible, open and accountable schools, which are well managed, organized and trained personnel to work with children of different intellectual abilities, interests and needs.

Key words: children with special needs, inclusive education, interests, challenges, needs, abilities, school

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STALIŠČA UČITELJEV DO NADARJENIH UČENCEV

Cilj dela je poizvedeti o stališčih učiteljev do nadarjenih učencev in njihovega izobraževanja oziroma razmišljanju učiteljev o zastopanosti nadarjenosti, vrstah nadarjenosti, ki prevladujejo pri učencih, oblikah dela z nadarjenimi učenci, razmišljanju učiteljev o potrebi po posebnih izobraževalnih programih v šoli in stališčih učiteljev do pomena nadarjenih učencev za družbeno skupnost.

V raziskavo je bilo zajetih 213 učiteljev iz Istrske županije.

Uporabljen je bil vprašalnik, sestavljen ravno za to raziskavo, v katerem so se vprašani opredeljevali za enega od ponujenih odgovorov z lestvice Likertovega tipa.

Dobljeni rezultati potrjujejo, da se večina učiteljev srečuje z nadarjenimi učenci in da pozitivno razmišljajo o potrebah po posebnih izobraževalnih programih za nadarjene učence v šoli. Ko gre za oblike dela z nadarjenimi učenci, imajo učitelji negativno stališče do homogenih učnih skupin, pospešenega napredovanja učencev in ostajanja nadarjenih učencev v rednih razrednih oddelkih.

Rezultati raziskave kažejo tudi na pozitivno stališče učiteljev do nadarjenih učencev, ki jih imajo za dragocene vire za družbeno skupnost.

Ključne besede: nadarjenost, izobraževanje, identificiranje, oblike dela z nadarjenimi, učenci, učitelji, vrste nadarjenosti.

TEACHERS ATTITUDES ABOUT GIFTED STUDENTS

The purpose of this workpaper is to investigate teachers attitudes about the gifted pupils and their education, respectively, teachers opinion about the pupils, talent, the types of the talents which enroled at the pupils, the aspects of the work with the talented pupils, teachers opinion about the necessity of the school designed with the special educational programmes and the attitudes of teacher about the significance of those talented pupils for our society. The investigation included 213 teachers from the County of Istria. Administered questionnaire was designed specifically for this study, in which the respondents chose one of the answers from Likert-type scale.

The results show that the majority of teachers meet with gifted students, and they have a positive opinion about the needs of schools for special education programmes for gifted students. When it comes to forms of work with gifted students, teachers have a negative attitude toward homogeneous grouping, academic acceleration, gifted students, and staying in regular classes.

The study results clearly demonstrate the positive attitude of teachers toward gifted students, which they consider a valuable resource for the community.

Key words: talent, education, gifted identification, forms of work with gifted pupils, teachers, types of giftedness

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RAZRED – POMEMBEN DEJAVNIK ZA USPEŠNO INKLUZIJO UČENCA S POSEBNIMI POTREBAMI

Vsak posameznik ima pravico, da v svojem okolju, pri svojem delu, izobraževanju in nenazadnje v družbi sodeluje po svojih zmožnostih. Pomembno je, da je socialno vključen. Prav ta socialna vključenost za otroke s posebnimi potrebami pomeni optimalno kognitivno funkcioniranje.

Prispevek poskuša predstaviti primer deklice s posebnimi potrebami, ki je integrirana v redno osnovno šolo. Deklica je leto za letom učno napredovala z veliko pomočjo staršev in učiteljev, ki so metode in oblike dela prilagajali deklčinim sposobnostim. Socialno je deklica ves čas pasivna, sedaj ji tudi prilagojen način dela le s težavo prinaša minimalen napredek. Šola, starši in učenka so v stiski, iščejo krivce za nastalo situacijo in rešitve zanjo, ozadje vsega skupaj pa verjetno lahko iščemo tudi v neuspešni inkluziji. Deklica ne razvija lastne odgovornosti, samostojnosti ampak odgovornost prelaga na druge. V razredu in med vrstniki je socialno izključena. Postavlja se vprašanje, ali je integracija v tem primeru sploh še smiselna? Je sploh mogoče doseči inkluzijo v deklčinem sedanjem šolskem okolju in kakšne so posledice neuspešne inkluzije za osebnost odraščajočega se dekleta. V splošnem se pojavlja vprašanje, kaj se je zgodilo s poučevanjem v inkluzivnem razredu, v katerem je otrok s posebnimi potrebami, ki ga sošolci ne sprejemajo; kako delovati v smeri večje socialne integracije; katere učne cilje izpostaviti; kakšna znanja in možnosti zagotoviti učiteljem, da bo njihovo delo lažje in učinkovitejše; kakšen pristop ubrati, da bosta tako otrok kot učitelj v tem procesu osebnostno rasla in ne nazadovala. Pomembno vprašanje je, kako vključiti starše k aktivnemu sodelovanju in večji povezanosti med domom in šolo.

V prispevku so prikazani posamezni konkretni primeri, ki skušajo iskati odgovore na zgornja vprašanja.

Ključne besede: inkluzija, pouk, socialna vključenost, sošolci, učenec s posebnimi potrebami, usposobljeni učitelji.

THE CLASS – AN IMPORTANT FACTOR FOR SUCCESSFUL INCLUSION OF CHILDREN WITH SPECIAL NEEDS

Each individual has the right to participate in his or her environment, activities, education and last but not least in the society as far as possible. Thus it is extremely important to be socially included, because social inclusion means optimal cognitive functioning for children with special needs. The article presents the case of a girl with special needs who is integrated into a regular primary school. The girl has been progressing in learning with great help of her parents and teachers, who have adapted the methods and forms of work to the girl's abilities. Socially, the girl has been passive throughout, and at the moment even the adaptations are resulting only in a minimal progress. The school, parents and the pupil are in distress, they are trying to find the reasons for the present situation and its possible solutions; however, the background reason must probably be searched for in unsuccessful inclusion as well. The girl has not developed her own sense of responsibility and independence but pins the responsibility on the others. In her class and among peers she is socially excluded. The question arises whether an attempt of integration still makes sense in this case. Is it possible to attain inclusion in the girl's pres-

ent school environment, and what are the consequences of unsuccessful inclusion for the personality of the growing-up girl? In general, the issue is what happened with teaching in the inclusive class attended by children with special needs who have not been accepted by their school mates; how to act towards greater social inclusion; which learning objectives to emphasize; what knowledge and possibilities to equip teachers with to make their work easier and more effective; what approach to choose, so that the child and teacher in question will grow personally instead of regressing. Furthermore, an important issue is how to attract parents to more active participation and build closer connections between home and school.

The presentation shows individual concrete cases which aim at finding the answers to the questions asked above.

Key words: inclusion, lessons, social inclusion, school mates, children with special needs, qualified teachers.

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NEKATERI VIDIKI JEZIKOVNE INKLUZIVNOSTI: PRIMER SLOVENSКИH MANJŠINSKIH ŠOL V ITALIJI

Prispevek obravnava nekatera vprašanja jezikovne inkluzivnosti pri pouku v slovenskih manjšinskih šolah (tj. v šolah s slovenskim učnim jezikom) na Tržaškem in Goriškem.

Šole s slovenskim učnim jezikom v Italiji so namenjene učencem, ki pripadajo avtohtoni slovenski manjšini, zato sta posebna cilja teh šol učenje slovenskega jezika in razvijanje slovenske narodne identitete, kar naj bi prispevalo k reprodukciji slovenske narodne skupnosti v Italiji. V zadnjih desetletjih se v slovenske manjšinske šole vpisuje relativno veliko učencev, ki znajo zelo malo ali pa sploh ne znajo slovenščine. Večina teh učencev izhaja iz jezikovno mešanih družin, v katerih je eden od staršev govorec slovenščine, in iz družin slovenskega porekla, ki so slovenski jezik nadomestile z italijanščino, nekateri od učencev pa so iz povsem neslovenskega okolja – bodisi iz italijanskih družin bodisi iz družin priseljencev iz bivše Jugoslavije. Učenci s pomanjkljivim znanjem slovenščine ne morejo slediti pouku slovenščine kot prvega jezika: njihovi jezikovni zmožnosti ustreza poučevanje slovenščine kot drugega jezika, pri takem poučevanju pa so zapostavljeni učenci, ki jim je slovenščina prvi jezik. Zaradi drugojezičnih učencev se v slovenskih šolah v Italiji zastavlja vprašanje, ali poučevati slovenščino kot prvi ali kot drugi jezik, kakšen naj bo model jezikovne organizacije pouka pri drugih predmetih in na kak način spodbujati oblikovanje slovenske narodne identitete.

V predstavitvi se diskutirajo nekateri pogledi na poučevalne modele, ki naj bi tudi učencem brez predznanja slovenščine omogočili vključitev v slovenske šole; pri tem se predlagajo nekatere rešitve.

Ključne besede: Slovenci v Italiji, slovenščina, šola, ohranjanje/izguba jezika, jezikovna zmožnost, učenje in poučevanje jezika.

SOME ASPECTS OF LINGUISTIC INCLUSIVISM: THE CASE OF THE SLOVENE MINORITY IN SCHOOLS IN ITALY

The paper focuses on some questions of linguistic inclusivism in the slovene minority schools (schools with Slovene as the only teaching language) in Trieste and Gorizia provinces.

These schools have been designed for the members of the autochthonous Slovene minority and have therefore two specific goals, namely teaching the Slovene language and supporting the Slovene ethnical identity in order to enable the minority group reproduction. During the last decades a considerable number of pupils with very poor or without any competence in Slovene have entered the minority schools. They have mostly come from the linguistically mixed families where only one of the parents is speaking Slovene and from the originally Slovene families that have replaced Slovene with Italian; some of them, however, belong to the completely Italian families or to the migrant families from former Yugoslavia. Pupils with insufficient competence in Slovene are not able to participate in the lessons of Slovene as L1: with regard to their competence Slovene should be taught as L2, yet in this way the fluent speakers of Slovene would be discriminated. Linguistic diversity of the pupils therefore calls into question whether Slovene should be taught as L1 or as L2, whether it should be the only teaching language and in which way Slovene identity might be supported.

Some standpoints about the models of teaching Slovene and teaching in Slovene that would enable the inclusion of pupils with insufficient linguistic competence into the Slovene minority schools are discussed.

Key words: Slovenes in Italy, Slovene language, school, language maintenance/loss, linguistic competence, language learning and teaching.

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POMEN VZGOJE ZA REZILIENTNOST V PROCESU INKLUZIJE OTROK IN MLADOSTNIKOV S POSEBNIMI POTREBAMI

Z uresničevanjem evropske vzgojno-izobraževalne politike, ki narekuje zagotavljanje enakih možnosti za vzgojo in izobraževanje vseh, in izobraževanje izpostavlja kot ključno pot do večje socialne kohezivnosti, je v procesu inkluzije otrok in mladostnikov s posebnimi potrebami potrebno spremeniti tako stališča in vrednote kot tudi kurikulum in izobraževalne strategije, ki morajo biti usmerjene v odzivanje na raznolikost potreb učencev. Večja heterogenost, ki jo prinašajo otroci in mladostniki s posebnimi potrebami, od šol in vrtcev zahteva tudi vzajemno sodelovanje s starši, transdisciplinarno sodelovanje s strokovnimi službami, ki vključene otroke in mladostnike obravnavajo, ter v osmišljeno odpiranje in povezovanje z lokalno skupnostjo. Koncept rezilientnosti z ekološkim pristopom vzpostavlja in utrjuje različne strukture in procese, ki v kompleksni medsebojni interakciji vzpostavljajo varovalne dejavnike, ti posamezniku in njegovemu okolju z osredotočanjem na potencialne in z izhajanjem iz virov moči pomagajo razvijati večjo kompetentnost za učinkovitejše preseganje težav, ovir in primanjkljajev. S tem izboljšujejo možnosti za polnovrednejše življenje in učenje ter aktivno vključevanje v socialno mrežo. Vzgojno-izobraževalne ustanove imajo v procesu spodbujanja rezilientnosti pomembno vlogo, saj v njih otroci in mladostniki preživijo vsaj polovico svojega aktivnega dne, zaradi česar vzgojno-izobraževalni proces ne sme potekati mimo smernic, ki jih za preseganje posebnih potreb predvidevajo specialistične stroke, temveč jih morajo z ustrezno diferenciacijo in individualizacijo celostno vključevati v strategije poučevanja. V šolskem prostoru so dejavniki, ki spodbujajo rezilientnost, povezani z organizacijo in politiko šole, šolsko klimo, s poučevalnimi in učnimi strategijami, z vseživljenjskimi spretnostmi in znanjem ter s čustvenim doživljanjem vključenosti otroka oz. mladostnika v šolo. Avtorji s področja rezilientnosti ugotavljajo, da uresničevanje teh strategij v procesu vzgoje in izobraževanja vpliva na zmanjšanje intenzitete in pojavnosti učnih težav, dolgoročno pa te strategije spodbujajo razvoj k človeku usmerjene družbe, spodbujajo participacijo vseh ter večjo socialno kohezivnost.

Ključne besede: inkluzija, rezilientnost, vzgojno izobraževalne strategije, socialna kohezivnost, otroci in mladostniki s posebnimi potrebami

THE IMPORTANCE OF RESILIENCE CONCEPTS IN INCLUSIVE EDUCATION

With the implementation of the European educational policy that requires equal opportunities for education for all, and points out the education as the key way to ensure greater social cohesion, attitudes and values need to be change in the process of inclusion of children with special needs, as well as curriculum and educational strategies, that should be directed to respond to the diversities of students needs. Increased heterogeneity inherent in children and adolescents with special needs also requires from schools and kindergartens close interaction with parents, transdisciplinary collaboration with specialist services, which treat the included children and adolescents, and wise integration in the local community. The concept of resilience is based on the ecological approach. It establishes and strengthens multilevel set of causal structures and processes giving rise to a

complex set of interactions involving person, social context and opportunities. Resilience strategies focus on individual's potentials and enquire the sources of power in the individual and his environment, to develop greater competence to effectively overcome the adversities and to actively and meaningfully participate in the everyday life, education and work contexts. School can not provide all the necessary resilience promoting factors (family and local environment are essential in this process as well); but since children and adolescents spend at least half of their active day in school, the role of educational system becomes very important. The organisation, ethos and pedagogy of the school arise as powerful contributors to resilience. Fostering resilience is not a separate process but it integrates coherently in the educational process. The education of children with special needs need to be holistically and appropriately individualised and designed to meet both therapeutic needs of children at risk, and cognitive demands of the curriculum. School-wide organisation, climate, individual affective outcomes and good and effective educational strategies serve to strengthen and empower the qualities of resilience that will serve children with special needs well to deal with challenges in a positive and productive manner both, in lifelong learning process and in wider aspects of their further life.

