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Vsebina

POGOJI DELA IN POLOŽAJ MOBILNE SLUŽBE TER VLOGA SINDIKATA - IZKUŠNJE, (Z)MOŽNOSTI in IZZIVI... 8	8
WORKING CONDITIONS, POSITION OF MOBILE SERVICE TEACHERS AND THE ROLE OF TRADE UNION EXPERIENCE, CAPABILITIES AND CHALLENGES..... 9	9
ANALIZA INDIVIDUALIZIRANIH PROGRAMOV ZA OTROKE S POSEBNIMI POTREBAMI V PROGRAMIH S PRILAGOJENIM IZVAJANJEM IN DSP 10	10
ANALYSIS OF INDIVIDUALIZED PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS IN PROGRAMS WITH ADAPTED IMPLEMENTATION AND ADDITIONAL PROFESSIONAL ASSISTANCE..... 11	11
TIMSKO SODELOVANJE KOT VIR MOČI..... 12	12
TEAM COOPERATION AS A SOURCE OF POWER 13	13
»KAJ NAS DELA POSEBNE?« - MOBILNI SPECIALNI IN REHABILITACIJSKI PEDAGOGI V INKLUZIVNEM TIMU MOBILNE SLUŽBE CIRIUS KAMNIK..... 14	14
"WHAT MAKES US SPECIAL?" - MOBILE SPECIAL AND REHABILITATION EDUCATORS IN THE INCLUSIVE TEAM OF THE MOBILE SERVICE CIRIUS KAMNIK..... 15	15
AKTIV MOBILNE SPECIALNO PEDAGOŠKE SLUŽBE KOT VIR KOLEGIALNE PODPORE 16	16
TEACHERS' WORK GROUP AS COLLEGIAL SUPPORT IN MOBILE SPECIAL PEDAGOGICAL SERVICE..... 17	17
IZZIVI MOBILNE SLUŽBE SKOZI OČI STROKOVNIH DELAVCEV RAZLIČNIH VZGOJNO-IZOBRAŽEVALNIH INSTITUCIJ..... 18	18
CHALLENGES OF OUTREACH TEACHER SERVICE THROUGH THE EYES OF PROFESSIONALS OF DIFFERENT EDUCATIONAL INSTITUTIONS..... 19	19
IZZIVI DELA MOBILNE SLUŽBE V ČASU EPIDEMIJE 20	20
CHALLENGES OF MOBILE SERVICE WORK DURING THE EPIDEMIC..... 21	21
MOBILNA TIFLOPEDAGOŠKA SLUŽBA IN EPIDEMIJA COVID-19: IZZIVI IN REŠITVE PRI PREHODU NA IZOBRAŽEVANJE NA DALJAVO 22	22
INCLUSIVE SUPPORT SERVICE FOR STUDENTS WITH VISUAL IMPAIRMENT DURING THE COVID-19 EPIDEMIC: CHALLENGES AND SOLUTIONS IN THE TRANSITION TO DISTANCE EDUCATION 23	23
MOBILNA SLUŽBA V LUČI SURDOPEDAGOGA- LOGOPEDA NEKOČ, DANES IN PREDLOGI ZA NAPREJ 24	24
MOBILE SERVICE IN THE LIGHT OF THE TEACHER FOR THE DEAF - SPEECH THERAPIST ONCE, TODAY AND SUGGESTIONS FOR THE FORWARD..... 25	25
SENZORNA POT ZA SPODBUJANJE GIBANJA V VRTCU 26	26
SENSORY PATH TO STIMULATE MOVEMENT IN NURSERY SCHOOL) 27	27
TREND NARAŠČANJA ŠTEVILA OTROK S TEŽAVAMI V RAZVOJU 28	28

GROWING TREND IN THE NUMBER OF CHILDREN WITH DISABILITIES.....	29
ZAPOSLITVENA PERSPEKTIVA OSEB Z MOTNJAMI V DUŠEVNEM RAZVOJU	30
EMPLOYMENT PERSPECTIVE OF PERSONS WITH INTELLECTUAL DISABILITIES.....	31
KOLEKTIVNA ŽETEV ZGODB KOT NAČIN ZAGOTAVLJANJA PODPORE STROKOVNIM DELAVCEM V VZGOJI IN IZOBRAŽEVANJU	32
COLLECTIVE STORY HARVESTING AS A WAY OF PROVIDING SUPPORT TO PROFESSIONALS IN EDUCATION	33
AEIOU VODITELJSTVA IN INTERVIZIJA ZA ZAGOTAVLJANJE SKRBI ZA DUŠEVNO ZDRAVJE STROKOVNIH DELAVCEV	34
THE AEIOU OF LEADERSHIP AND INTERVISION TO PROVIDE MENTAL HEALTH CARE FOR PROFESSIONALS	35
ODZIVI SOCIALNIH PEDAGOGO V OSNOVNIH ŠOLAH V OBDOBJU EPIDEMIJE COVID-19	36
RESPONSES OF SOCIAL PEDAGOGUES IN PRIMARY SCHOOLS DURING THE COVID-19 EPIDEMIC	37
AKTIVNO V NOV DAN ZA KREPITEV TELESA IN DUHA	38
GET ACTIVE FOR A NEW DAY TO STRENGTHEN BODY AND MIND.....	39

POGOJI DELA IN POLOŽAJ MOBILNE SLUŽBE TER VLOGA SINDIKATA - IZKUŠNJE, (Z)MOŽNOSTI in IZZIVI

JERNEJ ZUPANČIČ, SVIZ

Povzetek

Pogoji dela ključno vplivajo na dnevni položaj vseh zaposlenih. Istočasno ti pogoji zrcalijo vlogo delavcev in dela, ki ga opravljajo, tudi v širši družbi. Slednje morda še toliko bolj velja za poklice v vzgoji in izobraževanju, kjer je vrednost njihovega družbenega prispevka neločljivo povezana s pogoji, v katerih delajo. V kolikor si delavci izborijo boljše pogoje dela, lahko s tem izboljšajo tudi svojo vlogo ter posledično (z)možnost uveljavljanja boljšega plačila in profesionalnih standardov. Potrebe zaposlenih po združevanju v sindikatu izvirajo iz večjih zmožnosti uveljavljanja skupnih interesov, izhajajočih iz dela. Ti pa niso zgolj plačilo, temveč tudi pogoji dela, vključno s strokovnimi interesi oz. standardi. Zato se zadnji vedno pogosteje pojavljajo med aktivnostmi sindikatov.

