

Uvodnik

Spoštovane bralke in bralci, pred vami je prva številka letošnjega letnika, v kateri objavljamo pet znanstvenih in eno strokovno besedilo, vsa pa obravnavajo različna strokovna vprašanja s področja vzgoje in izobraževanja – od povsem terminološko-konceptualnih do vzgojnih in didaktičnih.

Prvi prispevek z naslovom *Na rezultatih učenja zasnovana politika (vseživljenjskega) izobraževanja* je pripravila **Klara Skubic Ermenc**. Besedilo obravnava pomembna terminološka vprašanja, ki pa imajo tudi širša konceptualna, teoretična in v tem primeru zlasti šolskopolična ozadja. Avtorica se ukvarja z vprašanjem pomena koncepta rezultata učenja in njegove vloge v sodobnih politikah izobraževanja. Izhodišče njenih izpeljav sta dve tezi, in sicer, prvič, da je koncept rezultata učenja politični konstrukt brez jasne opredelitve in, drugič, da je mogoče opredeliti dve razumevanji tega koncepta glede na to, ali gre za centralizirane sisteme izobraževanja, značilne za kontinentalne evropske države, ali pa za decentralizirane sisteme izobraževanja, ki jih najdemo v anglosaških državah. Ker imajo pri uveljavljanju rezultatskega pristopa veliko vlogo nadnacionalna in nacionalna ogrođa kvalifikacij, ki zadnja leta doživljajo intenziven razmah, avtorica v svoji razpravi analizira njihove temeljne funkcije in značilnosti. Svojo razpravo strne v ugotovitvi, da je rezultatski pristop k urejanju sistema izobraževanja precej kontroverzen, saj, kot pravi, ga v pedagogiki po eni strani do neke mere razumemo kot instrument izboljševanja kakovosti in pravičnosti sistema, po drugi strani pa je deležen tudi številnih kritik, vezanih tako na problem drobljenja in trivializacije znanja kakor tudi na nekritičen prenos logike poklicnega izobraževanja na celoten izobraževalni sistem ter na njegovo podrejanje neoliberalnim ekonomskim politikam, kar nevarno zožuje širše potenciale in naloge izobraževalnega sistema.

V naslednjem prispevku **Mirjana Ule** kritično preizprašuje *vlogo staršev v izobraževalnih potekih otrok v Sloveniji*. Avtorica analizira odnos staršev do izobraževanja, stopnjo in oblike njihove vpletenosti v šolsko delo in izobraževalne poti njihovih otrok. Pri tem se opira na podatke mednarodne empirične raziskave, ki so bili pridobljeni v evropskem projektu Upravljanje izobraževalnih potekov v Evropi (GOETE), ki je potekal v osmih evropskih državah. Raziskovalce projekta je zanimalo, kakšna je vloga izobraževanja v socialni integraciji mladih v obdobju med zaključkom primarnega in prehodom v sekundarno stopnjo izobraževanja. Raziskava je bila izpeljana po načelih kvalitativne in kvantitativne metodologije, avtorica pa se v besedilu osredotoča na prikaz podatkov za slovensko populacijo staršev devetošolcev, zajetih v raziskavo. Temeljna ugotovitev raziskave je, da so starši v Sloveniji v primerjavi s starši drugih evropskih držav, zajetih v raziskavo, zelo vpleteni v šolsko delo otrok in v same odločitve o njihovem nadaljnjem izobraževanju. Avtorica poudarja, da imajo starši visoke izobraževalne težnje, ki so jih v veliki meri ponotranjili tudi otroci. Velika vpletenost staršev v šolsko delo in izobraževalne poteke otrok pa je po njenem prepričanju tudi nov dejavnik socialne diferenciacije otrok, saj prikrito sankcionira tako starše kot otroke, ki imajo težave pri ustvarjanju podporne družinske klime.