Key words: inclusion, resilience, educational strategies, social cohesion, children and adolescents with special needs

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NADARJENI UČENCI

Skupina nadarjenih otrok predstavlja eno od skupin otrok s posebnimi potrebami. Mnogi učitelji in predvsem starši ter okolje imajo težave že pri samem pojmovanju besede nadarjeni. Pogosto je pojem nadarjenosti še vedno razumljen kot splošna nadarjenost, bistrost, nadarjeni učenci pa kot tisti, ki so pokazali visoko nadarjenost na splošnem intelektualnem področju in se uvrstili v zgornjih pet odstotkov populacije pri splošnih inteligentnostnih testih. Vendar v skupino nadarjenih otrok spadajo tisti, ki imajo poseben talent na določenem področju, na drugem področju pa so lahko tudi manj sposobni ali pa imajo različne težave pri učenju.

V prispevku so predstavljeni izsledki raziskave, katere cilj je bil, analizirati koncept dela z nadarjenimi učenci v osnovni šoli, ugotoviti razloge za nizko stopnjo vključevanja različnih aktivnosti in oblik pomoči za delo z nadarjenimi v redni pouk ter v druge dejavnosti skozi celoten proces izobraževanja. V skupini nadarjenih najdemo tudi neuspešne nadarjene učence. Le-te je v procesu izobraževanja težje odkriti. V prispevku so predstavljene tudi oblike pomoči ter priporočeni načini dela z neuspešnimi nadarjenimi učenci. Poseben poudarek je namenjen učiteljevi samooceni glede lastne strokovne usposobljenosti in pridobljenih kompetenc za delo z nadarjenimi učenci.

Ključne besede: nadarjeni, učna neuspešnost, sposobnosti, motivacija, koncepcija nadarjenosti, celovitost nadarjenosti, metode in oblike pedagoškega dela, načrt dela z nadarjenimi.

GIFTED CHILDREN

Gifted children as a group are classified as one of the groups of children with special needs. In many cases the conception of giftedness is misunderstood by many teachers and even more by parents or other individuals that are present in children social environment. This misunderstanding relates primarily to the historical understanding of giftedness where the concept of giftedness or talent was understood as a general intellectual talent or gift. At the same time the concept of gifted pupils historically comprised those were included in upper 5% of the population in the area of general intellectual abilities. However, we should understand gifted pupils as those who have a special gift in a particular field, while potentially having different learning difficulties in other fields or areas. The aim of this presentation is to discuss the results of a research which objective was to analyze the teaching concept employed in case of gifted pupils. The goal of the analysis was to determine reasons for (i) low level of integration of different activities and (ii) forms of assistance in case of gifted pupils throughout the educational process.

Among gifted pupils one can often identify also underachieving gifted pupils, which can often be difficult to identify and/or recognize. In view of this the present contribution presents and recommends on special teaching methods in the course of teaching process of underachieving gifted pupils. A special emphasis is devoted to

the issue of a self evaluation employed by the individual teacher regarding his and/or her skills and competences on educating gifted pupils.

Key words: gifted pupils, underachievement, skills, motivation, conception of giftedness, integrity of giftedness, teaching methods and interaction patterns, working project with gifted pupils.

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POMOČ Z GLASBO PRI VKLJUČEVANJU OTROK S POSEBNIMI POTREBAMI V OSNOVNO ŠOLO

Glasba spremlja človeka od začetka do danes. V začetku so ji pripisovali magično moč, pozneje pa se pojavlja kot del človeške kulture, vendar njen pozitiven vpliv na človekovo počutje in na njegovo zdravje ni bil nikoli zanikan. Stari Grki so bili prepričani, da študij glasbe blagodejno vpliva na človeka in njegovo dušo. Rezultati dosedanjih raziskav (Campbell, Denac, Habe, Hans Gunther, Jensen, Kopačin, Sicherl-Kafol, Slosar) potrjujejo, da glasbeno učenje pozitivno vpliva na otrokov celostni razvoj (telesni, čustveni, osebni, razumski, družbeni in duhovni), zato je nujno, da jo ustrezno vključujemo v vse učne vsebine. Še posebno nam je glasba v pomoč pri vključevanju otrok s posebnimi potrebami v programe redne osnovne šole. Tu glasbo uporabljamo kot sredstvo pomoči učencem z različnimi psihičnimi ali fizičnimi težavami in motnjami, v smislu pomoči z glasbo v premagovanju različnih težav ali ohranjanju pozitivnih stanj in razpoloženj.

V prispevku bomo predstavili dva primera pomoči z glasbo in sicer pri delu z gluhonemo deklico in pri dečku z učnimi težavami pri matematiki.

Ključne besede: pomoč z umetnostjo, pomoč z glasbo, naglušnost in gluhoti, učenec s posebnimi potrebami

HELPING SPECIAL NEEDS CHILDREN IN THE INCLUSION TO PRIMARY SCHOOL WITH MUSIC

Music accompanies man from his beginning to this day. At the beginning magical power was attributed to it, later it became part of the human culture, but its positive influence on man's well being and health has never been denied. Old Greeks were convinced that music education had a beneficent affect on man and his soul.

The results of earlier researches (Campbell, Denac, Habe, Hans Gunther, Jensen, Kopačin, Sicherl-Kafol, Slosar) confirm that learning music has a positive influence on a child's entire development (physical, emotional, personal, intellectual, social and spiritual). Therefore is necessary to include it in all the learning contents. Music is especially helpful in including special needs children into programs of regular primary schools. Here we use music as a medium of help for pupils with different psychological or physical difficulties and disorders in the sense of overcoming different difficulties or preserving positive conditions and states of mind. In the article we will present two examples of help with music working with a deaf-mute girl and a boy with learning difficulties in mathematics.

Key words: Helping with art, helping with music, partial deafness an deafness, pupil with special needs

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JE UČITELJ LAHKO ENAKO NAKLONJEN VSEM UČENCEM? POMEN REFLEKSIJE UČITELJEVEGA DELA ZA UVELJAVLJANJE NAČELA ENAKOSTI V ŠOLI

V prispevku bom predstavila učiteljevo vlogo pri uveljavljanju načela enakosti v šoli ter nekatere notranje ovire učitelja, ki mu to vlogo otežujejo. Pozitiven odnos z učiteljem predstavlja za učence enega izmed ključnih dejavnikov šolske prilagojenosti in se povezuje tako z učnimi spremenljivkami (učni uspeh, učna angažiranost) kot z vrstniško sprejetostjo. Še posebej pa je vpliv kvalitete odnosa med učencem in učiteljem pomemben za učence iz ranljivejših družbenih skupin. Sodoben razred je zaradi nekaterih sodobnih družbenih trendov vse bolj heterogen glede na različne značilnosti učencev (otrokova nacionalnost, socialno ekonomski položaj družine, iz katere učenec izhaja, morebitne posebne potrebe učenca, oblika učenceve družine idr.). To od učitelja zahteva stalno fleksibilnost in individualizacijo dela, več skrbi pa je potrebno posvetiti tudi dobri razredni klimi in kohezivnosti razreda. Predpostavljam, da predstavljajo eno izmed ovir, ki učitelju otežujejo delo v tako raznolikih razredih, tudi nekatera njegova stališča, prepričanja in predsodki. Takšna negativna stališča do določenih (skupin) učencev so še posebej problematična, kadar so neozaveščena, saj učitelj ne zmore nadzirati njihovega izražanja v vedenju do učencev. Zato je za učinkovito delo učiteljev v sodobnem heterogenem razredu še posebej pomembna sistematična refleksija kot ozaveščanje občutkov, mišljenja in vedenja z namenom, da smo se v prihodnje zmožni soočiti z novo izkušnjo z bogatejšim repertoarjem. V prispevku predstavljam nekaj načinov, ki učiteljem pomagajo reflektirati njihove izkušnje, s čimer se poveča kompetentnost učitelja za udejanjanje načela enakosti.

Ključne besede: načelo enakosti, učitelji, vrstniki, refleksija, ozaveščanje, profesionalni razvoj

CAN A TEACHER'S ATTITUDE TO ALL PUPILS BE BALANCED? THE IMPORTANCE OF REFLECTION ON THE TEACHER'S JOB TO IMPLEMENT THE PRINCIPLE OF EQUALITY IN SCHOOL

In my paper I will present the teacher's role in implementing the principle of equality in school and some of the internal obstacles which make this role more difficult. A positive relationship with the teacher is for pupils one of the key factors of school adjustment and is related to both the academic variables (academic achievement, academic engagement) as well as to peer acceptance. The impact of the quality of the teacher-pupil relationship is especially important to pupils from more vulnerable social groups. Modern class is, due to some contemporary social trends, more and more heterogeneous regarding different characteristics of pupils (child's nationality, the socio-economic status of the pupil's family, the possible pupil's special needs, the pupil's family form, etc.) This situation requires the teacher's constant flexibility and individualised activities, and more care is needed for the good classroom climate and classroom cohesiveness.

I assume that some of the obstacles which make a teacher's work in such diverse classes more difficult are his/her own views, beliefs and prejudices. Such negative attitudes to some (groups of) pupils are especially problematic if the teacher is not aware of them, because the teacher in this case cannot control their expression in his/her behaviour towards pupils. Therefore, for effective teacher's work in a modern heterogeneous classroom a systematic reflection is very important to arouse awareness of feelings, views and behaviour and to equip us with a richer repertoire for a potential future experience. Some ways which help teachers reflect on their experience to increase their competence of implementing the principle of equality will be presented in my paper.

Key words: principle of equality, teachers, peers, reflection, awareness, professional growth

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INKLUZIJA – REALNOST V NAŠIH OSNOVNIH ŠOLAH

Živimo v multikulturni družbi, kjer nas obkrožajo ljudje, ki jim pravimo »drugi«. Kdo so ti drugi? Kako razložiti otrokom, da so to tisti, ki govorijo drugačen jezik, so druge narodnosti, so iz drugih držav in so pripadniki drugih ver. Tako je potrebno otrokom, našim šolarjem, omogočiti raznovrste oblike izražanja svojega osebnega odnosa do vprašanj medkulturnega dialoga, v skladu s svojimi sposobnostmi, strpnostjo in ravno razumevanja družbenih procesov (Novogoriška deklaracija, 2008). Ali učitelji učencem dovolj omogočimo pridobivanje znanj, vedenj, socialnih izkušenj, kompetenc, ki so nujne za spoštovanje sočloveka, za spoštovanje drugačnih, za strpno komunikacijo, složno sobivanje in medkulturni dialog, je vprašanje, ki pesti veliko učiteljev.

V prispevku se bomo posvetili dilemam, kaj lahko storimo učitelji za uveljavljanje enakih možnosti vsem učencem, ne glede na njihovo narodnostno pripadnost, versko opredelitev, spol in socialne razmere, v katerih živijo. Kako omogočiti učencu – tujcu, da bi se počutil sprejetega med ostalimi – »ne tujci«? Kako pripraviti ostale učence, da ne bi bila inkluzija le modna muha v naših šolah, temveč resničnost in vsakdanja realnost? Ko učitelji dobimo učenca – tujca v razred, se začne delo v obliki učne diferenciacije in individualizacije. Takrat se ubadamo z vprašanjem kdaj, kaj in kako učencu – tujcu diferencirati ter individualizirati vzgojno-izobraževalno delo. Kar zadeva časa diferenciacije ni dileme, saj je pomembno, da začnemo čim prej, ker je potrebno diferenciacijo postopno vse bolj krepiti. Starejši so učenci, večje so med njimi učne in druge razlike ter izrazitejše so potrebe po diferenciaciji. Kaj je potrebno za te otroke diferencirati? Zagotovo učne metode in tudi vzgojno-izobraževalne vsebine in cilje. Učni diferenciaciji in individualizaciji je potrebno podrediti praktično vse, od vzgojno-izobraževalnih ciljev in vsebin, preko učne tehnologije z metodami vred, didaktičnega vodenja in pomoči do učnega tempa in sodelovanja učencev (Strmčnik, 1993).

Ključne besede: osnovna šola, učenci, tujci, inkluzija, medkulturni dialog, diferenciacija in individualizacija

INCLUSION – REALITY OF OUR SCHOOLS

We live in a multicultural society and are surrounded by people referred to as »the others«. Who are the others? How could it be explained to children that they are those who speak a different language, are of another nationality, come from other countries and belong to other religions. That is why school children should be allowed to express their personal attitude towards questions of intercultural dialogue in different ways, according to their abilities, tolerance and level of understanding the social processes (Nova Gorica declaration).

Do teachers offer enough opportunities to students to acquire knowledge, behaviour, social experiences, competences necessary to respect another human being, to respect difference, for tolerant communication, to cohabitate in harmony and for intercultural dialogue is the question unanswered by many teachers.

In this article the focus is on the dilemma what teachers can do to ensure equal opportunities to all of the students irrespective of their nationality, religion, sex and social status. How to make a student – foreigner feel

accepted by the others »not foreigners«? How to prepare the other students so that inclusion would not be just the latest fashion in our schools but verity and everyday reality?

When teachers get a student – foreigner in their class the work is based on differentiation and individualisation. Then we deal with the question of when, what and how should the educational process be differentiated and individualised. There is no question about the right time of differentiation because it is important to start immediately and gradually enhance the process. The older the students are the greater learning and other differences are between them and more distinctive is the need for differentiation. What should be differentiated? The first thing is the teaching methods, topics and aims. Everything should be subordinated to learning differentiation and individualisation starting from the aims and topics, teaching technology together with methods, didactics and help through to learning time and students' cooperation (Strmčnik, 1993).