Dober primer zgoraj navedenega so aktivnosti zaposlenih v okviru SVIZ na področju dela v mobilni službi v minulih letih. Predstavljeno je, katere probleme oz. interese so učitelji v mobilni službi izpostavljali, čemu je bilo potrebno izglasovati stavko kot skrajno sredstvo ter kaj se je s stavko doseglo in česa ne. Pokazalo se je, kako lahko delavci tudi v okviru sindikata aktivno sodelujejo pri obravnavi strokovnih vprašanj na sistemski ravni. Hkrati pa, kako so sistemski deležniki seznanjeni oz. se odzivajo na težave zaposlenih v mobilni službi. Na podlagi opisane izkušnje se nakazujejo bodoči izzivi urejanja tega področja ter vprašanja o nadaljnjih (z)možnostih sindikata oziroma zaposlenih pri spodbujanju in tudi kreiranju sprememb.

Ključne besede: delavci, poklicni interes, sindikat, mobilni učitelji

WORKING CONDITIONS, POSITION OF MOBILE SERVICE TEACHERS AND THE ROLE OF TRADE UNION EXPERIENCE, CAPABILITIES AND CHALLENGES

Abstract

Working conditions affect the daily life of every employee. At the same time, these conditions also reflect the role of these workers, and of the work they do, in wider society. This particularly applies to specialist professions such as education where the value placed on their societal contribution is intrinsically linked to the conditions in which they work. If these workers can improve their working conditions, they can also improve their perceived value and thus their ability to protect their pay, position and professional standards. The need of employees to unite in a trade union stems from greater ability to assert common interests arising from work. These are not only pay, but also working conditions, including professional interests or standards. Therefore, the latter are increasingly occurring in union activities.

An excellent example of this in recent years has been the activities of mobile service teachers for children with special needs within the ESTUS (SVIZ) trade union. In this lecture we will examine the challenges that faced these employees, how they resolved to address them and why it was necessary to vote on striking as a last resort. We will review what this decision achieved and what it did not. We will also look at how these teachers became more active in the discussion of professional issues at the system level within the trade union, and how the system's stakeholders responded. From this, we can draw a number of conclusions about the future challenges of working condition regulation in this field and about the opportunities that employees and trade unions have to bring about change.

Key words: workers, professional interest, trade union, teachers in mobile service for children with special needs

ANALIZA INDIVIDUALIZIRANIH PROGRAMOV ZA OTROKE S POSEBNIMI POTREBAMI V PROGRAMIH S PRILAGOJENIM IZVAJANJEM IN DSP

PETRA KOŠNIK, ZRSS

Povzetek

Vsak otrok s posebnimi potrebami ima do oblikovanja individualiziranega programa zakonsko pravico. Individualiziran program vzgojno-izobraževalni zavod zavezuje k učinkovitemu in v korist otroka usmerjenemu udeležanju odločbe o usmeritvi. Gre za živ, spreminjajoč dokument, v katerem se načrtujejo prilagoditve in oblike dela v smeri zmanjševanja odkritih primanjkljajev, ovir oziroma motenj ter v izgradnjo sistemov podpore in pomoči.

V letu 2021 je bila na Zavodu RS za šolstvo opravljena analiza 174 individualiziranih programov v programih s prilagojenim izvajanjem in dodatno strokovno pomočjo. Temeljni namen analize je bil ugotoviti prevladujočo strukturo individualiziranih programov, izpostaviti primere dobre prakse ter podati predloge oziroma usmeritve za nadaljnje kakovostnejše načrtovanje. Izhodišče za analizo so bile določbe 36. in 37. člena Zakona o usmerjanju otrok s posebnimi potrebami (Ur. l. RS, št. [58/11](#), [40/12](#) – ZUJF, [90/12](#), [41/17](#) – ZOPOP in [200/20](#) – ZOOMTVI). Ugotovili smo, da se na nekaterih področjih še kažejo vrzeli oziroma priložnosti za kakovostnejše načrtovanje. Strokovne usmeritve v analizi poudarjajo načrtovanje aktivnega vključevanja otroka in staršev v pripravo individualiziranega programa, zastavljanje kratkoročnih in merljivih ciljev (tudi za otrokova močna področja), pripravo fleksibilnega načrta različnih oblik dela, pri čemer je priporočena oblika dela v razredu ter natančno opredeljevanje prilagoditev. Posebej je izpostavljena tudi pomembnost načrtovanja strategij za otrokovo čimvečjo samostojnost v življenju in strategije vključevanja otroka v skupino. Poudarek strokovnih usmeritev je tudi timski pristop pri pripravi individualiziranega načrta, v katerem se posreduje in povezuje interdisciplinarnost znanj, tim pa za strokovne delavce predstavlja pomemben izvor učenja. Pričujoča analiza predstavlja pomembno izhodišče za pripravo smernic za načrtovanje in evalvacijo individualiziranega programa.

Ključne besede: individualiziran program, otroci s posebnimi potrebami, oblike dela, prilagoditve, vključevanje otroka in staršev

ANALYSIS OF INDIVIDUALIZED PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS IN PROGRAMS WITH ADAPTED IMPLEMENTATION AND ADDITIONAL PROFESSIONAL ASSISTANCE

Abstract

Every child with special needs has a legal right to create an individualized program. The individualized program commits the educational institution to the effective and child-oriented implementation of the decision on orientation. It is a living, changing document, which plans adjustments and forms of work in the direction of reducing the identified deficits, obstacles or disruptions, and in building support and assistance systems.

In 2021, the Institute of the Republic of Slovenia for Education conducted an analysis of 174 individualized programs in programs with adapted implementation and additional professional assistance. The basic purpose of the analysis was to determine the predominant structure of individualized programs, to highlight examples of good practice and to give suggestions or guidelines for further better planning. The starting point for the analysis was the provisions of Articles 36 and 37 of the Orientation of Children with Special Needs Act (Official Gazette of the Republic of Slovenia, nos. 58/11, 40/12 - ZUJF, 90/12, 41/17 - ZOPOP and 200 / 20 - ZOOMTVI). We found that in some areas there are still gaps or opportunities for better planning. The professional orientations in the analysis emphasize planning the active involvement of the child and parents in the preparation of an individualized program, setting short-term and measurable goals (also for the child's strengths), preparing a flexible plan of various forms of work. The importance of planning strategies for the child's maximum independence in life and strategies for including the child in the group is especially emphasized. The emphasis of professional orientations is also the team approach in the preparation of an individualized plan, which mediates and connects the interdisciplinarity of knowledge, and the team is an important source of learning for professionals.

The present analysis represents an important starting point for the preparation of guidelines for planning and evaluation.