Na prispevek o vlogi staršev se vsebinsko navezuje članek **Katje Jeznik** *Od prepoznanja do pripoznanja identitete otrok in mladostnikov*. Avtorica v razpravi izhaja iz predpostavke, da je zaradi kompleksnosti samega pojma identitete potrebno preizpraševanje o tem, ali je razumevanje identitete, kot jo lahko izpeljemo iz vsebine osrednjih ciljev krovne zakonodaje, ki opredeljuje slovensko šolo in ki vpliva na neposredno pedagoško delovanje ter soodloča o njem, usklajeno z novjšimi spoznanji o identitetnem razvoju otrok in mladostnikov, ki jih opredeljujejo štiri znanstvene discipline, in sicer filozofija, sociologija, psihologija in pedagogika. Avtorica sistematično predstavi različne teorije identitete in njenega razvoja ter s konceptom pripoznanja okrepi razmislek o pedagoških pristopih za ustrezno podporo identitetnega razvoja. V sklepu navede nekaj sugestij za razvijanje pedagoških praks kot podpore oblikovanju posameznikove identitete v vrtčevskem okolju, na sistemski ravni pa opozori na anomalije našega sistema usmerjanja otrok s posebnimi potrebami in na aktualno problematiko dodeljevanja pravic do dodatne učne pomoči, pri čemer ugotavlja, da so postopki usmerjanja še vedno oblikovani na podlagi medicinskega diskurza, kar je, po njenem mnenju, ena ključnih oblik napačnega pripoznanja otrok s posebnimi potrebami, ki vodi do anomalije v odnosu učiteljev do usmerjenih otrok in posledično do anomalije v identitetnem razvoju teh otrok.

O vlogi in pomenu koncepta pripoznanja v razvoju prosocialnega delovanja v prispevku z naslovom *Induktivni pristop na poti od prosocialnega k etičnemu ravnanju – študija primera* razpravlja **Petra Štirn Janota**. Temeljno vprašanje, ki ga avtorica v članku izpostavi, je, kako že pri najmlajših sistematično spodbujati razvoj prosocialnega in moralnega vedenja, pri čemer ugotavlja, da so deduktivno zasnovani koncepti vzgoje, ki so pretirano osredotočeni na nespremenljive norme in zahteve, ki so neosebne in pri posamezniku spodbujajo občutek odtujenosti, krivde in posledično razvoj konformističnega vedenja, ostali brez jasnega in enoznačnega odgovora. Kot možen odgovor na zastavljeno vprašanje avtorica predstavi indukcijo kot disciplinski pristop in celoviti vzgojni model, ki pri otroku na podlagi induktivne argumentacije s priklicem in reflektiranjem izkušenj ter učenjem v spodbudnem okolju spodbudi zavedanje o dobrem in slabem za drugega in tako razvoj prosocialnega ter moralnega delovanja. Pri tem imajo torej pomembno vlogo konkretne izkušnje v okolju in čustveno doživljanje, ki se pri otroku pojavi ob določenih odzivih, ko ta v realnih situacijah prepozna posledice svojih pozitivnih in negativnih dejanj. Bistveno spoznanje, ki izhaja iz tega in je po mnenju avtorice pomembno za pedagoško stroko, je, da otrok zmore in je pripravljen sprejeti različne zahteve, če v njih prepozna konsekvencialistično smiselne izide. To predpostavko je avtorica preverjala v eksperimentalni raziskavi v obliki študije primera, katere rezultati so pokazali pozitiven učinek celovitega induktivnega pristopa na socialno vedenje otrok, hkrati pa je sistematično procesno zasnovan model usposabljanja vzgojitelje spodbudil k razmišljanju o njihovi aktivni vlogi in iskanju ustreznih vzgojnih strategij.

V članku z naslovom *Med formalnim okvirom in strokovno avtonomijo: predšolska vzgoja in pluralizacija družinskega življenja* **Mojca Kovač Šebart** in **Roman Kuhar** obravnavata izjemno relevantno problematiko, ki neposredno

zadeva didaktiko predšolske vzgoje, posredno pa ima implikacije tudi za druge izobraževalne programe. Avtorja na primeru predšolske vzgoje in obravnave družinske problematike v okviru le-te pokažeta, da avtonomijo pri načrtovanju in izvajanju vzgojno-izobraževalnega procesa omejuje – a s tem hkrati tudi vzpostavlja – formalni okvir, ki normativno in vrednotno določa družbeno delovanje v celoti, s tem pa tudi delovanje vzgojno-izobraževalnih institucij ter nosilcev moči v njih. V prvem delu razprave avtorja tako predstavljata temeljna formalna določila in dokumente, ki so podlaga za načrtovanje in izvajanje predšolske vzgoje, nato pa le-ta aplicirata na konkreten primer obravnave družin in družinskega življenja v javnem vrtcu, pri čemer dajeta poseben poudarek obravnavi fenomena pluralizacije družinskega življenja. Kot zapišeta, je namreč družina otrokov najpomembnejši referenčni okvir, skozi katerega doživlja samega sebe in svet okoli sebe. Zato je še kako pomembno, utemeljujeta, da vrtčevska stvarnost spoštuje družinsko pluralnost in jo kot tako obravnava v vsakdanjem življenju in delu, četudi (oziroma prav zato, ker) gre za vsebino, ki je vrednotno občutljiva in kot taka zahteva premišljen didaktični pristop.