Key words: primary school, students, foreigners, inclusion, intercultural dialogue, differentiation and individualisation

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PROBLEM INKLUZIJE NA POLJSKEM

Tekst obravnava problem inkluzije na Poljskem. Avtorica kaže glavne smeri delovanja izobraževalnega sistema na Poljskem. Osredotoča se na analizo najpomembnejših uspehov, ovir in pomanjkljivosti teh prizadevanj na Poljskem.

Ključne besede: inkluzivni izobraževalni sistem, integracija, posebne potrebe, ustvarjalnost v izobraževanju, zmožnost, učitelj, pomočnik učitelja

THE PROBLEM OF INCLUSION IN POLAND

The text investigates the problem of inclusion in the territory of Poland. The author depicts the main paths of functioning of the Polish system of education in the context of inclusion. She attempts to present the most important barriers, successes and weaknesses of this undertaking in Poland.

Key words: inclusive education system, integration, special educational needs, creativity in education, quality in education, competences, teacher, peer tutoring.

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DELO Z NADARJENIMI UČENCI NA PODROČJU NARAVOSLOVJA

Ena od pomembnih kvalitiet pouka je prizadevanje za upoštevanje individualnih posebnosti in sposobnosti učencev (dijakov, študentov). Pouk, ki je prilagojen socialnim, značajskim, kognitivnim in drugim lastnostim učencev, njihovemu predznanju in delovnim možnostim, omogoča, da se v pouk večina učencev vključuje bolj aktivno in dosega boljše uspehe. Med skupine, ki si zaslužijo posebno pozornost, je potrebno uvrstiti tudi nadarjene učence. Tem običajna šolska učna snov ne predstavlja ne težav ne izziva in zato tudi ne motivacije, potrebne za večje dosežke. Zato je pomembno je, da jim že dovolj zgodaj ponudimo dovolj zahtevne naloge, ki jih motivirajo in vzpodbujajo k stalnemu in sistematičnemu delu. V preteklih letih so na področju naravoslovja na osnovnih šolah uspešno delovali krožki, na srednjih šolah pa posebni »naravoslovno-matematični« razredi, v katerih so naravoslovno nadarjeni učenci (dijaki) lažje razvijali svoje posebne sposobnosti in pridobivali dodatna znanja. Danes se je takó število krožkov kot naravoslovno-matematičnih razredov zmanjšalo, zato nadarjeni učenci težje pridejo do pouka, ki bi upošteval njihove posebnosti in izkoriščal njihov študijski potencial. Vendar jih je potrebno dovolj zaposliti, ne le zato, da si pridobivajo nova znanja, ampak tudi zato, da se navadijo sistematičnega učenja in si pridobijo potrebne delovne navade, nujne za pomembnejše dosežke v poznejših obdobjih.

V prispevku bi radi predstavili, s katerimi fizikalnimi vsebinami bi bilo smiselno in potrebno seznanjati nadarjene dijake poleg »šolske« učne snovi: z osnovami t.i. »moderne« (kvantne) fizike, relativnostne teorije, z nanotehnologijami ipd., ki se jih doslej ni posrečilo na primeren način vključiti v obvezne šolske vsebine, ter na kakšen način bi bilo to izvedljivo. Ta področja nadarjenim učencem kljub zahtevnosti so dostopna in jim predstavljajo intelektualni izziv. Zgodovina in kognitivne znanosti učijo, da se največji dosežki zgodijo v zgodnjih letih znanstvenega delovanja, zato je potrebno nadarjene otroke na njihovih področjih nadarjenosti usposobiti dovolj zgodaj, da lahko pozneje, na univerzitetni in po-univerzitetni ravni, s svojim znanjem uspešno konkurirajo na svetovni ravni. V prispevku bi radi spregovorili tudi o sedanjih možnostih za zunajšolsko naravoslovno usposabljanje nadarjenih otrok in poklicno orientacijo.

Ključne besede: Nadarjeni učenci, inkluzivna pedagogika, naravoslovne vsebine, poklicna orientacija

WORKING WITH GIFTED CHILDREN IN THE AREA OF NATURAL SCIENCES

Making effort to tailor the instruction to students of different individual backgrounds and abilities is an important facet of a quality instruction. An environment that is adapted to social, psychological, cognitive and other specifics of students, to their academic background and conditions of study, enables majority of students to be more actively engaged and to attain a higher achievement. One of the groups that deserve special attention are gifted students. These are not challenged by the standard material and therefore not motivated to reach their potential. Therefore it is important that they be given early on demanding problems which would motivate and stimulate them to work consistently and systematically. In the past there were extra-curricular activities at the middle school level, and in high schools there were special classes with emphasis on natural sciences and

mathematics, where scientifically inclined students could more easily develop their special abilities and acquire additional knowledge. Nowadays the number of such classes has decreased therefore it is more difficult for talented students to get the instruction that takes their special abilities into account and that would take advantage of their academic potential. It is important that these students are given enough work, not only to acquire new knowledge but also to learn how to study systematically and to develop the necessary work habits that are essential for significant achievements in their later careers.

In this article we present concepts in physics that would be sensible and necessary to present to gifted students besides the prescribed school curriculum: basics of the so called »modern« (quantum) physics, relativity theory, nanotechnology, etc, that up to now could not be appropriately included in the mandatory school curriculum, and in what way this could be realized. These concepts are, despite their difficulty, accessible to gifted students and they represent an intellectual challenge. History and cognitive sciences have proved that the greatest achievements happen in the early years of a scientific activity, therefore it is important that gifted children are qualified early enough in their areas of strength, so that they can later, at the university and post-university level successfully compete with their knowledge on the world stage. In this presentation we would also like to discuss the present possibilities for extra-curricular education of gifted children and their professional orientation.

Keywords: Gifted children, inclusive pedagogy, sciences, professional orientation

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TERMINOLOŠKE VRZELI NA PODROČJU NADARJENOSTI

Terminologija s področja nadarjenosti odkriva različne izraze, ki integrirano zajemajo izstopajoče učence po visoki storilnosti, specifičnih sposobnostih, posebnih talentih, osebnostno-motivacijskih in socialnih značilnostih ter ustvarjalnosti. Terminološke opredelitve visoke učne uspešnosti, visokih zmogljivosti in sposobnosti posameznika, ki se izkazujejo v obliki visokih učnih dosežkov, se koherentno povezujejo s terminom nadarjenost. Nekateri avtorji naštete termine celo uporabljajo kot sinonim (Parke, 1992; Van Tassel-Baska, Little, 2003; Barnes, 2007). V iskanju konceptualnih rešitev smo se soočili z večplastnim problemom: psihološko interdisciplinarno terminološko neenotnostjo in neenotnostjo znotraj skupnega področja nadarjenosti ter različnimi prevodi terminov iz angleščine v slovenščino. Konceptualne rešitve je namreč potrebno smiselno umestiti v slovenski raziskovalni prostor, ki pa ima na tem področju še veliko terminoloških vrzeli.

V prispevku bomo predstavili predvsem pojma nadarjenost in talentiranost (ki nista sinonima) ter nekatere izraze obravnavanih osnovnih konstruktov. V pedagoškem polju je dandanes prav tako težko doseči ustrezno definicijo nadarjenosti v povezavi z visokimi šolskimi zmožnostmi. Najpogosteje uporabljene definicije v slovenskem prostoru bomo predstavili tudi z evropskega in širšega mednarodnega vidika ter jih podkrepili z ustreznimi zakonskimi izhodišči.

Ključne besede; nadarjenost in talentiranost, visoke sposobnosti, učna uspešnost, inkluzija nadarjenih, terminologija.

TERMINOLOGY GAPS IN GIFTED EDUCATION FIELD

Terminology in the field of gifted and talented education reveals a variety of terms that include integrated pupils with high performance, specific skills, special talents, personality, motivational and social characteristics and creativity. Terminological definition of high academic achievement, high capacity and competence which are recorded in the form of high learning achievements is connected with the term giftedness. Some authors even use the all terms listed as a synonyms (Parke, 1992, Van Tassel-Baska, Little, 2003; Barnes, 2007). In search of conceptual solutions, we are faced with multifaceted problems, psychological interdisciplinary lack of uniformity in terminology in common areas of giftedness and problems with different translations of terms from English into Slovenian language. Conceptual solutions are necessary to involve the Slovenian research area, although it has many terminological gaps. The presentation discusses the concept of giftedness and talent (which are not synonymous), and some of the terms that are commonly used in gifted and talented education area. In the educational field is still difficult to reach an appropriate definition of giftedness in conjunction with high school abilities. The most commonly used definition of the Slovenian educational system will be presented from the European and wider international perspective and supported by relevant legal documents.

Key words: gifted and talented education, high capacity and achievement, high school performance, inclusion in gifted education, terminology.

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PLES KOT STRATEGIJA ZA IZVEDBO NAČEL INKLUZIJE

Plesno-gibalo ustvarjanje se lahko strateško naveže na šolsko snov in pri tem upošteva različnost učencev. Načela plesno-gibalnih zaposlitev izhajajo iz motivov otrok za gibanje. Učitelj skupaj z otroki naredi raziskavo določenega področja kurikulumu, nato iz dejstev izluščijo akcije, ki so primerne za gibalno izražanje ter jih povežejo z besedami. Skupaj ustvarimo plesno kompozicijo tako, da uporabimo variacije na dano temo; dodamo glasbo; vključimo različne skupinske študije/spoznanja, jih damo v kontekst in jih izvedemo v plesnem stilu. Na ta način so otroci lahko oni sami, vsebine razumejo v njihovih odnosih in jih znajo kritično ovrednotiti, ker gre za celstno učenje. Metoda plesno-gibalne ustvarjalnosti nudi neprecenljivo možnost, da je prispevek vsakega učenca opažen in cenjen, tako da se otroci počutijo varne. Učiteljeva naloga je, da pripravi aktualno temo in jo strukturira v plesno-gibalno igro, medtem ko ideje-vsebine (besede, pojme, gibalne figure itd.) dodajajo otroci, pri čemer učitelj učence spodbuja, hvali, opisuje in interpretira. Plesno-gibalna dejavnost je zabavna in nudi veliko užitkov, ob enem pa morajo otroci razmišljati, opazovati, urejati, poslušati, prepoznati in povezovati. To pa je mogoče, ker je učitelj vodja le v prvem delu plesno-gibalne dejavnosti (przentacija)v naslednjih treh stadijih pa inštruira s strani.

Ključne besede: ples, kurikulum, gibalno ustvarjanje, inkluzija, celostno učenje, izobraževanje

DANCE AS A METHOD OF MAKING EDUCATION MORE INCLUSIVE.

Children have a natural love of physical activity. By translating selected parts of the academic curriculum from words and concepts into dance and movement this natural energy can be utilised very effectively. The teacher and pupils choose which parts of their courses are suitable and these become themes to be explored through physical exercise and dance. In this way children are given the opportunity to discover themselves. They comprehend and evaluate issues in a more vivid way because this is an all-embracing way of learning which opens up a new range of possibilities. The contribution of every pupil is acknowledged and appreciated giving the children a feeling of safety. Working on the chosen theme the teacher's task is to expand it with various ideas and approaches (words, notions, dance postures, etc.) contributed by the children. All this activity is fun and inspires the children to listen and observe more intensively. This is achieved because the teacher only leads the children through the first stage of their dance-movement activities (presentation) and remains only a peripheral advisor in the next three stages.

Key words: dance, curriculum, creative movement, inclusion, education

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INKLUZIJA V GLASBENO PEDAGOŠKI PRAKSI

Glasbeno pedagoška praksa permanentno kaže na usmeritev poučevanja v smislu glasbene homogenizacije, ki se kaže v glasbenem poustvarjanju in ustvarjanju v razredu. Načelo individualizacije in diferenciacije se žal največkrat udejanja le kot izbor aktivnih in uspešnih glede na glasbene sposobnosti.

Glasbeno izobraževanje na vseh stopnjah bi moralo slediti načelu inkluzije, vključevanju vsakega učenca v smislu glasbenega poustvarjanja in ustvarjanja glede na njegove individualne glasbene zmožnosti. Omenjeni pristop bi tako omogočal vsem učencem glasbeno uspešnost ne glede na njihove glasbene predispozicije. Glasbena praksa v razredu nam dokazuje, da je še daleč od zgoraj omenjenih teoretičnih izhodišč. Le strokovno in didaktično dobro izobražen učitelj lahko uresničuje načelo inkluzije v razredu, kar še posebej velja za glasbeno področje.

Članek skuša povezati teorijo vključevanja posameznika glede na individualne glasbene zmožnosti z glasbeno prakso v razredu in izpostaviti model uresničevanja načela inkluzije v glasbeni vzgoji in izobraževanju.

Ključne besede: glasbeno izobraževanje, inkluzija v razredu, glasbene sposobnosti.

INCLUSION IN MUSIC TEACHING PRACTISE STRATEGIES

Music teaching practise strategies permanently show a teaching orientation in musical homogenization, which is well shown in musical recreating and creating in a classroom. Principle of individualization and differentiation is sadly being reflected only as selection of active and successful students, considering their musical abilities.

Music education on all levels should follow the principle of inclusion, participation of each and every student in musical recreating and creating, taking into account his individual musical abilities. In that way limited approach would enable music successfulness to all students regardless of their musical predispositions. Music teaching practise strategies prove us that we are still far from the previously mentioned theoretical basis. Only a professional teacher with good education in didactics can fulfil the principle of inclusion in a classroom, the fact especially valid in the music area.

The following article tries to connect the theory of inclusion of each and every individual, considering his musical abilities, with music teaching practise strategies in a classroom. It also underlines realization of the principle of inclusion in the music education and upbringing.

Key words: music education, inclusion in a classroom, musical abilities.

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SAMOODLOČANJE V PERSPEKTIVI INKLUZIJE – IZVLEČEK

V prispevku zagovarjamo tezo, da je teorija samoodločanja pomembno izhodišče v razvijanju inkluzivnega okolja (Deci in Ryan, 1985; Sands in Wehmeyer, 1996).