Key words: individualized program, children with special needs, forms of work, adaptations, involvement of children and parents

TIMSKO SODELOVANJE KOT VIR MOČI

DARJA PLAVČAK, ZRSS

Povzetek

Timsko sodelovanje je izjemnega pomena za izvajalce dodatne strokovne pomoči, pa tudi za druge strokovne delavce, saj ima številne pozitivne učinke. Strokovnim delavcem pripomore k boljšemu osebnemu zadovoljstvu v službi, kar pozitivno vpliva na njihovo duševno zdravje. Na osnovi dobrega počutja v timu radi opravljajo svojo službo in jasneje ter kakovostneje načrtujejo in izvajajo svoje delo. Vse opisano prispeva k uspešnim izidom pri doseganju skupnih ciljev pri učencih, saj izmenjava mnenj, izkušenj, idej in predlogov poteka v varnem in spodbudnem okolju. Neprecenljiva moč takšnega sodelovanja se v intenzivni obliki izkazuje pri razreševanju težjih izzivov, ko strokovni delavec v timu pridobi strokovno in osebno podporo.

Timsko delo zaradi vseh pričakovanih virov moči načrtujemo (npr. redna srečanja, določimo vloge, cilje, namen, kriterije uspešnosti), ustvarjamo priložnosti za skupno strokovno izpopolnjevanje, druženje idr. Pri tem pomembno vlogo odigrajo osebne lastnosti vsakega člana tima (npr. optimizem, spoštovanje do drugih), saj timsko sodelovanje v temelju omogočajo.

Kakovostno timsko delo v veliki meri prispeva k optimalni individualizaciji pedagoškega dela za vsakega učenca, kar se odraža zlasti pri otrocih s posebnimi potrebami.

Ključne besede: timsko sodelovanje, osebne lastnosti učitelja, individualizacija, posebne potrebe.

TEAM COOPERATION AS A SOURCE OF POWER

Abstract

Teamwork is extremely important for teachers, who provide additional expert assistance to pupils, as well as for other professionals, as it has many positive effects. It helps professionals to have better personal satisfaction at work, which has a positive effect on their mental health.

Based on their well-being in the team, they like to do their job and plan and carry out their work more clearly and with better quality. All of the above contributes to successful outcomes in achieving common goals for pupils, as the exchange of opinions, experiences, ideas and suggestions takes place in a safe and stimulating environment. The invaluable strength of such cooperation is shown in an intensive form in solving difficult challenges, when a professional in the team acquires professional and personal support.

Due to all expected sources of strength, we plan team work (e.g. regular meetings, determine roles, goals, purpose, performance criteria), create opportunities for joint professional development, socializing, etc. The personality traits of each team member (e. g. optimism, respect for others) play an important role in this, as they fundamentally enable team collaboration.

Quality teamwork greatly contributes to the optimal individualization of pedagogical work for each pupil, which is reflected especially in children with special needs.

Key words: teamwork, personality traits of the teacher, individualization, special needs.

»KAJ NAS DELA POSEBNE?« - MOBILNI SPECIALNI IN REHABILITACIJSKI PEDAGOGI V INKLUZIVNEM TIMU MOBILNE SLUŽBE CIRIUS KAMNIK

SANJA BRUMEN, CIRIUS KAMNIK

Povzetek

Inkluzivni tim mobilne službe CIRIUS Kamnik je namenjen celostni obravnavi gibalno oviranih in dolgotrajno bolnih otrok in mladostnikov po celi Sloveniji, ki so vključeni v vzgojno-izobraževalne programe s prilagojenim izvajanjem in dodatno strokovno pomočjo v večinskih vrtcih, osnovnih in srednjih šolah. Sestavljajo ga strokovno usposobljeni delavci, ki imajo bogate izkušnje dela z gibalno oviranimi otroki in mladostniki.

Poslanstvo mobilnega specialnega in rehabilitacijskega pedagoga v timu je omogočiti kvalitetno podporno izobraževanje otrokom in mladostnikom z gibalno oviranostjo, dolgotrajnimi obolenji ter drugimi pridruženimi težavami v domačem okolju.

Glavni cilj tega prispevka je opisati posebnosti dela mobilnega specialnega in rehabilitacijskega pedagoga v inkluzivnem timu mobilne službe CIRIUS Kamnik s poudarkom na ponujanje potrebne podpore gibalno oviranim otrokom in mladostnikom vključene v večinske vrtce in šole.

Ključne besede: Inkluzivni tim mobilne službe CIRIUS Kamnik, mobilni specialni in rehabilitacijski pedagogi, gibalno ovirani

"WHAT MAKES US SPECIAL?" - MOBILE SPECIAL AND REHABILITATION EDUCATORS IN THE INCLUSIVE TEAM OF THE MOBILE SERVICE CIRIUS KAMNIK

Abstract

The inclusive mobile team CIRIUS Kamnik offers a multidisciplinary support throughout Slovenia for children and adolescents with motor disabilities, chronic diseases and other types of difficulties that are included in regular kindergartens, elementary and high schools. It is made up of professionally qualified workers who have extensive experience working with children and young people with motor disabilities.

The role of a mobile special and rehabilitation educator in the team is to provide quality supportive education to children and adolescents with physical disabilities, long-term illnesses and other associated problems in the home environment.

The main goal of this paper is to describe the specific features of the work of a mobile special and rehabilitation pedagogue in the inclusive mobile team CIRIUS Kamnik, with a focus on offering the necessary support to children and adolescents with motor disabilities included in regular kindergartens and schools.

Key words: The inclusive mobile team CIRIUS Kamnik, a mobile special and rehabilitation educator, motor disabilities

AKTIV MOBILNE SPECIALNO PEDAGOŠKE SLUŽBE KOT VIR KOLEGIALNE PODPORE

IRENA MARINIČ, LARA MIKLAVC, OSNOVNA ŠOLA KOZARA NOVA
GORICA

Povzetek

V teoretičnih izhodiščih so predstavljeni ključni pojmi, na katerih je prispevek osnovan: začetki mobilne specialno pedagoške službe in njene značilnosti, strokovni aktiv ter njegove naloge. Pozornost je namenjena kolegialni podpori, posebej omenjamo podporo učiteljem začetnikom. V empiričnem delu je opisan aktiv mobilne službe na Osnovni šoli Kozara Nova Gorica, znotraj katerega smo izvedli anketni vprašalnik. Zanimalo nas je, kaj anketiranci vidijo kot prednosti in slabosti zaposlitve v MSPS, katere potrebe zadovoljuje članstvo v aktivu, katere rešitve delovanja in organizacije aktiva zaposleni ocenjujejo kot koristne ter kako naj bo aktiv organiziran v prihodnje. Iz pridobljenih odgovorov članov aktiva smo ugotovili, da strokovni aktiv predstavlja pomemben vir podpore za zaposlene v mobilni specialno pedagoški službi. Ugotavljamo, da zaposlenim nudi strokovno podporo, možnost povezovanja in izmenjavo delovnih izkušenj. Kljub organizacijskim pomanjkljivostim mobilne službe, aktiv nudi varno okolje in predvsem blaži občutek izoliranosti izvajalcev dodatne strokovne pomoči. Želja sodelavcev je, da bi prav strokovnemu delu in povezovanju največ poudarka namenili tudi v prihodnje.

