
KONCEPT projekta »Ustvarjanje spodbudnega učnega okolja v dijaškem domu «
za obdobje 2014 – 2020 v Dijaškem domu Ivana Cankarja

IZHODIŠČE

Dijaški dom Ivana Cankarja je odprt prostor za vseživljenjsko učenje, ki omogoča mladim pridobivanje funkcionalnih kompetenc za umestitev v družbo.

Vzgojitelji bomo s svojimi možnostmi in sposobnostmi nudili celovito in vsestransko podporo mladim pri razvijanju njihovih funkcionalnih kompetenc, da bi dijaki začutili DIC, kot prostor in čas, kjer se omogočajo:

- a) priprave in
- b) konkretne priložnosti za uveljavitev oziroma umestitev v družbo.

Razvili bomo principe profesionalnega delovanja, ki bi nam ustvarili pogoje za kakovostno (učinkovito) podporo mladim v rasti njihovih moči ter tudi uveljavitvi v družbeni prostor.

*Dijak razvija osebni kurikulum in ga z našo pomočjo bogati.
Aktivno načrtuje svoje učenje, omogočimo mu prostor in čas.
Dijak sodeluje in svobodno raziskuje.
Dobiva povratne informacije o svojem delu.
Vgradili bomo dobre preizkušene aktivnosti, ki že delujejo.
Nova podoba je transparentno delovanje v okolju.
Skupaj z dijaki razvijamo inovativne pristope k učenju.*

KAJ ŽE IMAMO V TA NAMEN?

- ustrezno opremljene prostore
- profesionalni kader
- mlade, njihovo moč in energijo
- družbeno moč, status
- zaupanje staršev
- ugodno ceno oskrbnine, kosil za študente
- odlično lokacijo
- priložnosti za zagotavljanje osnovnih življenjskih potreb
- povezave z zunanjimi institucijami

KAJ ŠE POTREBUJEMO?

- bazo aktivnih družbenih delavcev, ki so bili naši dijaki
- aktualno mrežo aktivnih državljanov po svetu (baza naših turistov)
- povezave z drugimi institucijami (linki do spletnih strani)
- ideje mladih objavljene na spletni strani – tudi v angleškem jeziku

KAJ MORAMO NUJNO OPUSTITI?

- delitev : moj – tvoj dijak
- jamranje in pritoževanje
- neprofesionalnost
- preveč pravil
- halo efekte
- negativno selekcijo za sodelovanje
- »predalčkanje« kam to sodi?
- sebičnost
- določanje statusov »apriori«
- nezaupanje

CILJ:

Zagotovljeni optimalni pogoji za uveljavljanje in umestitev vsakega dijaka v družbo.

RAZISKOVALNO VPRAŠANJE:

Kako jaz naravam svoje svetovanje, da bi lahko vsak dijak izrazil, sledil in uveljavil, realno pričakovane ideje za razvoj osebnega uspeha v življenju?

NAMEN:

V 10-ih letih imamo bazo 500 – tih aktivnih ljudi v mreži za pomoč pri umestitvi novih dijakov v družbeni prostor.

KAKO DELUJEMO VZGOJITELJI?

- Nudimo podporo, da mladi lahko uveljavijo svojo ideje.
KAJ BOM JAZ NAREDIL, DA BO DIJAK DELOVAL?
- Živimo moralo za razvoj intelektualne lastnine.
- Razvijamo orodja (metode, tehnike, vire,...) za zagotavljanje optimalne identifikacije potencialov in hkrati podpore mladim ter sebi pri optimalnem uveljavljanju.

AKCIJSKA RAZISKAVA - TRIANGULACIJA

- Izdelamo strategijo delovanja – akcijski načrt
KDO? KAJ? KDAJ? ZAKAJ? KAKO?
- **VZGOJITELJI : DIJAKI**

Potrebna je stalna sinhronizacija ritma in vsebin dela. Mi smo tisti, ki se prilagajamo, tako v ritmu aktivnosti, kot v vsebini.

Koncept smo pripravili: Barbara Rosina, Olivija Slivnjek, Ana Stare, Erika Šešek, Romana Tramšek In dr. Natalija Komljanc

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CONCEPT of the project »Creating a motivating learning environment in the dormitory« for the period of 2014 – 2020 in the dormitory Ivan Cankar

INITIAL POINT

The Ivan Cankar dormitory is an open area for lifelong learning, enabling young people to gather all the functional competences needed for social integration.

As educators we will use our options and competences to provide a holistic and versatile support to the youth as they develop their functional competences, so the students can experience our dormitory as the space and time to:

- c) -prepare
- d) -provide substantial opportunities for self-establishment or social integration.

We'll develop principals of professional practice to create the conditions for a high-value (efficient) support for the youth, as they build up their strengths and seek their place in the social environment.

The student develops his personal curriculum and enriches it with our assistance.

He actively plans his learning activity; we provide the necessary space and time.

The student participates and investigates freely.

He receives feedback on his work.

We will integrate established hi-value activities, which are already running.

The new image is the transparent work in the environment.

Along with the students we develop innovative approaches to learning.

WHAT ALREADY SERVES THIS PURPOSE?

- adequately equipped rooms
- professional employees
- the youth, their strength and energy
- the social power, status
- the trust of the parents
- reasonable student accommodation and mentoring prices
- excellent location
- the potential to satisfy the basic vital necessities
- connections to other institutions

WHAT DO WE STILL NEED?

- a basis of our former students, who are active social workers
- an updated network of active citizens in the world (basis of our tourists)
- connections to other institutions (links to web pages)
- ideas originating from the youth, published on the web page – also in English

WHAT DO WE HAVE TO ABANDON BY ALL MEANS?

- division: my – your student
- whining and complaining
- unprofessional behaviour
- excessive rules
- halo effects
- negative selection for cooperation
- »labelling« where does it belong?
- egoism
- aprioristic status determination
- distrust

OUR GOAL:

The provision of optimal social integration conditions for each student.

RESEARCH QUESTION:

How do I calibrate my coaching so that every student can express, pursue and enforce realistic expectations regarding the development plans for personal success in life?

OUR INTENTION:

To create a base network of 500 active people to provide help with the social integration process for new students in 10 years.

HOW DO WE ACT AS EDUCATORS?

- We provide support to enable the youth to enforce their ideas.
WHAT WILL I DO TO STIMULATE STUDENT ACTIVITY?
- We act morally to respect intellectual property.
- We develop tools (methods, techniques, recourses...) to ensure the optimal identification of potentials and simultaneously provide support for the youth and ourselves to enable the best conditions for individual fulfilment.

ACTION RESEARCH - TRIANGULATION

- We construct an action strategy – action plan
WHO? WHAT? WHEN? WHY? HOW?

- **EDUCATORS : STUDENTS**

We need a constant synchronisation of working rhythm and content. We are the ones who adapt to both - the activity rhythm and the content.

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