Dejavniki pri zagotavljanju dejanske vključenosti učencev s posebnimi potrebami v vzgojno-izobraževalno delo in socialno okolje se kažejo v soudeležbi, sodelovanju, soustvarjanju in soodgovornosti učencev s posebnimi potrebami pri načrtovanju njihovega izobraževanja. Učenci bi se naj zavedali, da gre zanje, za njihovo prihodnost in večkrat je za uspeh lahko ključnega pomena ravno to, da imajo možnost aktivnega sodelovanja in vplivanja na odločitve. Da bi učencem to lahko omogočili, je potrebno vzpostaviti nove oblike sodelovanja in načrtovanja dela, predvsem pa preoblikovati odnose na nivoju učenec – učitelj ali učenec – strokovni delavec. Samoodločanje kot model učenja za učence s posebnimi potrebami, je ena izmed takšnih možnosti, saj preprečuje odnose odvisnosti, naučene nemoči, izgube občutka lastne vrednosti in nizko samopodobo.

V prispevku predstavljamo temelje teorije samoodločanja, njena osnovna izhodišča ter rezultate nekaterih raziskav na področju specialno pedagoškega dela (Ryan in Niemiec, 2009; Wehmeyer, Agran in Huges, 2000). Samoodločanje namreč vključuje višjo storilnost, samoregulacijo, samoevalvacijo, odločanje, postavljanje ciljev, ustvarjalnost, samozagovornišvo, avtonomnost, samoučinkovitost, zanašanje na sebe, usmerjanje samega sebe, ipd. (Field, Sarver in Shaw, 2003). Mnogi avtorji zagovarjajo tezo, da s samoodločanjem učenci s posebnimi potrebami bolje razvijajo svoje sposobnosti ob tem, da jim pomembni odrasli zaupajo in jih aktivno vključujejo v sprejemanje odločitev ter del odgovornosti prenesejo nanje. Na tak način se lahko nedvomno poveča možnost uspešnega šolanja in zmanjšuje osip, zlasti v obdobjih prehajanja iz ene ravni izobraževanja na drugo ter kasneje uspešen prehod v obdobje odraslosti. Vprašanje, ki ga zastavljamo v predstavljeni pilotni študiji v prispevku je: ali pri nas upoštevamo oz. udejanjamo načela učenja s samoodločanjem pri izvajanju dodatne strokovne pomoči? Rezultati intervjujev z dijaki s posebnimi potrebami in analiza njihovih individualiziranih vzgojno-izobraževalnih programov pričajo, da je še veliko prostora za izboljšave.

Ključne besede: samoodločanje, inkluzija, učenci s posebnimi potrebami, izobraževanje, individualiziran vzgojno-izobraževalni program, dodatna strokovna pomoč.

SELF-DETERMINATION IN INCLUSION PERSPECTIVE

In this paper we defend the thesis that self-determination theory is an important starting point in developing an inclusive environment (Deci in Ryan, 1985; Sands in Wehmeyer, 1996).

Important elements in assurance that students with special needs are really included in education and social environment are participation, cooperation, co-creation and co-responsibility of students with special needs in their education planning. Students should be aware that it's about them and their future and the key element of success is often the opportunity of active cooperation and students influence in decision making. To make this possible, we should establish new ways of cooperation and education planning, especially on the

level student – teacher or student – other expert. Self-determination as learning model for students with special needs is one such option. It prevents the relationship of dependence, learned helplessness, loss of sense of self worth and low self-esteem. The paper presents the foundations of the theory of self-determination, its basic premises, and the results of some research in the field of special education work (Ryan in Niemiec, 2009; Wehmeyer, Agran in Huges, 2000). Self-determination does include higher performance, self-regulation, self-evaluation, decision making, goal setting, creativity, self-advocacy, autonomy, self-efficacy, self-reliance, self-directing, etc. (Field, Sarver and Shaw, 2003). Many authors advocate the thesis that students with special needs when using self-determination skills, better develop their abilities along with trust of important adults who involve students in active decision making, so the part of responsibility is delegated to them. In this way the chance of successful training is increased and the dropout rate reduced, especially during periods of transition from one level of education to another and later transition from education to adulthood/work.

The question in the pilot study, which we present, is whether we consider or implement the principles of self-determination learning in special education assistance? Results of interviews with special education needs students and analysis of individualized education plans are evidence that there is much room for improvement.

Key words: self-determination, inclusion, students with special needs, education, individualized education plan, assistance in special education.

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ODNOS UČENCEV OSNOVNIH ŠOL DO NARAVOSLOVNEGA UČNEGA NAČRTA

Eden od pomembnih elementov izobraževanja je, da si študentje izoblikujejo stališča do pomembnih družbenih vprašanj, kot so kakovost življenja posameznikov, neenakosti v družbi, kakovosti okolja, okoljske spremembe, globalne spremembe itn. Termin stališče sta v koncept sociologije in socialne psihologije vpeljali W. J. Thomas in F. Znaniecki (1918), ki sta razumeli položaj kot zavestni odnos do posameznih vrednot. D. Krech, R. S. Crutchfield in E. L. Ballachei (1962) opisujejo ta odnos s tremi dimenzijami: kognitivno, emocionalno in čustveno. S psihološkega vidika se lahko odnos gradi s pridobljenimi dispozicijami oblik zunanjega okolja, socialnih vplivov, učenja, kulturnega ozadja družine, informacij iz medijev, kar predstavlja pomemben vpliv na oblikovanje osebnosti učencev.

Predstavitev prinaša rezultate predhodnih raziskav odnosa osnovnošolcev do vsebine učnih načrtov biologije in geografije. Predhodna raziskava je del raziskovalnega projekta, ki temelji na spremljanju raznolikosti odnosov učencev do učnega načrta glede na spol, starost in vrsto šole.

Ključne besede: odnos, predhodna raziskava, biološki in geološki kurikulum, spol, starost, šole.

ATTITUDES OF ELEMENTARY SCHOOL PUPILS TO THE SCIENCE CURRICULUM

One of the important elements of education for students is to create positions on important social issues such as quality of life of individuals, inequality in society, environmental quality, creating attitudes towards environmental change, the global change and other issues. Position to introduce the concept of sociology and social psychology W. J. Thomas and F. Znaniecki (1918), who understood the position as a conscious relationship to individual worth. D. Krech, R. S. Crutchfield and E. L. Ballachei (1962) describes attitudes using three dimensions: cognitive, emotional and affective. From the psychological point of view, attitudes specifically acquired dispositions shaped external environment, social influences, learning, cultural background of the family, information from the media and significant impact on shaping students' personalities. The chapter contains the results of preliminary research attitudes of elementary school pupils on the biological and geological curriculum. Partial study is part of a research project based on monitoring the diversity of attitudes to the curriculum for pupils in terms of gender, age and places of the school.

Key words: attitude, partial study, biological and geological curriculum, gender, age, school places.

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NADARJENI Z UČNIMI TEŽAVAMI: ALI JIH PREPOZNAMO?

Vzgojno-izobraževalni sistem v Republiki Sloveniji prepoznava celo vrsto oseb s posebnimi potrebami. Zavod za šolstvo RS je izoblikoval priporočila za vse skupine oseb s posebnimi potrebami. Med temi so tudi smernice za prepoznavanje ter delo z nadarjenimi. Postopek usmerjanja je možen za vse skupine, za nadarjene pa ne. Nadarjenost naj bi se ugotavljalo po posebnih priporočenih postopkih. Nadarjeni z učnimi težavami pa so posebna skupina. Niso seštevek, temveč kombinacija obojega. Spregledamo lahko njihovo nadarjenost ali učne težave ali oboje ali pa jih v redkih primerih identificiramo kot nadarjene z učnimi težavami. Primeri iz prakse kažejo, da se omenjene otroke po navadi prepozna le kot otroke z učnimi težavami ali pa sploh ne, ko kompenzirajo primanjkljaje. Pravilno prepoznavanje je redko, še posebej, ker se ne izvaja sistematičnega testiranja nadarjenosti, kreativnosti, talentiranosti. Učne ocene v teh primerih žal niso zanesljiv kriterij. Nadalje, učitelji niso usposobljeni za prepoznavanje nadarjenosti (torej sposobnosti, za kar so psihologi), temveč za ocenjevanje znanja, učenje, poučevanje. Če spregledamo nadarjene otroke z učnimi težavami zavržemo pomemben človeški potencial.

Ključne besede: nadarjeni otroci z učnimi težavami, prepoznavanje.

NADARJENI Z UČNIMI TEŽAVAMI: ALI JIH PREPOZNAMO?

The educational system in the Republic of Slovenia recognizes a number of types of disabilities. National Education Institute has formulated recommendations for all groups of people with special needs. Among these we find the guidelines for identifying and working with gifted and talented. The process of identification is possible for all groups, but for the not. Giftedness should be examined with specific recommended procedures. Gifted with learning disabilities is a special group. Not the sum, but rather a combination of both. We may observe their giftedness or learning difficulties, or both, or in rare cases they identified as gifted with learning difficulties. Case studies show that these children are usually identified only as children with learning difficulties or as normal children, when they compensate the difficulties. Proper identification is rare, especially because systematic testing of aptitude, creativity, talent is not a reality. Teaching evaluation in these cases, unfortunately, are not a reliable criterion. Furthermore, teachers are not trained to identify giftedness (for which psychologists are), but to assess the knowledge, learning and to teach. If we overlook the talented children with learning difficulties we discard an important human potential.

Key words: gifted children with learning disabilities, identification.

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KAJ O INKLUZIJI MENIJO OTROCI

Inkluzija pomeni sprejemanje in spoštovanje razlik. Howard Gardner definira to kognitivno sposobnost kot »spoštljivi um«. V mnogih državah politiki in strokovnjaki razpravljajo o inkluziji – poučevanju vseh otrok, tudi s posebnimi potrebami, v istih šolah in istih razredih. Kaj pa ciljna populacija: kako otroci v osnovni šoli razmišljajo o integraciji, kakšne ideje imajo o delu in učenju skupaj?

V prispevku analiziramo razmišljanja različnih skupin otrok na delavnicah z de Bonovimi *klobuki razmišljanja*, ki smo jih izvedli na osnovnih šolah na Nizozemskem in v Sloveniji. Po uvodni seznanitvi s tehniko skupinske diskusije so učenci, za pogovor o inkluziji, uporabili paralelno mišljenje (informacije, občutke, pomisleke, prednosti, ustvarjalne ideje, možnosti).

Ključne besede: inkluzija, posebne potrebe, de Bonovi miselni klobuki, (ne)sposobnosti, drugačnost

WHAT DO CHILDREN IN PRIMARY SCHOOL THINK ABOUT INCLUSION

Inclusion means accepting and valuing differences, Howard Gardner defined this cognitive ability as the 'Respectful mind'. In many countries politicians and experts are discussing inclusion; teaching all children with and without (dis)abilities in the same school and the same classes. But what about the target population: what do children in primary school think about inclusion, what ideas do they have about working and learning together?

In this article we analyze the outcomes of workshops with small groups of children of primary schools in The Netherlands and Slovenia where they used *the thinking hats* of Edward de Bono. After introducing this technique for group discussion the pupils applied the technique of parallel thinking (information, feelings, cautions, benefits, creative ideas, alternatives) to talk about inclusion.

Keywords: inclusion, special needs, six thinking hats, (dis)abilities, otherness

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INKLUZIJA NAJ NE BO SAMO OBLJUBA

Prispevek predstavlja izvajanje poskusa, spremljanega s strani Zavoda RS za šolstvo, z naslovom Delovanje Zavoda za slepo in slabovidno mladino kot Centra za zagotavljanje pomoči na področju inkluzivnega izobraževanja slepih in slabovidnih otrok in mladostnikov (v nadaljevanju Center). Namen poskusa je, spremljati uvajanje Centra in preveriti učinkovitost delovanja le-tega. Cilji spremljave so prilagojeni ciljnim skupinam: slepi in slabovidni otroci v zgodnji obravnavi in v rednih vrtcih, v osnovnih in srednjih šolah, sošolci, starši, vzgojitelji, učitelji, svetovalni delavci, ravnatelji ter strokovni delavci Centra. S poskusom želimo preveriti stanje pred začetkom delovanja Centra in po dveh letih, ko bi dejavnost Centra že prepoznavna in razširjena. Poskus je bil uveden na osnovi dveletnega proučevanja tujih modelov pomoči slepim in slabovidnim v procesu vzgoje in izobraževanja in v zgodnji obravnavi ter analizi trenutnega stanja v Republiki Sloveniji. Razvidna je bila potreba po nujni reorganizaciji Zavoda za slepo in slabovidno mladino Ljubljana v strokovno podporni center oz. Center za pomoč slepim in slabovidnim. Center v okviru poskusa organizacijsko sestavljajo štiri enote: Enota za diagnostiko in zgodnjo obravnavo, Enota za pomoč inkluziji, Enota za pripomočke in Enota za razvoj. Tovrstna organizacijska oblika z natančno razmejenimi nalogami in oblikovanimi programi enot omogoča celostno pomoč vsem uporabnikom: slepim in slabovidnim otrokom, staršem, šolam, vrtcem, strokovnim delavcem znotraj Centra ter širši javnosti. Izvajanje poskusa omogoča uvajanje novih programov, pristopov in oblik pomoči, ki omogočajo boljše razumevanje inkluzivnih procesov v vzgoji in izobraževanju, dvig kakovosti v nujenju pomoči slepim in slabovidnim otrokom, krepitev tiflopedagoške stroke, možnost primerjave z modernimi evropskimi centri ter dokazovanje nujnosti obstoja strokovnih centrov.

Ključne besede: poskus, otroci s posebnimi potrebami, inkluzija, celovita obravnava, programi pomoči, Center za zagotavljanje pomoči slepim in slabovidnim.