Ključne besede: mobilna specialno pedagoška služba, strokovni aktiv, kolegialna podpora

TEACHERS' WORK GROUP AS COLLEGIAL SUPPORT IN MOBILE SPECIAL PEDAGOGICAL SERVICE

Abstract

The article is based on key concepts described in the theoretical introduction: beginnings of the mobile special pedagogy service and its features, along with teachers' work groups and their assignments. The focus is orientated towards collegial support, specifically oriented towards novice teachers. The empirical part presents the teachers' work group of the Elementary school Kozara Nova Gorica, which participated in the survey. The goal was to determine the advantages and disadvantages of employment in the mobile special pedagogy service, needs met by the membership in the teachers' work group, functioning and operational solutions of the mobile special pedagogy service, considered useful by group members, and members' views of the future organization of the service. Findings show that the teachers' work group provides members with an important source of collegial support. It also offers them professional support as well as options for connecting and exchanging work experience. Despite its organizational shortcomings the mobile special pedagogy service provides a safe environment for the workers and helps them to overcome feelings of isolation. The respondents are seeking even more integration and professional work in the future.

Key words: mobile special pedagogy service, teachers' work group, collegial support

IZZIVI MOBILNE SLUŽBE SKOZI OČI STROKOVNIH DELAVCEV RAZLIČNIH VZGOJNO-IZOBRAŽEVALNIH INSTITUCIJ

MATEJA MALJEVAC, CENTER IRIS

Povzetek

Ustvarjanje vključujoče in inkluzivne družbe je pomemben družbeni proces in hkrati kritičen element v življenju otrok s posebnimi potrebami in njihovih družin. V zadnjih letih je opazen trend naraščanja otrok s posebnimi potrebami in rizičnimi dejavniki, s tem pa tudi naraščanje ur dodatne strokovne pomoči, ki jo ti otroci potrebujejo. Dodatno strokovno pomoč za premagovanje primanjkljajev, ovir oz. motenj v velikem deležu opravljajo mobilni učitelji za dodatno strokovno pomoč, ki pa so znotraj skupine strokovnih delavcev v vzgoji in izobraževanju še vedno relativno majhna podskupina. Na Društvu specialnih in rehabilitacijskih pedagogov se je oblikovala delovna skupina, ki je proučevala položaj in izzive, s katerimi se srečujejo mobilni učitelji za dodatno strokovno pomoč na svoji poklicni poti. Ugotovitve kažejo, da je vsaka mobilna služba specifična in da niti dve nista popolnoma enako organizirani. Kljub temu pa so se izpostavili trije ključni izzivi pri delovanju vseh institucij, vključenih v raziskavo: čas prevoza na službeni poti, povračilo stroškov prevoza samo v času trajanja pouka in izvajanje svetovalne storitve kot nesistemizirane ure dodatne strokovne pomoči. Delovna skupina, ki je proučevala področje, je podala tudi svoje predloge rešitev položaja mobilnih učiteljev, ki bi neposredno pripomogli k razbremenitvi mobilnih učiteljev ter posredno k dvigu kakovosti njihovega dela ter izboljšanju splošnega psiho – fizičnega zdravja. Predlogi gredo v smeri zmanjšanja neposredne učne obveznosti mobilnega učitelja, ureditev povračila stroškov prevoza na vzgojno-izobraževalno institucijo, kjer učitelj opravlja ure dodatne strokovne pomoči tudi v času počitnic ter čimprejšnja sistemizacija ur svetovalne storitve.

Ključne besede: mobilna služba, mobilni učitelji, otroci s posebnimi potrebami

CHALLENGES OF OUTREACH TEACHER SERVICE THROUGH THE EYES OF PROFESSIONALS OF DIFFERENT EDUCATIONAL INSTITUTIONS

Abstract

Creating an inclusive society is an important social process and at the same time a critical element in the lives of children with special needs and their families. In recent years, there has been a noticeable upward trend for children with special needs and risk factors, and the increase in hours of additional professional assistance that these children need. Additional professional assistance for overcoming deficits, barriers or disruption in a large proportion is provided by itinerant teachers for additional professional assistance, but they are still a relatively small subgroup within the group of professionals in education. A working group at the Association of Special and Rehabilitation Educators was set up to study the situation and challenges faced by itinerant teachers for additional professional assistance in their careers. The findings show that each outreach service is specific and that neither two are exactly the same. However, three key challenges were found in the functioning of all the institutions included in the survey: time spent on business journey, refund of transport costs only during the course and counselling service as unsystemed hours of additional professional assistance. The working group also made its proposals for solutions to the position of itinerant teachers, which would directly help to relieve itinerant teachers and indirectly to raise the quality of their work and to improve their general health. The proposals go towards reducing the direct learning obligation of a itinerant teacher, regulating the reimbursement of transport costs to an educational institution, where the teacher also provides hours of additional professional assistance even at a time when there are no lessons and the systemisation of hours of counselling services as soon as possible.

Keywords: outreach service, itinerant teachers, children with special needs

IZZIVI DELA MOBILNE SLUŽBE V ČASU EPIDEMIJE

INES KOLER, CIRIUS KAMNIK

Povzetek

V prispevku predstavimo namen delovanja mobilne službe in izvajanja dodatne strokovne pomoči otrokom s posebnimi potrebami. Institucionalno okolje kot dejavnik socializacije in učenja pomembno prispeva k razvoju otroka. Posebno pozornost namenimo sodelovanju in komunikaciji med starši in strokovnimi delavci, ki pozitivno vpliva na otrokov razvoj. V prispevku pišemo tudi o izzivih, ki jih je prineslo obdobje epidemije, saj se je ustaljen način vzgoje in izobraževanja spremenil. Spremenile so se metode in načini izvajanja dodatne strokovne pomoči otroku. Predstavimo izsledke raziskav o vzgojno-izobraževalnem procesu v predšolski vzgoji in njegovih učinkih v času epidemije bolezni covid-19. Ob teoretičnih izhodiščih podamo tudi nekaj konkretnih usmeritev in smernic za delo v času epidemije.

Ključne besede: mobilna služba, sodelovanje, izobraževalne institucije, epidemija

CHALLENGES OF MOBILE SERVICE WORK DURING THE EPIDEMIC

Abstract

In this paper, we present the purpose of the mobile service and the implementation of additional professional assistance to children with special needs. The institutional environment as a factor of socialization and learning contributes significantly to the development of the child. We pay special attention to cooperation and communication between parents and professionals, which has a positive impact on children's development. In this article, we also write about the challenges posed by the epidemic period, as the established way of upbringing and education has changed. The methods and ways of providing additional professional assistance to the child have changed. We present the results of research on the educational process in preschool education and its effects during the epidemic of covid-19 disease. In addition to theoretical starting points, we also provide some concrete guidelines and guidelines for work during an epidemic.