Sledi še prispevek **Adrijane Bibe Rebolj** z naslovom *V rešitev usmerjen pristop: kratka, v rešitev usmerjena terapija in kovčing kot drugačni paradigmi reševanja problemov*, ki obravnava drugačen, nov način reševanja zasebnih ali profesionalnih problemov. Avtorica pri utemeljevanju tega pristopa izhaja iz podmen konstruktivizma, poststrukturalizma, fenomenologije, humanizma ter empiričnih raziskav od začetka osemdesetih let 20. stoletja, pri čemer je osnovna ideja tega pristopa, da za to, da pridemo do rešitve, ni potrebno temeljito raziskovanje problema. Zaradi te temeljne ideje številni avtorji pristopu očitajo trivialnost in plitkost, avtorica pa se v zagovoru sklicuje na njegovo uspešnost v reševanju praktičnih vsakdanjih problemov ljudi in posledično v potencialu, ki ga pristop lahko ima v kontekstu izobraževanja, saj lahko, po njenem mnenju, prinese zelo pozitivne učinke tako vodstvu izobraževalnih institucij in pedagoškim delavcem na eni kot študentom, dijakom ali učencem na drugi strani.

*Dr. Jasna Mažgon,
glavna in odgovorna urednica*

Editorial

Dear readers,

This is the first issue of this year's *Journal of Contemporary Educational Studies*. It publishes five scientific and one professional article, and they all address various expert questions from the field of education – from terminological-conceptual to educational and didactic.

The first contribution, *Learning outcome-based policy of (life-long) education*, was written by **Klara Skubic Ermenc**, who examines important terminological issues that have broader conceptual, theoretical and, in this case, particularly school-policy-related backgrounds. The author addresses the significance of the concept of learning outcomes and their role in present-day educational policies. Her starting points are presented in two theses: first, the concept of the learning outcome is a political construct without a clear definition and, second, two interpretations of the concept are possible, depending on the type of educational system. These interpretations include centralized educational systems, which are typical of continental European countries, and decentralized educational systems, which are found in Anglo-Saxon countries. Because supranational and national qualifications frameworks, which have seen a great boom in recent years, have played a significant role in the establishment of the outcome-based approach, the author analyzes their main functions and characteristics.

In her conclusion, Ermenc states that the outcome-based approach to the educational system remains rather controversial. On one hand, pedagogy understands the outcome-based approach, at least to an extent, as an instrument of quality improvement and systemic justice; on the other hand, the approach faces considerable criticism. This criticism centers on the problem of knowledge fragmentation and trivialization, on the uncritical transference of the logic of vocational education and training to the whole educational system, and on the subordination of the educational system to neoliberal economic policies that dangerously limit its wider potentials and tasks.

In the second contribution, **Mirjana Ule** critically examines *The role of parents in children's educational trajectories in Slovenia*. She analyzes parents' attitudes toward education and the extent and manner of their participation in their children's schoolwork and educational trajectories. Ule relies on the findings of an international empirical research study carried out in eight countries as part of the project *Governance of Educational Trajectories in Europe* (GOETE). The project's researchers were interested in the role played by education in the social integration of young people in the period between the end of their primary education and the beginning of their secondary education. The study followed the principles of qualitative and quantitative methodologies, and in her article, Ule focuses on the data on the Slovenian population of the parents of ninth-grade students participating in the research study. The main finding of the study reveals

that, in comparison with the parents from other participating European countries, Slovenian parents are very involved in their children's schoolwork and in decisions about their future education. Ule emphasizes that parents in Slovenia have high educational aspirations that their children have largely internalized. According to the author, intense parental involvement in children's schoolwork and educational trajectories is a new factor in children's social differentiation in that it covertly sanctions the parents and children who have difficulty creating a supportive family atmosphere.