INCLUSION SHOULD NOT ONLY BE A PROMISE

In our presentation we are showing an attempt or a study being carried out by the National Education Institute of the Republic of Slovenia. The objective of this attempt is to monitor the transformation of the Institute for Blind and Partially-sighted Youth into the Centre for Providing Help in the Area of Inclusive Education of Blind and Partially-sighted Children and Young People (hereinafter »Centre«) and to verify its effectiveness. The aims of the observation are adjusted to the target groups: blind and partially-sighted in early treatment and in regular nursery schools, in primary and secondary schools, to classmates, parents, pre-school teachers, teachers, advisors workers, headmasters and experts in the Centre. With this attempt we would like to verify the situation before the Centre starts to work and in two or three years' time when the operation of the Centre will become recognised and extended. The attempt has been introduced after two years of studying foreign models of help to blind and partially-sighted in the process of education and in early treatment as well as after the analysis of the actual

situation in the Republic of Slovenia. The urgent need to reorganise the Institute for Blind and Partially-sighted Youth of Ljubljana into an expert and supporting centre, i.e., the Centre for Providing Help in the Area of Inclusive Education of Blind and Partially-sighted Children and Young People was evident. The Centre, within the framework of the probationary period, consists of 4 units: Unit for Diagnostics and Early Treatment, Unit for Help in Inclusion, Unit for Helping Instruments and Development Unit. Such organisational structure with clearly separated assignments and established unit programmes ensures a holistic help to all users: blind and partially sighted children, parents, schools, nursery schools, experts within the Centre as well as to wider community. The implementation of the attempt enables us to introduce new programmes, new approaches and new types of help which ensure better understanding of inclusive processes in education, raise of quality in providing help to blind and partially sighted children, strengthening of tifo-pedagogical expertise, and gives us opportunities to compare with modern European centres as well as to prove the necessity of the existence of such expert centres.

Key words: attempt, children with special needs, inclusion, holistic treatment, programmes of help, Centre for Providing Help to Blind and Partially-sighted people

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POUČEVANJE NARAVOSLOVJA V INKLUZIVNIH ODDELKIH

Naravoslovje je za otroke s posebnimi potrebami med najpomembnejšimi predmeti, saj poleg pridobivanja naravoslovnega znanja odkrivajo svoje sposobnosti, urijo spretnosti, se učijo sodelovanja v skupinah in razvijajo pozitivne osebnostne lastnosti. Z vključevanjem otrok s posebnimi potrebami v redne vrtce in šole in uvedbo inkluzivnih oddelkov so se pojavile potrebe po dodatnem izobraževanju vzgojiteljev in učiteljev, saj le-ti nimajo dovolj predznanja o poučevanju otrok s posebnimi potrebami. Zaradi tega smo v letošnjem študijskem letu na Pedagoški fakulteti Koper Univerze na Primorskem pričeli s poučevanjem predmeta »Učenje naravoslovja v heterogenih skupinah« v okviru podiplomskega študija Zgodnje učenje. V študijski program je v študijskem letu 2010/11 vpisanih 18 študentov, ki so že zaposleni kot vzgojitelji in učitelji v rednih vrtcih in šolah. Pred izvedbo omenjenega predmeta smo želeli ugotoviti, kakšno je njihovo mnenje in predznanje o inkluziji ter kakšne so njihove izkušnje o poučevanju naravoslovja v heterogenih skupinah. Rezultati ankete so pokazali, da je imela več kot polovica študentov v svoje oddelke vključene otroke s posebnimi potrebami, vendar se za delo z njimi kljub temu počuti le deloma usposobljena. Na podlagi anketnih odgovorov smo pripravili sklop predavanj in laboratorijskih vaj, pri katerih smo obravnavali poučevanje naravoslovja v inkluzivnih oddelkih tako s teoretičnega kot s praktičnega vidika. Po zaključku predavanj ter vaj smo študente ponovno anketirali in ugotovili, da so nadgradili svoje znanje o poučevanju naravoslovja v heterogenih skupinah in se sedaj počutijo bolj usposobljeni za delo z otroci s posebnimi potrebami.

Ključne besede: inkluzija, naravoslovje, otroci s posebnimi potrebami, dodatno izobraževanje učiteljev.

TEACHING SCIENCE IN INCLUSIVE CLASSROOMS

For children with special needs science is considered a crucial subject, as it provides opportunities to engage in hands-on learning activities, encourages participation and inquisitiveness, promotes group interactions, and it provides them with potential moments to distinguish themselves. Inclusion of these children in regular classrooms requires additional training of their teachers, as often the experience of teaching these specific children is lacking. Therefore, at the Faculty of Education, University of Primorska, Koper, a novel course was initialized for master students of the preschool program: »Teaching science in inclusive classrooms«. In the academic year 2010/11, 18 students took part in the preschool master program, which next to that were employed as preschool or primary school teachers. Before the start of the novel course their background knowledge on inclusion and their experience with teaching natural sciences to these children were evaluated by means of questionnaires. The results showed that more than half of the students had previous experience in teaching children with special needs, while feeling only partly competent to do so. Upon the evaluation, the lectures and laboratory courses for the novel course were prepared, and at the end of the course the students received another questionnaire. The results indicate that the students upgraded their knowledge with regard

to teaching science to children with special needs and, moreover, the teachers feel more skilled to teach science in inclusive classrooms.

Keywords: inclusion, science, children with special needs, additional teacher training.

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DEJAVNIKI ODZIVNOSTI NA OBRAVNAVO MLADIH Z VEDENJSKIMI MOTNJAMI

Dejavniki odzivnosti so značilnosti mlade osebe ali njenega okolja, ki niso neposredno povezani z asocialnim vedenjem, vendar so pomembnimi za odzivnost mlade osebe na posamezne intervencije, in kot taki vplivajo na odločitev o intervenciji. V predstavljeni raziskavi smo uporabili je vprašalnik Youth Level of Service/Case Management – YLS/CMI, (Hrvaška verzija – Upitnik za određivanje razine intervencije i vođenje slučaja /Vprašalnik za določanje ravni intervencije in vodenje primera/ – UZORI /VDRI/). Vprašalnik predstavlja standardizirani celotni sistem vodenja primera, zamišljen tako, da bi pomagal strokovnjakom na področju vzgoje oceniti ustrezne potrebe obravnave mladih z vedenjskimi motnjami. YLS/CMI omogoča oceno iz različnih zornih kotov in služi kot pomoč pri oceni tveganja, potreb in dejavnikov odzivnosti ter vključuje oceno tveganja/potreb, večanje profesionalnosti in daje napotke za cilje obravnave. Odločitev o ustrezni ravni dejavnosti je nujna za doseganje pozitivnih sprememb pri mladih z vedenjskimi motnjami.

Cilj tega dela je utemeljevanje razlik v posameznih značilnostih mladih, ki predstavljajo dejavnike odzivnosti, med vzorcem vprašanih iz mesta Pulj in vzorcem vprašanih iz Republike Hrvatske z namenom utemeljevanja specifičnosti posameznih značilnosti mladih z vedenjskimi motnjami navedenega mesta in čim bolj ustrezne presoje potrebe po ciljnih intervencijah preventive in obravnave.

Rezultati kažejo, da pri skupini vprašanih iz mesta Pulj obstaja več neugodnih okoliščin s spremenljivkami žrtev zanemarjanja, potrebuje zaščito, neugodni življenjski pogoji, je že bežal in žrtev telesnega/spolnega zlorabljanja, prepoznani dejavniki odzivnosti pa bi morali biti smernice pri odločitvah o intervencijah za mlade iz mesta Pulj in njihove družine.

Ključne besede: dejavniki odzivnosti, vedenjske motnje, mladi, mesto Pulj, YLS/CMI, UZORI /VDRI/

RESPONSIVITY FACTORS FOR TREATMENT OF YOUTH WITH BEHAVIOR DISORDERS

Responsivity factors are the characteristics of the youth or his or her circumstances that are not directly associated with antisocial behavior but they are relevant to the youth's response to individual interventions and as such influence the decision about intervention. The Youth Level of Service/Case Management Inventory – YLS/CMI (Croatian version – Upitnik za određivanje razine intervencije i vođenje slučaja – UZORI.) was used. It is a standardized, comprehensive case management system designed to help experts in the field of education assess the rehabilitation needs of young offenders. The YLS/CMI is a multi-faceted assessment designed to help assess risk, need, and responsivity factors, and includes a risk/needs assessment, professional override feature, and goal reports. Deciding upon the proper level of service from the outset is crucial in working toward positive change in a young offender.

The aim of this study determines the differences in individual characteristics of youth that represent the responsivity factors between samples of the city of Pula compared to the Republic of Croatia in order to deter-

mine the specific characteristics of youth with behavioral disorders of the city of Pula and adequate assessment of the need for targeted preventive and treatment interventions. The results show that the Pula group of respondents indicates the major number of unfavorable circumstances at variables: victim of neglect, need protection, adverse living conditions, already escaped and victim of physical/sexual abuse. Identify responsivity factors should be guidelines in making decisions about interventions for young people of the city of Pula and their families.

Key words: responsivity factors, behavioral disorders, youths, the city of Pula, YLS / CMI, UZORI

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ZAKAJ BI SE UČIL, ČE SE MI NI TREBA

Razlike med učenci v razredih so čedalje večje. Tu ne mislimo le na socialne razlike, ampak tudi na razlike v sposobnosti dojetja učne snovi. To ni nič narobe, dokler lahko tako nadarjeni kot tisti, ki se učijo počasneje, pridobivajo. Vendar nam izkušnje kažejo, da so zdaj veliko na slabšem nadarjeni učenci in dijaki (tudi študenti niso izjeme). Učiteljem enostavno zmanjkuje časa zanje. Poleg tega lahko učenci in dijaki, ki so dovolj bistri, zmorejo šolske obveznosti brez kakršnega koli dodatnega dela doma. Tako se navadijo, da se jim ni treba učiti, kar se potem negativno odraža tudi pri nadaljnjem študiju. Nekdaj smo imeli na srednjih šolah intenzivne matematične in jezikoslovne razrede. Kasneje so se pojavile naravoslovne gimnazije. Vpisni pogoji so bili takrat zelo strogi, težko je bilo priti na tako šolo. In danes? Na nekaterih gimnazijah še imajo naravoslovne oddelke, ampak na eni od prej zelo znanih gimnazij npr. lani niso uspeli dobiti dovolj kandidatov niti za en sam naravoslovni razred. Sistematično delo z nadarjenimi so na nekaterih šolah prevzeli krožki. Toda tudi tu se pojavljajo problemi. Na krožke pridejo tudi tisti, ki bi radi imeli boljšo oceno. Tako da se tudi tu ne da delati le z nadarjenimi. Kaj torej storiti? Kako te mlade ljudi pritegniti k sistematskemu delu že v rani mladosti? Katere posebne metode moramo uporabiti?

Že vrsto let sodelujem pri pripravah in izvedbah tekmovanj iz matematike in fizike za osnovne šole. Vsako leto preživim tudi dan na poletni šoli, kjer z njimi rešujem probleme in delam poskuse. Dolga leta sem tudi poučevala take dijake. Tu sem si nabrala precej izkušenj in se veliko naučila. O tem bo tekla beseda v prispevku.

Ključne besede: nadarjeni, metode dela, ocene, znanje, krožki

WHY SHOULD I STUDY IF I DON'T HAVE TO?

The differences between students are getting bigger and bigger. We don't refer only to social differences but also to difference in the ability to understand and absorb the school material. This is not a problem as long as both the gifted and the slower students make progress. However, experiences teach us that gifted students are much worse off now. Teachers simply don't have enough time for them. Besides, bright students can get through school without any additional work at home. This way they get used to not have to study which is to their detriment in their further studies. In old times high schools used to have intense mathematical and language classes. Later schools focused on sciences appeared. Admission standards were very strict then and it was hard to get into such a school. How about now? Some high schools still have science classes, however in one of traditionally very well known high school they could not get enough candidates for even one science class.

Systematic work with gifted children has been in some schools moved to extra-curricular classes. But there are problems, too. Those classes are also attended by students who just want a better grade. This means that one cannot be devoted to gifted students there either. What can be done? How can these

young people be engaged in a systematic work already at an early age? What kind of special methods have to be used?

Key words: gifted students, work methods, grades, knowledge, extra-curricular classes

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USPEŠNOST INKLUZIJE S PERSPEKTIVE VZGOJITELJEV IN UČITELJEV

Proces spoznavanja in izvajanja koncepta inkluzivne prakse v slovenskem izobraževalnem prostoru na področju izobraževanja otrok s posebnimi potrebami traja dobro desetletje; zakonsko določeno od leta 2000, s sprejetjem Zakona o usmerjanju otrok s posebnimi potrebami. Ob sprejeti zakonodaji je izvajanje inkluzije pred učitelje in vzgojitelje postavila zahtevo po vzpostavljanju razumevanja in temeljnega razlikovanja pojmov integracije in inkluzije ter vprašanja o procesnih vidikih zagotavljanja inkluzije. Obravnava in vključevanje otrok s posebnimi potrebami sta zgodovinsko prehajala od segregacije do integracije in v sodobnem času k potrebi po vzpostavljanju inkluzije. Inkluzija je koncept, kultura, ki ne izpostavlja drugačnosti, pač pa govori o različnosti in vključevanju vseh otrok ter odzivanju na njihove potrebe. Poudarek je na sprejetosti, sodelovanju in uspešnosti vseh otrok. V prispevku bomo obravnavali pogled učiteljev in vzgojiteljev na uspešnost inkluzije v slovenskih vrtcih in šolah – njihovo razumevanje pojma inkluzije, njihovo oceno kakovosti procesnih vidikov za zagotavljanje inkluzije in izzivov, ki bi po njihovem mnenju lahko bili izhodišča za prenavo zakonodaje in prakse inkluzivne vzgoje in izobraževanja.

Ključne besede: inkluzija, integracija, otroci s posebnimi potrebami, učitelj, vzgojitelj, kakovost, individualizacija, diferenciacija

SUCCESS OF INCLUSION FROM KINDERGARTEN TEACHER AND PRIMARY TEACHER PERSPECTIVES

Implementation process of inclusion for children with special needs in Slovenian education field take since 2000, when the new, general law about education of children with special needs was taken in place – Zakon o usmerjanju otrok s posebnimi potrebami/ (The law about identification and organization of education for children with special needs). From that time the implementation of inclusion expect from the teachers in kindergartens and teachers in primary schools to distinguish and recognize the difference between the meaning of integration and inclusion and arise the questions about the educational process issues concerning inclusion. Education for children with special needs historicly started with segregation of children with special needs, continued with revolutionary integration to the contemporary time with the need for inclusion. Inclusion is a concept, culture, which goes beyond recognizing someone as different as others, but to recognize all diversities. The meaning of inclusion is about diversity and about the need of involving all the children and corresponding to their needs – emphasis acceptance, cooperation and success for all of them. We will discuss view of teachers in kindergartens and teachers from primary schools and their perspective about success of inclusion in Slovenian kindergarten and schools – their understanding of inclusion concept, their opinion about the quality of process issues and challenges which could be started point for reforming policy and practice of inclusive education.