Key words: mobile service, cooperation, educational institutions, epidemic

MOBILNA TIFLOPEDAGOŠKA SLUŽBA IN EPIDEMIJA COVID-19: IZZIVI IN REŠITVE PRI PREHODU NA IZOBRAŽEVANJE NA DALJAVO

DRAGANA ŽUNIČ, CENTER IRIS

Povzetek

Razglasitev epidemije zaradi bolezni COVID-19 v Sloveniji je znatno posegla v vse segmente vzgoje in izobraževanja, med drugim tudi v področje izvajanja dodatne strokovne pomoči za otroke s posebnimi potrebami in delovanje mobilnih služb, ki so se soočile z različnimi organizacijskimi izzivi pri prehodu na izobraževanje na daljavo. Prva zaustavitev države marca 2020 je bila nenadna in brez jasnejših navodil za izvajanje dodatne strokovne pomoči na daljavo. Na podlagi usmeritev, ki so jih javni zavodi za otroke s posebnimi potrebami prejeli s strani MIZŠ, ZRSŠ in NIJZ smo v Centru IRIS oblikovali protokole za izvedbo izobraževanja na daljavo in jih nenehno nadgrajevali z namenom zagotavljanja varnega, kontinuiranega in karseda učinkovitega poučevanja otrok in mladostnikov z okvaro vida v času epidemije. V prispevku bomo podrobneje prikazali posamezne izzive pri prehodu in izvedbi izobraževanja na daljavo, s katerimi smo se soočili mobilni učitelji-tiflopedagogi v času epidemije zaradi bolezni COVID-19 in z njo povezanimi odloki in ukrepi, ki so veljali v vzgoji in izobraževanju. Pri tem smo se omejili na organizacijske izzive in rešitve tiflopedagoške mobilne službe pri prehodu na izvedbo dodatne strokovne pomoči na daljavo in pripravo e-učnih gradiv in pripomočkov za otroke in mladostnike z okvaro vida.

Ključne besede: epidemija COVID-19, mobilni učitelj-tiflopedagog, izobraževanje na daljavo, izzivi, rešitve

INCLUSIVE SUPPORT SERVICE FOR STUDENTS WITH VISUAL IMPAIRMENT DURING THE COVID-19 EPIDEMIC: CHALLENGES AND SOLUTIONS IN THE TRANSITION TO DISTANCE EDUCATION

Abstract

The declaration of the COVID-19 epidemic in Slovenia had significant impact on the all segments of education, including the support services for children with special needs, which faced various organizational challenges in the transition to distance education. The first lockdown in the country in March 2020 was sudden and without clearer instructions for the implementation of online inclusive support education for children with special needs. Based on the guidelines received by institutions for children with special needs from the Ministry of Education, Science and Sport, the national Education Institute, and the National Institute for public Health, we developed protocols for distance education at the Center IRIS and constantly upgraded them to ensure safe, continuous, and effective teaching of children and adolescents with visual impairments during COVID-19 epidemic. In this article, we will present in more detail the challenges in the transition and implementation of distance education, which were faced by the itinerant teacher of students with visual impairments during the COVID-19 epidemic and related ordinances and measures in force in education. We limited ourselves to the organizational challenges and solutions for the inclusive support service in the transition to the implementation of online inclusive support education and the preparation of e-learning materials and aids for children and adolescents with visual impairments

Key words: COVID-19 epidemic, the itinerant teacher of students with visual impairments, distance education, challenges, solutions

MOBILNA SLUŽBA V LUČI SURDOPEDAGOGA- LOGOPEDA NEKOČ, DANES IN PREDLOGI ZA NAPREJ

IRENA FIFOLT, ZGN LJUBLJANA

Povzetek

Vsak delavec, ki deluje na določenem področju, se dobro počuti, če ga okolica sprejema in če lahko s kolektivom deli svoje ideje, občutke, veselje in radost ob delu. Tako tudi mobilni učitelj za dodatno strokovno pomoč, v mojem primeru surdopedagog, logoped, ki vstopa na različna delovišča (šole, vrtce, zavode) in se srečuje z različnimi vodstvenimi delavci, svetovalno službo in kolegi. Surdopedagogi opažamo, da je klima kolektiva odvisna tudi od vodstva. Kot zunanji sodelavci šole dojemamo iz druge perspektive. V prispevku orišem značilnosti mobilne službe nekoč, ko je bilo govora o integraciji in sodobne značilnosti, ko govorimo o inkluziji. Nakazanih je tudi nekaj predlogov za boljše počutje in delo mobilnega učitelja za dodatno strokovno pomoč v prihodnje.

Ključne besede: integracija, inkluzija, mobilni učitelj za dodatno strokovno pomoč surdopedagog-logoped

MOBILE SERVICE IN THE LIGHT OF THE TEACHER FOR THE DEAF - SPEECH THERAPIST ONCE, TODAY AND SUGGESTIONS FOR THE FORWARD

Abstract

Every worker who works in a certain field feels good if he/she is accepted by the environment and if he/she can share his/her ideas, feelings, joy and happiness at work with the team. That is also true for a mobile teacher for additional professional help, in my case a surdopedagogue, a speech therapist who enters various workplaces (schools, kindergartens, institutes) and meets with various managers, counseling service and colleagues. Surdopedagogues observe that the climate of the collective depends also on the leadership. As external collaborators we perceive schools from a different perspective.

In this article, I outline the characteristics of the mobile service in the past, when there was talk of integration, and modern features, when we talk about inclusion. Some suggestions for the well-being and work of the mobile teacher for additional professional help in the future are also indicated.

Key words: integration, inclusion, mobile teacher for additional professional help, surdopedagogue-speech therapist

SENZORNA POT ZA SPODBUJANJE GIBANJA V VRTCU

AJDA BIVIC, VRTEC ČRNUČE

Povzetek

Razvoj gibanja v prvih letih otrokovega življenja poteka najhitreje in je tudi tesno povezano z razvojem ostalih področij otroka (socialnega, kognitivnega, čustvenega). Da se otrok lahko samozavestno giblje in spoznava svet, morajo biti tudi vsi sistemi senzorne integracije v ravnovesju. V kolikor niso, se dražljaji iz okolja predelujejo drugače, učenje je težje. Gibanje v prvih letih življenja tudi vpliva na razvoj možganov. Epidemija Covida in sodobno življenje narekujeta vse manj gibanja. Otroci so vse manj gibljivi. Senzorne poti v notranjih prostorih združujejo nova spoznanja nevroznosti in spodbujajo gibanje, ob tem se otroci igrajo in uživajo. V članku na kratko opišemo razvojne mejnike od rojstva do 5. let, opišemo senzorno integracijo in predstavimo idejo senzorne poti od zasnove do izvedbe v Vrtcu Črnuče.