Katja Jeznik's article *From the acknowledgment to the recognition of children's and adolescents' identity* is related to Ule's article regarding the role of parents. The author emphasizes the complexity of the concept of identity—a complexity that makes it necessary to inquire into whether the understanding of identity as derived from the central goals of Slovenian school legislation, which affect and co-decide direct pedagogical action, accords with the latest findings on children's and adolescents' identity development. The latter are defined by four scientific disciplines: philosophy, sociology, psychology, and pedagogy.

The author presents systematically different theories of identity and its development and employs the concept of recognition to strengthen considerations for an adequate support for identity development. In her conclusion she lists some suggestions for the development of pedagogical practice as an aid to individuals' identity development in the preschool environment. At the systemic level, she draws attention to anomalies in the Slovenian system of placing children with special needs and the topical issues of granting children the right to additional learning assistance. Jeznik finds that placing procedures are still formed on the basis of medical discourse; she believes this to be a crucial form of the misrecognition of children with special needs. Its consequences include anomalies in teachers' attitudes toward placed children and, subsequently, anomalies in children's identity development.

Petra Štirn Janota discusses the role and significance of the concept of recognition in the development of prosocial action in her article *The inductive approach on the path from prosocial to ethical conduct—a case study*. Janota's central question is how to systematically encourage the development of prosocial and moral behavior in children. She asserts that deductive concepts of education—focusing too strongly on unchangeable norms and demands, which are impersonal and stimulate a sense of alienation and guilt and, consequently, the development of conformist behavior—still do not have clear and unambiguous answers.

In her reply to her central question, the author presents induction as a disciplinary approach. She proposes a comprehensive educational model that uses inductive argumentation, recalling and reflecting on experiences in an encouraging environment to make children aware of what is good and bad and thus to develop their tendencies toward prosocial and moral action. An important role is played by children's concrete experiences in their environment and their emotional experiences following specific reactions, when they realize the real consequences of their positive and negative actions.

According to Janota, it is crucial for pedagogy to realize that children are able and willing to agree to various demands if they recognize consequentially sensible outcomes. She performed experimental research in the form of a case study the results of which demonstrated the comprehensive inductive approach's positive effects on children's social behavior. At the same time, a systematic, process-based training model encouraged preschool teachers to consider their active roles and search for adequate educational strategies.

In their article *Between formal framework and professional autonomy: preschool education and pluralisation of family life* **Mojca Kovač Šebart and Roman Kuhar** consider a highly relevant issue that is directly related to the didactics of preschool education with further, indirect implications for other educational programs. Using the example of preschool education and how it addresses family issues, Kovač Šebart and Kuhar demonstrate that autonomy in planning and conducting the educational process is limited—yet thereby also established—by the formal framework, which defines the entirety of social functioning in terms of norms and values and, subsequently, the functioning of educational institutions and the power holders in them.

In the article's first section, the authors present the basic formal provisions and documents that are the foundation for planning and conducting preschool education. Following this, they apply them to the concrete example of discussing families and family life in public preschools, putting special emphasis on discussions of the phenomenon of the pluralization of family life. Family is children's most important reference framework; through it they experience themselves and the world around them. Therefore, Kovač Šebart and Kuhar argue, it is particularly important for the preschool community to respect family plurality and address it as such in everyday life and work, although (or because) it is a value-sensitive subject that requires a carefully considered didactic approach.

The last article, by **Adrijana Biba Rebolj**, is *The solution focused approach: The solution focused brief therapy and coaching as a different style of the problem-solving paradigm*. In it, the author discusses a new, different approach for resolving private and professional problems. She grounds the approach on constructivist, poststructuralist, phenomenological, and humanistic theoretical foundations as well as on empirical research studies from the beginning of the 1980s onward.

The central idea of the approach is that one does not have to examine private or professional problems very thoroughly to solve them. Due to this, various authors have labeled the approach as trivial and shallow. Rebolj defends it by citing its successes in resolving practical, everyday problems and argues for the approach's potential in the context of education. It can bring a range of very positive effects to various educational settings, both for the management of educational institutions and educators as well as for students.

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