Ključne besede: inclusion, integration, children with special needs, teacher, kindergarten teacher, quality, individualization, differentiaton

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IGRALSKA SKUPINA PANGANI ALI RAZLIČNOST KOT PRILOŽNOST

Prispevek bo osvetlil vlogo in vrednost lutke pri socialno integrativnem delu z mladimi.

Poleg elementov »tretjega gledališča« je bila namreč prav lutka tista, ki je nudila izzive, pa tudi varnost pri umetniškem ustvarjanju mladih osipnikov, obiskovalcev PUMa, da so razvili svoje ustvarjalne potenciale v smeri samoaktualizacije, bili pri tem uspešni in nagrajeni (tudi z aplavzom), kar je ugodno vplivalo tudi na njihovo samopodobo in socialno sprejetost. Pri razvoju metode, ki smo jo poimenovali Gledališče Sinergije smo sodelovali strokovnjaki s treh področij: socialne pedagogike, tretjega gledališča in lutkarstva. Prežemanje vseh treh področij je dalo zanimive rezultate. Projekt je potekal v okviru mednarodnega projekta Grundtvig, pod naslovom LOSOL (Learning On The Stage Of Life), za slovenski delež pa je poskrbela Pedagoška fakulteta v Ljubljani. Igralska skupina Pangani je bila sestavljena iz osipnikov PUM in kontrolne skupine študentk socialne pedagogike PEF v š. letu 2004/5.

Ključne besede: lutka, ustvarjalni proces, predstava, komunikacija, različnost, vključenost

ACTORS' GROUP PANGANI OR DIVERSITY AS OPPORTUNITY

The paper will focus on the role and value of puppets in social integrative work with young people. Besides the elements of the »third theatre« there was especially puppet the one that offered challenges and also security in a group of young »drop outs« – children that left schools. These were the ones that joined PUM where they were able to develop their potentials in the course of self-actualization on which they were rewarded (also with applause) what had deep impacts on their self-image and social acceptance. In developing the system which we named The Theater of Synergy there were included experts from three different fields: social pedagogics, »third theatre« and puppetry. Interweaving of all three of them gave many interesting results. The project was a part of an international project Grundtvig, named LOSOL (Learning On The Stage Of Life), for which the Slovenian part was provided by the Faculty of Pedagogics in Ljubljana. Actors' group Pangani was composed by PUM »drop-outs«, and the supervision (superintendence) group of young students of social pedagogics on PEF in Ljubljana in the study year of 2004/2005.

Key words: puppet, creative process, performance, communication, diversity, inclusion

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DIFERENCIACIJA PRI POUKU NARAVOSLOVJA

Vsi se zavedamo, da so med učenci razlike v znanju in sposobnostih oziroma spretnostih. Te razlike bi morali upoštevati tudi pri načrtovanju in izvajanju pouka. Razlik so se zavedali slovenski načrtovalci pouka, saj so v učnih načrtih poleg standardov znanja posebej opredelili »minimalne standarde znanja« in »temeljne standarde znanja«. Tudi tradicionalna didaktika opredeljuje izraza diferenciacija in individualizacija pouka. Postavlja se vprašanje, koliko se tak način dela res uresničuje pri pouku naravoslovja. Da bi preverili, kakšna so pojmovanja študentov razrednega pouka, smo naredili raziskavo, s katero smo ugotavljali, ali znajo študenti, prihodnji učitelji razrednega pouka, teorijo uporabiti tudi v praksi. Za seminarske vaje v 3. letniku, ko se začne didaktika naravoslovja, je vsak študent napisal pripravo za pouk naravoslovja za poljubno temo in razred. Priprave smo analizirali z različnih vidikov. Med drugim smo ugotavljali tudi, ali je bila v pripravi predvidena diferenciacija pouka in če, kakšna je bila: kvalitativna ali kvantitativna. Po pričakovanjih se je izkazalo, da le peščica študentov pri načrtovanju pouka naravoslovja razmišlja tudi o različnih sposobnostih učencev. Namen izvajanja take seminarske vaje je prav to, da študenti na lastnih »napakah« ozavešajo svoja ravnanja. Ker želimo pri študentih doseči napredek, smo z vidika diferenciacije analizirali tudi priprave, ki jih pri didaktiki naravoslovja napišejo za svoje nastope v 4. letniku. Izkazalo se je, da se pojmovanje diferenciacije udejanja pri mnogih študentih tako, da priprava vključuje konstruktivističen način dela. Po drugi strani se sprašujemo, ali o diferenciaciji razmišljajo strokovnjaki, avtorji učbenikov. Da bi to preverili, smo naredili raziskavo, v kateri smo analizirali različne učbenike in delovne zvezke za pouk naravoslovja na razredni stopnji. Prav tako smo iskali gradiva, ki učitelje konkretno spodbujajo k izvajanju diferenciacije pri pouku naravoslovja. Nazadnje pa smo se vprašali še, ali študenti v času študija na Pedagoški fakulteti dobijo zglede za diferenciacijo. Samokritično ugotavljamo, da tudi sami nismo kos tem izzivom.

Ključne besede: diferenciacija, naravoslovje, pouk, učna priprava, konstruktivističen način poučevanja, učbenik, delovni zvezek

DIFFERENTIATION IN TEACHING SCIENCE

We are all aware of differences between pupils regarding their knowledge and abilities or skills. These differences should be taken into account when planning and implementing lessons. Slovenian curriculum designers were aware of differences between pupils, because they classified »minimum standards of knowledge« and »basic standards of knowledge« in addition to the curriculum standards of achievements. Even traditional didactics defines the term »differentiation and individualization« of instructions, however it is questionable how much this is really present while teaching science in classrooms. In order to ascertain what the conceptions of students, future primary teachers are, we have made a survey in which we tried to find out how the theory is applied into practice. In the third study year (and their first year of didactics of science) during the seminary tutorials students wrote lesson plans for teaching science for subjects and grades of their choice. Lesson plans were analyzed from various points of views. For instance, we assessed whether any differentiation of instruction was foreseen in lesson plan and if it was, of what kind: qualitative or quantitative. As expected, only a small percentage of students

had taken into account different abilities of pupils in the planning of science teaching. The purpose of seminary tutorials is also that students became aware of their conducts based on their awareness of their own »mistakes«. Because we want to trace the students' progress, we analyzed in terms of differentiation the lesson plans for teaching primary science they wrote for teaching practice in their fourth years of study. It turned out that the concept of differentiation was realized by many students by including constructivistic approach into their lesson plans. On the other hand, we are wondering whether the experts (the authors of textbooks) think about the differentiation. We tested this in a survey in which we analyzed a variety of textbooks and workbooks for teaching primary science. We were also looking for other materials that encourage teachers to implement the differentiation in teaching primary science. Finally we asked ourselves whether our students get examples of the differentiation during their studies at the Faculty. Self-critically we must conclude that we are not always able to fulfill these challenges.

Key words: differentiation, science, teaching, lesson plans, constructivist way of teaching, textbook, workbook

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INKLUZIJA IN USPEŠNOST UČENCEV S POSEBNIMI POTREBAMI PRI NACIONALNEM PREVERJANJU ZNANJA OB ZAKLJUČKU OSNOVNOŠOLSKEGA IZOBRAŽEVANJA

V slovenskem šolskem prostoru smo priča dvema nasprotujočima si procesoma: eroziji standardov znanja in želji po izboljšanju dosežkov naših učencev predvsem na višjih taksonomskih stopnjah znanja ter inkluziji vedno večjega števila učencev s posebnimi potrebami (predvsem učencev s primanjkljaji na posameznih področjih učenja) v rednih programih osnovnošolskega izobraževanja, kjer morajo dosegati enakovredne standarde znanja kakor njihovi vrstniki, ki težav nimajo. V prispevku smo obravnavali razlike v izobraževalnih dosežkih med učenci s posebnimi potrebami in ostalimi učenci pri nacionalnem preverjanju znanja ob koncu tretjega obdobja. Razlike v dosežkih so pri vseh predmetih, ki so bili doslej vključeni v nacionalno preverjanje znanja, precejšnje in ponekod presegajo 20 odstotkov. Glede na to, da podatke o dosežkih večinoma prikazujemo za celotno populacijo, ta razlika vpliva tudi na nižje dosežke vseh učencev. Podatki kažejo, da tako imenovana »mehka« oblika inkluzije, ki smo ji priča od leta 2004, ne daje pozitivnih rezultatov. Sprašujemo se, ali tako nizki dosežki pomenijo, da so bili ti učenci usmerjeni v napačen izobraževalni program, kjer nimajo ustrezno prilagojenih programov in ustrezno usposobljenih učiteljev. Poleg tega obstajajo pomisleki tudi o finančni upravičenosti dodatne strokovne in učne pomoči tem učencem, saj bi bilo za marsikaterega učenca bolje, da bi bil usmerjen v program z nižjim izobrazbenim standardom ali celo v posebni program vzgoje in izobraževanja. Na to nas opozarjajo tudi razlike med dosežki na nacionalnem preverjanju znanja in šolskimi ocenami ob zaključku osnovnošolskega izobraževanja. Žal tudi pred pripravo predloga novega Zakona o usmerjanju otrok s posebnimi potrebami ni bila opravljena nobena celovita analiza o dosežkih učencev s posebnimi potrebami na nacionalnem preverjanju znanja v rednih programih osnovne šole, ki omogoča najbolj objektivno primerjavo znanja le-teh z večinsko populacijo. Očitno je, da pozitivne ocene ob zaključku šolanja niso dober pokazatelj njihovega dejanskega znanja.

Ključne besede: inkluzija, učenci s posebnimi potrebami, nacionalno preverjanje znanja, dosežki učencev

INCLUSION AND ACHIEVEMENTS OF PUPILS WITH SEN AT NATIONAL ASSESSMENT AT THE END OF PRIMARY EDUCATION

In Slovene educational practice we can notice two conflicting processes: the erosion of standards of knowledge combined with a wish to improve the achievements of our pupils, particularly on higher taxonomic levels of knowledge, and the inclusion of an increased number of pupils with special educational needs (especially pupils with specific learning deficit) into regular primary schools, where they must achieve equivalent standards of knowledge as their peers, who do not have these problems. In this paper we present and discuss the differences between the achievements of pupils with special educational needs and others pupils at the National Assessment at the end of primary education. We can notice considerable differences in the achievements at all subjects so far included in the National Assessment, surpassing 20 % at times. Considering the fact

that we always present the achievements for the entire population, these differences consequently contribute to lower overall achievements. The data indicate that the so-called »soft« inclusion, that we have been witnessing in Slovenia since 2004, is not giving positive results. We are wondering if such low achievements mean that these pupils have been directed to an unsuitable educational program, where they do not have sufficiently adapted programs and suitably trained teachers. We also have doubts about the financial effectiveness of extra help provided by teachers and specialists. For many pupils it would be better to attend a school with lower educational standards or even schools with special programs rather than regular primary school. The differences between the achievements at the National Assessment and school marks at the end of primary education are also warning us about this fact. Unfortunately, no complex analysis, which would give us a much more objective comparison between the achievements of pupils with special needs and other pupils at the National Assessment in regular schools, has been made before the preparation of the proposal of the new Law on guidance of children with special needs. It is obvious that positive school marks at the end of primary education are not a good indicator of their real knowledge.

Key words: inclusion, pupil with special educational needs, National Assessment, pupil's achievement

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ZVOČNO ZAVEDANJE KOT PRIPRAVA NA JEZIKOVNO OPISMENJEVANJE

Mnoge raziskave ugotavljajo pozitiven vpliv glasbe na mnoga področja otrokovega mišljenja: na sposobnost branja in učenja, na motorične spretnosti, na koncentracijo, na razumevanje kompleksnih struktur, na abstraktno mišljenje, na samozavest, na učenčev razvoj čustvene stabilnosti, ustvarjalnosti, socialnosti, motivacije, na delovanje možganov in na inteligenco. Vse to pa pomembno vpliva na zgodnje jezikovno opismenjevanje otrok. Pismenost je kompleksna dejavnost, ki zahteva poleg branja in pisanja še številne druge sposobnosti, ki se spontano in intenzivno razvijajo v otroštvu pri različnih glasbenih dejavnostih. Glasovno in zvočno zavedanje, oblikovanje zvočnih in vizualnih predstav in sposobnost branja zvočnih in glasovnih simbolnih zapisov niso neka subjektivna danost, ker imajo svojo objektivno osnovo v določenem zvočnem in glasovnem sistemu. Otrok si ob glasbenem poslušanju, izvajanju in ustvarjanju razvija glasbene sposobnosti, spretnosti in znanja, ki pomembno vplivajo na jezikovno opismenjevanje. Učenec si namreč uzavešči poleg glasbenih tudi jezikovne izkušnje, med katere sodi tudi orientacija v grafičnem zapisu, ki je pomemben del priprave na jezikovno in glasbeno opismenjevanje. Z raziskavo smo ugotavljali, v kolikšni meri posamezne glasbene dejavnosti vplivajo na analitično poslušanje, zavedanje in uzaveščanje različnih zvokov in glasov, kar je pogoj za glasbeno in jezikovno opismenjevanje.

Ključne besede: glasbeno in jezikovno opismenjevanje, analitično poslušanje, glasbene dejavnosti

SOUND AWARENESS AS A BASIS FOR LANGUAGE LITERACY

Several researches have so far found out a very positive impact of music on different areas of children's thinking: on reading and learning abilities, on motor skills, on concentration, on understanding of complex structures, on abstract thinking, on self-confidence, on the development of pupil's emotional stability, on creativity, on socialisation, on motivation, on mental processes and on intelligence. And all that significantly influences early language literacy of children. Literacy is a complex activity requiring, besides reading and writing, also several other capabilities which are spontaneously and intensively developed in childhood through various music activities.

Voice and audio awareness, creation of audio and visual performances as well as the ability of reading audio and voice symbol recordings are not at all a kind of a given subjective gift, since they all have their objective basis in a certain voice system. Children, while listening to music and while performing and creating, develop their musical abilities, skills and knowledge which significantly influence their language literacy. This way, children bring to their awareness not only musical but also language experiences, among others also their orientation along the graphic recording, which is an important part of their preparation for their language and music literacy. In our research we wanted to find out to what extent certain music activities influence analytical listening, awareness and perception of various sounds and voices, which is a precondition for music and language literacy.