Ključne besede: gibanje, otrok, senzorna integracija, senzorne poti

SENSORY PATH TO STIMULATE MOVEMENT IN NURSERY SCHOOL)

Abstract

The movement progress is the fastest during the early childhood years and is strongly connected with the development within other child's scopes as well (social, cognitive, and emotional). For the child to self-confidently move and to comprehend the world it is essential all systems of sensory integration to be in balance. If not, the stimuli from the environment are processed differently and learning is harder. The movement during the early childhood years does affect the brain development as well. The covid epidemic and contemporary life dictate less and less movement; children are therefore less and less supple. Sensory path in interiors combine new knowledge within neuroscience and stimulate movement so that children do play and enjoy it. In the article, we represent briefly developmental turning points from the child's birth up to 5 years of age; we describe sensory integration and represent the sensory path idea from the design itself up to its performance in Črnuče nursery school.

Key words: movement, child, sensory integration, sensory path

TREND NARAŠČANJA ŠTEVILA OTROK S TEŽAVAMI V RAZVOJU

IVANA PAVLOVIĆ, CENTER ZA KOMUNIKACIJO, SLUH IN GOVOR
PORTOROŽ

Povzetek

Intelektualne sposobnosti otrok niso odvisne od števila živčnih celic v skorji, temveč od števila živčnih sinaps. V predšolskem obdobju je hitrost in število živčnih povezav med nevroni neprimerljivo višja kot po sedmem letu življenja. Spodbudno okolje prispeva k razvoju velikega števila nevronskih poti, kar ima za posledico bogato nevronska mrežo, ki je osnova za doseganje prirojenih potencialov.

Vse pogosteje je mnenje vzgojiteljev, da današnje generacije otrok kažejo šibkejša sposobnosti v mnogih vidikih razvoja v primerjavi s prejšnjimi generacijami. Raziskave kažejo, da ima 50 % predšolskih otrok težave na področju fine motorike, nekatere motnje govornega in jezikovnega razvoja, počasno akomodacijo očesa, težave na področju grobe motorike. Sodoben način življenja vodi v pospešeno uvajanje tehnologije, kot so računalniki, tablice, mobilni telefoni v vsakdanje življenje posameznika. Posledica tovrstnih sprememb je znanstveno potrjeno dejstvo, da veliko število otrok preživi pred ekranom od 4 do 8 ur na dan. Številne študije, ki se ukvarjajo z vplivom sodobne tehnologije, potrjujejo negativen vpliv na telesni in duševni razvoj otrok. Pogosta in dolgotrajna izpostavljenost otrok sodobni tehnologiji vodi do sprememb v razvoju možganov, hormonskega sistema, debelosti, motenj spanja in pozornosti, slabšega razvoja govora in jezika, psiholoških motenj (depresija, anksioznost), pomanjkanja empatije, potrpežljivosti itd.

Ključne besede: intelektualne sposobnosti, sinapse, tehnologija

GROWING TREND IN THE NUMBER OF CHILDREN WITH DISABILITIES

Abstract

Children's intellectual abilities do not depend on the number of neurons in the cortex, but on the number of nerve synapses. In the preschool period, the speed and number of nerve connections between neurons is incomparably higher than after the age of seven. The stimulating environment contributes to the development of a large number of neural pathways, resulting in a rich neural network that is the foundation for the development of innate potential. Educators increasingly believe that today's generations of children have weaker skills in many areas of development compared to previous generations. Research shows that 50% of preschool children have difficulties in fine motor skills, some disorders in speech and language development, slow accommodation of the eye, and difficulties in gross motor skills. Modern lifestyles are leading to an accelerated introduction of technologies such as computers, tablets and mobile phones into people's daily lives. The result of these changes is the scientifically confirmed fact that a large number of children spend 4 to 8 hours per day in front of a screen. Numerous studies dealing with the influence of modern technology confirm the negative impact on children's physical and mental development. Frequent and long-term contact of children with modern technology leads to changes in brain development, hormonal system, obesity, sleep and attention disorders, poor speech and language development, mental disorders (depression, anxiety), lack of empathy, patience, etc.

Keywords: mental abilities, nerve synapses, technology

ZAPOSLOTVENA PERSPEKTIVA OSEB Z MOTNJAMI V DUŠEVNEM RAZVOJU

ANDREJ KOCIPER, CENTER GUSTAVA ŠILIHA MARIBOR, ENOTA DOM
ANTONA SKALE MARIBOR

Povzetek

Prispevek predstavlja raziskavo problematike zaposlitvene perspektive oseb z motnjami v duševnem razvoju, pri čemer odkriva obstoječe ovire in pozitivne pospeševalne dejavnike. Cilj raziskave je pojasniti njihov položaj in situacijo na trgu dela, izboljšati razumevanje zaposlitvenih dejavnikov in predlagati možne intervencije ali ukrepe za povečanje njihovih zaposlitvenih možnosti. Pri tem smo uporabili tehniko sistematičnega pregleda in analize literature ter ustreznih študij. Rezultati študije so pokazali, da izobraževanje bistveno poveča zaposljivost teh oseb, če je združeno z ustreznimi delovnimi izkušnjami in individualiziranimi podpornimi storitvami. Podprta zaposlitev poveča tudi njihovo zaposljivost na odprtem trgu dela, kjer zaščitenih delovnih mest ni. Ovire pri zaposlovanju, ki so jih opredelili delodajalci, so bile: zaposlovanje na zaščitenih delovnih mestih, diskriminacija pri poklicnih izkušnjah, pridobivanje spretnosti, ki niso dovolj uporabne v okviru pouka, in zato pomanjkanje delovnih izkušenj med izobraževanjem. Končni izsledki študije kažejo, da se njihovo zaposlovanje izboljša z vključevanjem v pouk, izbiro ustrežnejših učnih metod, uvedbo dodatnih storitev individualne podpore, izboljšanjem podpornega delovnega okolja, s prilagoditvijo delovnega mesta ter podporo družine in delodajalca. Rezultati raziskave predstavljajo prednosti in ovire pri zaposlovanju teh oseb, ki jih je treba upoštevati v okviru nadaljnjega razvoja inkluzivne paradigme in izobraževanja, da bi izboljšali njihove zaposlitvene možnosti.

Ključne besede: zaposlovanje, motnje v duševnem razvoju, osebe s posebnimi potrebami, razvojna oviranost.

EMPLOYMENT PERSPECTIVE OF PERSONS WITH INTELLECTUAL DISABILITIES

Abstract

This paper presents research on the employment perspective of people with intellectual disabilities, identifying existing barriers and positive facilitators. The aim of the research is to clarify their position and situation in the labor market, to improve the understanding of employment factors, and to suggest possible interventions or measures to increase their employment prospects. In doing so, we have used the technique of systematic review and analysis of the literature and relevant studies. The results of the study showed that education significantly increases the employability of these people when combined with relevant work experience and individualized support services. Supported employment also increases their employability in the open labour market, where sheltered jobs do not exist. The barriers to employment identified by employers were: employment in sheltered jobs, discrimination in work experience, acquisition of skills that are not sufficiently useful in the classroom and therefore lack of work experience during education. The final findings of the study show that their employment is improved by integrating them into the classroom, choosing more appropriate teaching methods, introducing additional individual support services, improving the supportive work environment, adapting the workplace, and having family and employer support. The results of the survey present the strengths and barriers to employment of these people, which should be taken into account in the context of further development of the inclusive paradigm and education to improve their employment prospects.

Keywords: employment, intellectual and developmental disabilities, persons with disabilities, developmental disabilities.

KOLEKTIVNA ŽETEV ZGODB KOT NAČIN ZAGOTAVLJANJA PODPORE STROKOVNIM DELAVCEM V VZGOJI IN IZOBRAŽEVANJU

JANKO STERGAR, CENTER GUSTAVA ŠILIHA MARIBOR

Povzetek

V prispevku želim predstaviti metodo kolektivne žetve zgodb, ki sem jo s strokovnimi delavci (specialni in rehabilitacijski pedagogi, socialni pedagogi, vzgojiteljice, predmetni učitelji, svetovalni delavci) v šolskih kolektivih izvajal zadnji 6 let. Kolektivna žetev zgodb je metoda znotraj prakse gostiteljstva. Predstavlja enega izmed možnih načinov zagotavljanja skrbi za duševno zdravje strokovnih delavcev v vzgoji in izobraževanju. Omogoča vključitev večjega števila zaposlenih iz ene institucije. Proces (z izbiro tem in z načinom vodenja) je obogaten z načeli narativnosti in pozitivne psihologije. V prispevku bodo prikazane osnove sodelovalnih procesov in učenja v šolskem kontekstu. Metoda bo podrobneje predstavljena: priprava na srečanja, struktura srečanj, opisan bo potek procesa. Podani bodo rezultati evalvacijske raziskave glede učinkov metode na strokovne delavce in izpostavljene ključne točke učenja udeležencev. Kolektivna žetev zgodb omogoča veliko prostora za razvoj tako strokovnih delavcev na ravni posameznika, kot tudi razvoj in morebitno transformacijo organizacij (šol, zavodov) ter družbe kot celote.

Ključne besede: sodelovalni procesi, kolektivna žetev zgodb, strokovni delavci, učenje

COLLECTIVE STORY HARVESTING AS A WAY OF PROVIDING SUPPORT TO PROFESSIONALS IN EDUCATION

Abstract

In this paper, I would like to present the method of collective story harvesting which I have carried out with school workers (special and rehabilitation pedagogues, social pedagogues, educators, subject teachers, counselors) in school collectives for the last 6 years. Collective story harvesting is a method within the hosting practice. It represents one of the possible ways to provide care for the mental health of professionals in education. It allows the inclusion of a larger number of employees from one institution. The process (with the choice of topics and the way of leading) is enriched with the principles of narrative and positive psychology. The paper will present the basics of collaborative processes and learning in the school context. The method will be presented in more detail: preparation for meetings, structure of meetings, the course of the process will be described. The results of the evaluation research on the effects of the method on professionals will be presented and the key learning points of the participants will be highlighted. The collective story harvesting provides a lot of space for the development of professionals at the individual level, as well as the development and possible transformation of organizations (schools, institutions) and society as a whole.

Key words: collaborative processes, collective story harvesting, professionals, learning

AEIOU VODITELJSTVA IN INTERVIZIJA ZA ZAGOTAVLJANJE SKRBI ZA DUŠEVNO ZDRAVJE STROKOVNIH DELAVCEV

TANJA PODGORNIK, OŠ KOZARA NOVA GORICA

Povzetek

Različni stili vodenja, ki sem jih izkusila v svojih letih dela v vzgoji in izobraževanju kot učiteljica in svetovalna delavka, so posredno vplivali na kvaliteto mojega dela, pa tudi življenja. Ko sem se zaposlila na delovnem mestu pomočnice ravnatelja, sem se odločila, da iz te dane priložnosti storim kar največ za svojo osebno in profesionalno rast in nenazadnje za zaposlene, ki bodo s svojim zadovoljstvom in kvalitetnim delom konstruktivno vplivali na svoje učence in posledično na številne družine. Odločila sem se strokovnim delavcem ponuditi strokovno pomoč in kolegialno podporo v obliki intervizije. Želela sem dobiti uvid v izzive, s katerimi se srečujejo, jim nuditi podporo na poti od dejanskega do zelenega stanja, jim dati občutek, da so slišani, videni in razumljeni, občutek, da niso sami, da so lahko avtentični in iskreni in da bomo skupaj iskali rešitve.

V prispevku bom predstavila primer svoje prakse, v katerem sem združila svoje znanje in osebne izkušnje iz procesov supervizije in intervizije ter nova spoznanja o AEIOU vodenju. Na tej osnovi je v osnovni šoli s prilagojenim programom z nižjim izobrazbenim standardom nastala intervizijska skupina devetih strokovnih delavk, ki vsaki od nas omogoča osebno in profesionalno rast in obenem skrbi za naše dobro počutje na delovnem mestu ter boljšo odpornost na stres, kar posredno vpliva tudi na druga področja našega življenja.

Ključne besede: Vodenje, intervizija, profesionalna rast, sodelovanje

THE AEIOU OF LEADERSHIP AND INTERVISION TO PROVIDE MENTAL HEALTH CARE FOR PROFESSIONALS

Abstract

The different leadership styles I have experienced in my years of working in education as a teacher and a counsellor have indirectly affected the quality of my work as well as my life. When I got a job as an assistant principal, I decided to do my best for my personal and professional growth, and last and not least for employees who would - with their quality work - constructively influence their students, and consequentially many of their families. I decided to offer professional help and peer support in the form of an intervision. I wanted to gain insight into the challenges they face in order to support them on the path from the actual status, to the desired outcome. My intention is to give them a sense of being heard, seen and understood, and a sense of not being alone, all the while being authentic and sincere. The goal is to work together to find solutions.

In this paper, I will present an example of my practice in which I combined my knowledge and personal experience from the process supervision and intervision, and new insights into AEIOU of leadership. On this basis, an intervision group of nine professionals was created in a primary school with a customized program and a lower educational standard, which provides each of us personal and professional growth, and at the same time nourishes our well-being at work, as well as increases our resilience to stress in other areas of our lives.