Key words: music and language literacy, analytical listening, music activities

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SLOVENŠČINA KOT DRUGI/TUJI JEZIK V PROCESU VZGOJE IN IZOBRAŽEVANJA ROMOV

Prispevek obravnava segment iz programa Izobraževanje učiteljev in vzgojiteljev romskih otrok v okviru projekta UVRVI – Uspešno vključevanje Romov v vzgojo in izobraževanje, ki ga izvaja Zavod za izobraževanje in kulturo Črnomelj skupaj s partnerskima organizacijama Pedagoškim inštitutom in Strokovno izobraževalnim centrom Ivana Bertona. V okviru projekta se izobražuje 650 učiteljev in vzgojiteljev na področju Štajerske, Prekmurja, Dolenjske in Bele krajine, poteka pa v treh fazah v letih od 2009 do februarja 2011 ob finančni podpori Evropskih socialnih skladov (ESS; posrednik sredstev je Ministrstvo RS za šolstvo in šport).

Predstavitev bo osredotočena na ozaveščanje učiteljev in vzgojiteljev, da je za romske otroke slovenščina drugi jezik, jezik okolja, ali celo tuji jezik, kar posledično pomeni drugačen didaktični pristop pri poučevanju in preverjanju, ne le pri slovenščini kot učnem predmetu, temveč tudi pri drugih predmetih. Opozarja pa tudi na nekatere probleme, ki se odpirajo v taki situaciji.

Ključne besede: didaktika slovenščine kot drugega/tujega jezika, izobraževanje Romov, drugačnost kot norma

SLOVENE AS SECOND/FOREIGN LANGUAGE IN THE PROCESS OF ROMA CHILDREN EDUCATION

The paper deals with just a part of the overall programme for the Roma Children – Teachers' Training (RCTT) – Successful Inclusion of Roma Children in Education, implemented by Zavod za izobraževanje in kulturo Črnomelj, and its partners Pedagoški inštitut and Strokovno izobraževalni center Ivana Bertona. Within the project that runs from 2009 to 2011, with the financial support of the European Social Funds, 650 teachers and pre-school teachers are being instructed covering the Štajerska, Prekmurja, Dolenjska and Bela krajina regions.

The presentation focuses on the necessity to raise the awareness of teachers and pre-school teachers of the fact that Slovene language being the second or even foreign language to Roma children, therefore demands different didactics of teaching and assessing Slovene language as well as other subjects from didactics of Slovene as mother tongue. Furthermore some problems brought up by the current situation of Roma children education are also discussed.

Key words: didactics of Slovene as second/foreign language, Roma children education, diversity as norm

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ZAVODI ZA GLUHE IN NAGLUŠNE V LUČI INKLUZIVNE VZGOJE IN IZOBRAŽEVANJA

S sprejetjem Zakona o usmerjanju otrok s posebnimi potrebami (2000) ugotavljamo, da je naraslo število gluhih in naglušnih otrok ter otrok z motnjami v govorno jezikovni komunikaciji, ki so usmerjeni v programe s prilagojenim izvajanjem in dodatno strokovno pomočjo. Slednje nas opozarja, da je potrebna posebno skrbna priprava vseh, ki v procesu integracije gluhega ali naglušnega okolja sodelujejo. Začetni pripravi in izobraževanju o posebnih potrebah gluhih in naglušnih otrok, pa mora nujno slediti kakovostno sodelovanje med strokovnimi delavci specializiranih ustanov in strokovnimi delavci vrtca ali šole, v katero je gluh oziroma naglušen otrok vključen. Pogosto se nam vsiljuje vprašanje, ali je integracija v redne oblike izobraževanja pozitivna za gluhega in naglušnega otroka ali ne. Odgovor na to vprašanje ni preprost, ker je populacija otrok s slušno motnjo raznolika tako po količini izgube sluha kot po kognitivnih in drugih psihičnih lastnostih. Bistvenega pomena pa je razlika v funkcioniranju med gluхими in naglušnimi, ki je mnogo večja kot tistih nekaj odstotkov sluha. Namen tega prispevka ni iskanje vprašanj in odgovorov o razlikah, prednostih in pomanjkljivostih integracije in inkluzije, temveč prikaz dosedanje prakse in izkušenj zavodov za gluhe in naglušne, ki dejavnosti na področju integracije in inkluzije izvajamo že desetletja. Prav tako namen tega prispevka ni vprašanje ali izvajamo dejavnosti na področju integracije ali inkluzije, saj je pristop do izvajanja dodatne strokovne pomoči za otroke in mladostnike, ki so vključeni v »redne« oblike vzgoje in izobraževanja že vsa leta naravnano inkluzivno, kar dokazujejo aktivnosti, ki jih izvajamo v skladu z izsledki stroke, pozitivnimi izkušnjami in doseženimi uspehi ter v sodelovanju z drugimi strokovnimi ustanovami. V Republiki Sloveniji izvajamo vzgojo, varstvo, izobraževanje in rehabilitacijo gluhih in naglušnih otrok in odraslih ter oseb z govorno-jezikovnimi motnjami trije zavodi: Zavod za gluhe in naglušne Ljubljana, kot najstarejša ustanova za usposabljanje gluhih v Republiki Sloveniji, Center za sluh in govor Maribor in Center za korekcijo sluha in govora Portorož.

Ključne besede: specializirane ustanove, gluhot, govorno-jezikovne motnje, inkluzija

THE ROLE OF THE INSTITUTIONS FOR DEAF CHILDREN AND ADOLESCENTS IN THE CONTEXT OF THE INCLUSIVE EDUCATION

The new legislation in the field of education of children with special needs was adopted in 2000 and the number of deaf children included in mainstream educational programs significantly increased. This notion suggests us that there's an important need of a careful preparation of all participants involved in the process of the integration of a deaf person. The initial preparations and the education about special needs of deaf persons must be followed by a qualitative cooperation between professionals from specialised and mainstream institutions, kindergartens and schools in which the deaf child will be included. Often emerges a question whether is the process of integration for a deaf person the most suitable decision or not. The answer to that question is not simple because the population of children with a hearing loss differs on the quantitative level of the hearing loss

and on the cognitive and other psychological characteristics. The most important difference is on the level of functioning between the persons with a hearing loss which is much bigger than the remaining percentages of the hearing. The purpose of this article it is not in finding answers to questions about the diversities, benefits or disadvantages of the integration or the inclusion but presenting actual practices and experiences of specialised institutions for deaf who implement the inclusive activities for decades. Another purpose of the article is not in asking ourselves if we build up the activities according to integration and inclusion because the approach of the so called additional professional help which is organised for children and adolescents included in mainstream educational settings is from its own beginning very inclusive. It is proved by activities which are provided on the basics of theory, positive experiences, successful results and cooperation among different professionals. Three institutions provide education, care and rehabilitation for the population of deaf and persons with speech and language disorders in Slovenia: Zavod za gluhe in naglušne Ljubljana, Center za sluh in govor Maribor and Center za korekcijo sluha in govora Portorož.

Key words: specialized institutions, deafness, speech and language disorders, inclusion

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INKLUZIVNI POUK NARAVOSLOVJA IN OKOLJSKE VZGOJE – KAKO INKLUZIVNI SMO?

Eden od osnovnih ciljev inkluzivnega pouka naravoslovja in okoljske vzgoje, ki je tesno povezana z naravoslovjem, je skozi perspektivo skupne igre, skupnega dela, skupnega učenja in skupnega odraščanja v skupnem okolju, omogočiti vsem enake možnosti za razvoj osveščenosti in odgovornosti za okolje. V prispevku obravnavana raziskava je zasnovana na osnovi treh kategorij vprašanj: a) do kakšnega obsega so v naravoslovno in okoljsko izobraževanje vključeni učeči se z različnimi potrebami in različnih zmožnosti; b) katere najboljše prakse se pri tem uporabljajo oziroma če se uporabljajo; in c) kako pomembna se zdi inkluzivnost učiteljem in vzgojiteljem naravoslovja ter okoljske vzgoje? Namen raziskave je bil zbrati izhodiščne podatke kot osnovo za oceno trenutnega stanja in potencialnih potreb po izboljšanju ter ustvariti bazo podatkov za kasnejše primerjalne študije oziroma raziskave.

Rezultati ankete kažejo, da proces naravoslovnega in okoljskega izobraževanja ter obšolskih dejavnosti v izobraževalnih institucijah v večji meri ni prilagojen učencem (in odraslim) s posebnimi potrebami, programi dejavnosti iz vidika inkluzivnosti v naravoslovju in okoljski vzgoji ne izpolnjujejo ciljev in učitelju ne omogočajo učinkovitega dela. Prispevek dokazuje, da vzgojitelji in učitelji v času svojega izobraževanja in kasnejšega profesionalnega dela nimajo na voljo ustreznih vsebin in virov, prilagojenih za inkluzivni pouk naravoslovja in okoljske vzgoje, ne poznajo razpoložljivih najboljših praks in imajo pogosto stereotipna stališča o tem, da učeči se s posebnimi potrebami nečesa 'ne zmorejo'. Prispevek dodatno obravnava in ovrednoti tudi nekatere izbrane dejavnosti v naravoslovnem in okoljskem izobraževanju, ustrezno prilagojene učečim se s posebnimi potrebami.

Ključne besede: inkluzivnost, naravoslovno izobraževanje, okoljsko izobraževanje, učeči se s posebnimi potrebami

INCLUSIVE NATURAL SCIENCES AND ENVIRONMENTAL EDUCATION – HOW INCLUSIVE ARE WE?

One of the primary goals of inclusive natural sciences and environmental education is to enable equal opportunities in acquiring awareness and environmental responsibility for all, those with and without disabilities. Inclusiveness in the environmental education contributes in education of a disabled but fully equal adult person, bearing his or her common and overall responsibility for the environment. The goal of inclusive environmental education is to have all learners play together, work together, learn together and grow up together in the same environment, building up the society that will enable everyone to participate in it within his/her own capabilities.

This paper deals with the research based on three main groups of questions: a) to what extent are natural science and environmental education including learners of all abilities, b) which best practices are they using, or not using; and c) how important is increasing inclusiveness to teachers of natural science and environmental education? The aim of this study was to collect baseline data as a basis for assessing current situation and potential needs for improvement. Additionally, a framework for comparison and foundation for future research was

created. The article also deals with and evaluates some selected activities in natural science and environmental education, properly adapted to the learners with disabilities.

Keywords: inclusiveness, natural science education, environmental education, learners with disabilities

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UČITELJEVA PRIPRAVLJENOST ZA INKLUZIVNO VZGOJO IN IZOBRAŽEVANJE

Pričujoči prispevek skuša osvetliti različne vidike učiteljeve pripravljenosti za inkluzivno vzgojo in izobraževanje. Najprej so predstavljena vodilna načela in priporočila, ki so zapisana v dokumentih mednarodnih organizacij UNESCO in OZN. Dokumenti poudarjajo pomen ustrezne izobrazbe za inkluzijo, pri čemer izpostavijo tako pomen izobraževanja za inkluzijo že v samem procesu izobraževanja za učiteljski poklic kot tudi pomen stalnega strokovnega izpopolnjevanja. Opredelijo tudi vlogo in odgovornosti univerz, dotaknejo se pomena ustreznih pogojev v katerih učitelj deluje, njegovega družbenega statusa in odnosa do inkluzije. V nadaljevanju se besedilo usmeri na domačo situacijo. Najprej so predstavljene zakonske opredelitve glede učiteljeve smeri izobrazbe, sledijo strnjena razmišljanja domačih strokovnjakov, ki so že pred časom opozarjali na nujnost prenove študijskih programov za učitelje. Razmišljali pa so tudi o učiteljevem odnosu, stališčih, prepričanjih, strahovih ter motiviranosti za inkluzivno poučevanje. Nadalje je predstavljen pregled študijskih programov slovenskih pedagoških fakultet, ki so bili pred kratkim v skladu z bolonjskim procesom tudi prenovljeni. Ugotavljamo, da so inkluzivne vsebine del obveznega dela študijskega programa učitelj razrednega pouka. Prav tako pa se vsebine, povezane z inkluzivno pedagogiko pojavljajo v naboru izbirnih predmetov. Izpostavljena je tudi ugotovitev, da se bodoči predmetni učitelji, torej diplomanti drugih fakultet, v času študija ne seznanijo s problematiko inkluzije. Pedagoška znanja naj bi pridobili v okviru pedagoško-andragoškega izobraževanja, vendar pa dva ponudnika tega izobraževanja v svojem programu ne vključita inkluzivnih vsebin. Ob koncu se prispevek dotakne že delujočih učiteljev, ki v svojem izobraževanju niso usvajali znanj s področja inkluzije. Njim je namenjen širok spekter posodobitvenih programov, vendar pa ugotavljamo, da gre za delno rešitev, saj se teh programov ne udeležujejo vsi učitelji.

Ključne besede: inkluzija, učitelje, izobraževanje, strokovno izpopolnjevanje, študijski program

TEACHER'S PREPAREDNESS OF INCLUSIVE EDUCATION

This paper tries to show various aspects of teacher's preparedness for inclusive education. First, guiding principles and recommendations written in the documents of international organizations, UNESCO and the UN are presented. The documents highlight the importance of adequate teacher education for inclusion. They point out the importance of teacher's pre-service training and the importance of providing the in-training. Also, the role and responsibilities of universities are defined. Further on, the importance of appropriate work conditions, teacher's social status and his attitudes towards inclusion are discussed. Then, the focus is on the domestic situation. First, law directions regarding the teacher education are presented. Furthermore, the positions of domestic experts are taken into consideration. They pointed out the need to reform the teacher education a few years ago. In addition, they also considered the importance of teacher's attitudes, beliefs, fears and motivation for inclusive teaching. Further on, the curriculum review of Slovenian faculties of education is presented. The curriculums have recently been renewed in the process of Bologna reform. The curriculums clearly show that the inclusive

contents are part of the compulsory curriculum for class teachers. The contents related to Inclusive Education are also found in a range of elective courses. On the other hand, it is clear, that the prospective subject teachers, graduates of other faculties, are not confronted with any pedagogical issues during their studies. Pedagogical knowledge is supposed be gained in the special programme, prepared for non-pedagogical graduates who want to teach. However, the review of these programmes shows that some institutions do not include inclusion in the programme. At end, the article deals with the teachers who already teach at schools and were not exposed to inclusive issues during their studies. They can participate in a wide range of the so called modernization programmes. But it is only a partial solution, because all teachers do not attend the programmes.