Keywords: leadership, intervision, professional growth, cooperation

ODZIVI SOCIALNIH PEDAGOGO V OSNOVNIH ŠOLAH V OBDOBJU EPIDEMIJE COVID-19

MIHA STELE, MLADINSKI DOM JARŠE, LJUBLJANA

Povzetek

Odzivi socialnih pedagogov v osnovnih šolah v obdobju epidemije Covid-19
Predmet raziskave je bil preučiti odzive socialnih pedagogov, zaposlenih na osnovnih šolah, na krizno situacijo v povezavi z epidemijo Covid-19 v času po drugem valu epidemije. Pri tem sem preučil njihovo doživljanje prednosti in izzivov vzgojno-izobraževalnega procesa v času epidemije ter načine spoprijemanja s krizno situacijo. Predmet raziskave je bil tudi analiza organizacije dela v času epidemije ter uporabljenih načinov dela. Cilj raziskave je bil dobiti vpogled v odzivanje socialnih pedagogov kot strokovnih delavcev na krizno situacijo.

Z namenom preverjanja raziskovalnih vprašanj sem opravil kombinirano raziskavo. S pomočjo anketnega vprašalnika sem dobil vpogled v odzive 100 socialnih pedagogov, s petimi poglobljenimi intervjuji pa še dodatno analizo stanja.

Rezultati raziskave kažejo, da je večina sodelujočih v času epidemije doživljala bistveno več stresa, zbrisala se je meja med zasebnim in službenim časom, zahtevnost dela pa je bila bistveno višja. Po drugi strani so socialni pedagogi spoznali nekatere nove načine dela, ki jih bodo uporabljali tudi v času običajnega pouka. Rezultati kažejo na izjemno prilagodljivost in iznajdljivost le teh.

So pa rezultati tudi skrb vzbujajoči, saj se je izkazalo, da večina socialnih pedagogov ocenjuje, da je bila kakovost pouka pri delu na daljavo slabša kot v šoli, da so zelo zaskrbljeni glede trenutne situacije in jih skrbijo predvsem negativen vpliv dlje časa trajajoče epidemije na duševne težave učencev ter tudi dolgoročne posledice, ki jih bo imela epidemija na učence.

Ključne besede: epidemija Covid-19, krizna situacija, osnovna šola, otroci s posebnimi potrebami, socialni pedagog

RESPONSES OF SOCIAL PEDAGOGUES IN PRIMARY SCHOOLS DURING THE COVID-19 EPIDEMIC

Abstract

The subject of the research was to examine the responses of social pedagogues employed in primary schools to the crisis in connection with the Covid-19 epidemic in the period after the second wave of the epidemic. I examined their experience of the strengths and challenges of the educational process during the epidemic and how they coped with the situation. The subject of the research was also an analysis of the organization of work during the epidemic and the methods used.

The research is aimed to gain insight into the responses of social pedagogy workers as experts to the crisis.

To achieve that I conducted a combined research survey. With the questionnaire, I gained insight into the responses of 100 social educators and with five detailed interviews, an additional analysis of the situation.

The results show that the big majority of the participants experienced a greater level of stress than they usually do, that distinction between a professional and private life was blurred, and the complexity of work was significantly higher. On the other hand, social pedagogues learned about some new strategies of work which they will use in the future too. The results show a high level of adaptability and resourcefulness of social pedagogues. However, the results are also worrying, as it turned out that most social pedagogues estimate that the quality of online learning was worse than at school, that they are very concerned about the current situation, mainly about the negative impact of the long-lasting epidemic on the mental health of pupils as well as the long-term consequences of the epidemic on pupils.

Keywords: Covid-19 epidemic, crisis, primary school, children with special needs, social pedagogue

AKTIVNO V NOV DAN ZA KREPITEV TELESA IN DUHA

BLAŽKA VODUŠEK, OŠ ROJE, DOMŽALE
URŠKA ŠTEH, OŠ BRINJE GROSUPLJE

Povzetek

Vsakodnevno se soočamo z različnimi izzivi, ki smo jim bolj ali manj kos. Življenje je lahko vznemirljivo in zabavno, ali pa nas preplavijo občutki zaskrbljenosti in nemoči, smo brez volje in obupani.

Svetovna zdravstvena organizacija duševno zdravje definira, kot stanje dobrega počutja, v katerem posameznik razvija svoje sposobnosti, se spoprijema s stresom v vsakdanjem življenju, učinkovito in plodno dela in prispeva v svojo skupnost.

Duševno zdravje zajema preplet naših misli, čustev in doživljanja. Kaže se skozi pozitiven odnos do sebe, drugih in sveta ter uspešno soočanje z izzivi vsakdanjega življenja.

Da se bolje počutimo, je pomembno tudi, da poiščemo in se ukvarjamo z aktivnostmi, ki nas veselijo in smo v njih dobri, skrbimo za svoje telesno zdravje, se družimo z ljudmi, v družbi katerih se dobro počutimo, in ne bežimo od težav, ampak se skušamo z njimi soočiti.

Tudi sami se soočamo z različnimi izzivi, ki jih zaradi različnih aktivnosti znotraj kolektiva veliko lažje premagujemo.

Zagotovo je k našemu pozitivnemu duševnemu zdravju pripomogla telovadba, ki je na voljo 1x tedensko. Tam se s sodelavci sprostimo, se med seboj zabavamo, kar pa je najpomembnejše - skrbimo za svoje zdravje.

Prav tako smo imeli v času, ko so bile šole še zaprte »čajanke«. Preko ekranov smo si natočili čaj, kavo in se pogovarjali ter zaupali drug drugemu, kako premagujemo zaprtost "države". Izmenjali smo si različne zgodbe in se ob tem počutili sproščeno, umirjeno in predvsem ne stresno.

Ključne besede: duševno zdravje, pozitiven odnos, telesna aktivnost, druženje

GET ACTIVE FOR A NEW DAY TO STRENGTHEN BODY AND MIND

Abstract

Every day, we face different challenges that we are more or less equal to. Life can be exciting and fun, or we can be overwhelmed by feelings of anxiety and helplessness, discouraged and despairing.

The World Health Organisation defines mental health as a state of well-being in which an individual develops his or her abilities, copes with the stresses of everyday life, works effectively and productively, and contributes to his or her community.

Mental health encompasses the interplay of our thoughts, feelings and experiences. It is demonstrated through a positive attitude towards oneself, others and the world, and by successfully meeting the challenges of everyday life.

To feel better, it is also important to find and do activities that we enjoy and are good at, to take care of our physical health, to socialise with people who make us feel good, and to try to face our problems rather than running away from them.

We also face different challenges, which are much easier to overcome thanks to the different activities within the team.

The exercise offered once a week has certainly contributed to our positive mental health. It's where we relax with our colleagues, have fun with each other and - most importantly - look after our health.

We also had "tea parties" when schools were still closed. We poured tea and coffee on the screens, talked, and shared with each other how we overcome the closeness of the "state". We exchanged stories and felt relaxed, calm and above all not stressed.

Keywords: mental health, positive attitudes, physical activity, socialising