Key words: inclusion, teacher, education, in-training, study programme

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INKLUZIJA ŠTUDENTOV S POSEBNIMI POTREBAMI NA ŠTUDIJU PREDŠOLSKE VZGOJE – NEKATERE HRVAŠKE IZKUŠNJE

Aktualno vprašanje položaja oseb s posebnimi potrebami je v sodobni družbi povezano z njihovimi temeljnimi pravicami do izobraževanja. V pogojih realizacije holističnega pristopa v inkluzivnem vzgojno-izobraževalnem sistemu se upoštevajo izobraževalne potrebe vseh udeležencev upoštevajoč njihove individualne razlike. Inkluzija oseb s posebnimi potrebami v študiju predšolske vzgoje postavlja vprašanja pripravljenosti visokošolskih ustanov za presojo ravni primernosti kurikula, zagotavljanja ustreznih pogojev za izvedbo pouka, strategije poučevanja, kvalitete interaktivnih odnosov in primernosti načina evalvacije dosežkov študentov. Kljub občasnim zastojem v dinamiki prizadevanj k resnični inkluziji, so sklepni rezultati študija oseb s posebnimi potrebami spodbudni in tudi obvezujoči za visokošolske učitelje v smislu dograjevanja obstoječih profesionalnih kompetenc za delo s to populacijo študentov.

Ključne besede: inkluzija, študenti s posebnimi potrebami, hrvaške izkušnje, študij predšolske vzgoje.

INCLUSION OF THE SPECIAL NEEDS STUDENTS' AT THE PRE-SCHOOL TRAINING UNIVERSITY STUDIES – SOME CROATIAN EXPERIENCES

The real issue of the special needs persons within the contemporary society is actually colligated with their fundamental rights to education. Within the frame of holistic approach to the inclusive educational system there is thoughtful acceptance of educational needs of all the attendants, utterly respecting their individual divergencies. Through the special needs persons' inclusion into the pre-school training studies there rises a questionable readiness of the education institutes for evaluating own curriculums' adjustment level, as well as the adequacy of facilities for educational process effectuation, teaching strategy, quality of interactive relations and furthermore the opportune modes of the students results' evaluation. Regardless of periodical fall backs of efforts dynamics in motion toward the veritable inclusion, the final results of the special needs' students are both encouraging and compelling for the tutors and lecturers to enhance professional competency for their work with the students in question.

Key words: Inclusion, students with special needs, Croatian experiences, pre-school training university studies

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UPORABA TRANSFORMATIVNEGA MODELA UČENJA PRI PRAKTIČNIH VAJAH DIDAKTIKE DRUŽBOSLOVJA

S prehodom od tradicionalnega k procesnemu modelu poučevanja so dobili osrednje mesto študentovo pojmovanje znanja, različni pristopi poučevanja, predvsem pa aktivna vloga učenca v procesu učenja, pri čemer zavzemajo osrednje mesto različni načini ugotavljanja in preverjanja znanja. Optimalen razvoj potenciala vseh učencev poudarja tudi inkluzivni pouk. Izhodišče pouka je vsak posamezen učenec z vsemi svojimi razvojnimi, socialnimi, kulturnimi in drugimi posebnostmi. Načrtovanje in vodenje pouka osredinjenega na učence je v preteklih letih predstavljalo eno glavnih težav študentom razrednega pouka pri nastopih družboslovja. Usmerjenost nase je sicer z vidika stopnje študentovega profesionalnega razvoja razumljiva, vendar ne more upravičevati premajhnega upoštevanja raznolikosti učencev že pri sami pripravi pouka. Ugotovili smo, da je eden od razlogov teh težav tudi v klasični naravnosti in organizaciji hospitacij in nastopov. Želeli smo, da bi bila študentova pozornost na nastopih usmerjena tako na učenčevo kot svoje predznanje, izkušnje, stališča in poglede kot jih predvideva interakcijski ali transformativni model pouka. Da bi se približali temu modelu, smo praktični del študija pri didaktiki družboslovja zasnovali povsem na novo. Še dosledneje smo upoštevali socialno-konstruktivistično paradigmo učenja in si za cilj zastavili načrtovanje in izvedbo inkluzivnega pouka. V okviru praktičnih vaj na šoli (zastareli termin nastopi poudarja na učitelja osredinjen pouk) petčlanska skupina študentov izvaja tematski sklop v istem oddelku. Študenti izvedejo vse faze pouka od ugotavljanja predznanja, pojmovanj učencev, do preizkusa znanja ob zaključku tematskega sklopa. Ob tem podrobno spremljajo skupino učencev in njihovo učenje. Spremljajo napredek učencev in prispevajo predloge pri izvedbi vsake učne enote z vidika potreb opazovanih učencev. Izkazalo se je, da ima takšno praktično delo za študente »učinek šoka«. Klasično evalvacijo pouka smo nadgraditi s poglobljeno refleksijo.

V prispevku bomo podrobneje predstavili model praktičnega usposabljanja študentov pri didaktiki družboslovja in prvo evalvacijo, ki jo bodo opravili učitelji mentorji, študenti in specialni didaktiki.

Ključne besede: inkluzivni pouk, družboslovje, nastopi in hospitacije, socialno-konstruktivističen model, profesionalni razvoj učitelja, procesni model poučevanja

STUDENT CENTERED LESSONS AT PEDAGOGICAL PRAXIS WITHIN DIDACTIC OF SOCIAL SCIENCES

The inclusive school emphasizes optimal development of all students. The starting point of teaching process is each individual student with his developmental, social, cultural and other features being taken into consideration. Planning and management of teaching centered on students has been one of the main aim and also problem of student teachers in practical pedagogical training at the didactic of social sciences in recent years. Being oriented to themselves and to teaching is comprehensible from the perspective of the student teacher's level of professional development but does not justify a lack of consideration of student's diversity in the plan-

ning process. We found that one of the reasons these problems is in the classical orientation and organization of student teacher observation and demonstration lessons. We wanted to make the student teacher's attention focused on the performances of both his/her own and the student's knowledge, experience and views as is required by interaction or transformative model of learning. In order to introduce this model, we have designed student teacher observation and demonstration lessons from scratch. We originated in the social-constructivist paradigm of learning and we set inclusive education as a goal. Five-member groups of students carried out a broad thematic of 6-7 lessons in the same class. Student teachers completed all phases of teaching, from the assessment of previous knowledge, conceptions of students to the examination at the end of the thematic unit. At the same time student teachers monitor closely the group of students and their learning. They observe student's progress and provide suggestions for implementation of each learning unit in terms of observed student needs. It turns out that such practical work is »a shock effect« for students. Therefore the classical evaluation of lessons has been complemented by elements of supervision.

In this contribution we present the model of practical training of student teachers at the didactics of social sciences and the first evaluation conducted by student teachers, teacher mentors and special didactics.

Key words: inclusive school, didactic of social science, pedagogical praxis, transformative model of learning

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ZAKAJ IN KAKŠNE PROGRAME PONUDITI ROMSKIM OTROKOM?

Obstaja vse več znanstvenih in strokovnih dokazov, da lahko kvalitetni predšolski programi, ki temeljijo na inkluzivnih pristopih bistveno prispevajo k socialni vključenosti in razvoju človeških potencialov. S prikazom znanstvenih ugotovitev, ki opozarjajo, da lahko kvalitetni predšolski programi bistveno prispevajo k boljšemu zdravju, višji socialni varnosti, višjemu izobrazbenemu nivoju in enakosti v družbi ter nevrobioloških znanstvenih ugotovitev o razvoju možganov, bomo opozorili na pomen kvalitetnih predšolskih programov za posebej ogrožene socialne skupine otrok. Na primeru romske populacije, ki se še vedno srečuje z vprašanji izpada iz sistema izobraževanja in posledično nizkega izobrazbenega nivoja, neuspešni pripravi za trg dela, revščino, marginalizacijo romskih skupnosti in predsodki, je razvijanje in vključevanje romskih otrok in staršev v kvalitetne predšolske programe ena od poti za njihovo preraščanje. Z analizo znanstvenih in strokovnih dokazov bomo skušali ugotoviti, kako se področje predšolske vzgoje pri nas lahko odziva na zastavljene dileme. Kljub dobro razvitemu sistemu organizirane predšolske vzgoje namreč lahko ugotovimo, da je vključenost romskih otrok v te programe izjemno nizka, hkrati pa je ponudba programov neprilagojena specifičnim potrebam romske populacije.

V prispevku nas bo zanimalo, v kakšni smeri bi veljalo spreminjati predšolske institucije in njihovo programe ter delovanje, da bodo zanimive za romske starše in njihove otroke. Pri tem bomo posebno pozornost namenili vprašanjem zagotavljanja na otroka osredinjenega, inkluzivnega in spodbudnega učnega okolja na nivoju oddelka in institucije, ki bo nediskriminativno in kjer bo vsak otrok dobrodošel in uspešen in pripravljen tudi za izzive kasnejšega življenja. Analizirali pa bomo tudi ponudbo programov z vidika ureničevanja otrokovih pravic v odnosu do romskih otrok.

Ključne besede: inkluzija romskih otrok, otrokove pravice, predšolski programi, inkluzivno okolje za učenje, kakovost

WHY AND WHAT KIND OF PRE-SCHOOL PROGRAMMES TO OFFER FOR ROMA CHILDREN?

We can find many scientific and professional evidences, which shows us that the quality pre-school programmes, based on the inclusive approaches, can significantly contribute to better social inclusion and development of human's potentials. With research findings, which alert that quality pre-school programmes can essentially contribute to better health, higher social security, higher formal educational level and equality in society, and with reference to neurobiological scientific findings about brain's development, we will note the importance of quality pre-school programmes for particularly vulnerable social group of children. In case of Roma population, which is still facing with the drop-out from the school system and, consequently, with lower formal educational level, insufficient preparation for the labour market, poverty, marginalization of Roma communities and prejudices, developing and involving the Roma children and parents into quality pre-school programmes is one of the paths for exceeding the all above mentioned. With the analysis of the scientific and professional evidences, we will try to find out, how early childhood education in Slovenia could respond on dilemmas set. However, we

can determine that despite a well developed system of early childhood education, the involvement of Roma children in those programmes is extremely low. In addition, different pre-school programmes are also not adapted to the specific needs of Roma population.

In the article, we will discuss the ways of changing the pre-school institutions, their programmes and practice, in order to be interesting for the Roma parents and their children. Special attention will be paid to the issues for ensuring a child-centred, inclusive and stimulating learning environment in the classroom and at the institutional level, which will be non-discriminatory and where every child will be welcome, successful and ready for the challenges in his/her later life. An analysis of pre-school programmes in terms of implementation of children's rights in relation to Roma children will also be carried out.

Key words: inclusion of Roma children, child's rights, pre-school programmes, inclusive environment for learning, quality.

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IZVAJANJE PRILAGODITEV UČENCEM Z UČNIMI TEŽAVAMI PRI MATEMATIKI

V prispevku bomo predstavili izkušnje učiteljev in strokovnih delavcev svetovalne službe na šoli pri delu z učenci z učnimi težavami pri matematiki. Rezultate smo zbrali v okviru projekta Zavoda RS za šolstvo 'Dobra poučevalna praksa ter prilagajanje metod in oblik dela učencem z učnimi težavami pri pouku pri matematiki'.

V projektu ter pri anketiranju je sodelovalo 220 učiteljev razrednega pouka in matematike ter strokovnih delavcev na šoli. Z anketnim vprašalnikom in pri neposrednem sodelovanju z učitelji smo zbrali njihove poglede in izkušnje pri oblikah pomoči učencem z učnimi težavami, njihove izkušnje pri identificiranju učnih težav, s čim učitelji povezujejo težave učencev, katere oblike pomoči nudijo učencem ter pri katerih matematičnih vsebinah imajo učenci po njihovem mnenju in izkušnjah največ težav. Spregovorili bomo o pristopih učenja in poučevanja, predstavili zasnovo dela na področju uspešnega premagovanja učnih težav v osnovni šoli pri matematiki ter predstavili nekatere prilagoditve učencem z učnimi težavami, ki smo jih razvili v času projekta. Razvojno delo v projektu, ki je usmerjeno v podporo učiteljem in učencem, naj bi prispevalo k razvoju specialne didaktike pri matematiki in k razvoju oblik pomoči v delovnem odnosu soustvarjanja in bo vsebovalo podlage, priporočila ter didaktična gradiva za poučevanje učencev z učnimi težavami pri matematiki na osnovnih šolah.

Ključne besede: učne težave, pristopi učenja in poučevanja

ADAPTATION OF METHODS AND WORK FORMS TO PUPILS WITH DIDACTIC PROBLEMS IN LEARNING MATHEMATICS

We will introduce experiences of the teachers and professional workers in school consultation service at the work with pupils with learning difficulties in mathematics. The results were gathered in the framework of the National Education Institute project »Good didactic practice and adaptation of the methods and work forms to the pupils with didactic problems at the learning of mathematics«. There were 220 teachers of the primary education and mathematics and professional school workers taking part at the project. With the questionnaire and direct collaboration with teachers we gathered the information about their opinions and experiences with assistance to the pupils with learning difficulties, how they recognize learning problems, the causes for them, which forms of help they use and at which mathematical contents they think pupils have the most problems.

The paper presents the approaches of learning and teaching and the concept of the work on the field of successful overcoming of learning disabilities in primary school education in mathematics and also some adaptations of the education to the pupils with learning problems that were developed during the project.

The developmental work within project, that is oriented into the support to teachers and pupils, should contribute to the development of the special didactics in mathematics and to the development of the ways of

assistance in working attitude of co-creation and will incorporate basics, recommendations and didactic materials for teaching the pupils with learning problems at mathematics on primary schools.

Key words: learning problems, learning and teaching approaches

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