

Učenci priseljenci in konkretne možnosti učinkovitega uresničevanja pravice do enakovrednega izobraževanja

Immigrant students and real opportunities to effectively exercise the right to equal education

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Povzetek

Poučevanje učencev priseljencev v obvezni šoli je na sistemski in konceptualni ravni v naši državi razmeroma dobro urejeno, v praksi pa je pogosto povezano z mnogimi vprašanji. Razkorak med načelno ureditvijo in dejanskimi možnostmi za mlade priseljence nastaja zaradi različnih vzrokov. Ob pričakovanem tempu dela, obsegu učne snovi, širokem spektru učnih ciljev, razdrobljenosti organizacije dela, administrativnih zadolžitvah, raznoliki populaciji učencev in tudi njihovih staršev, se pri pedagoških delavcih mnogokrat izgubi osredotočenost na bistvo poklica, ki vsebuje tako vzgojno kot izobraževalno komponento. V samem izhodišču svojega strokovnega dela morajo pedagoški delavci izgrajevati skupino mladih, v njej pa obvezno opaziti posameznika. Tudi učenec priseljenec mora v tem procesu imeti dejanske možnosti za pravično in enakopravno vključevanje ter optimalen razvoj. V članku na podlagi raziskav opozorimo na nekaj bistvenih dejavnikov, ki vplivajo na uspešnost vključevanja učencev priseljencev v učni proces in šolsko okolje in na posamezne ovire, ki se ob tem pojavljajo.

Predstavljamo nekaj dejavnosti, ki jih izvajamo z učenci na naši šoli, s katerimi razvijamo medkulturne zmožnosti.

Ključne besede: integracija otrok, migranti, osnovna šola, učenci priseljenci

Summary

Teaching immigrant students in a compulsory school is relatively well organized at a systemic and conceptual level in our country, but in practice, it is often related to many questions. The gap between the principle of regulation and the real possibilities for young immigrants arises from various reasons. The teaching staff often lose focus of the essence of their profession, which includes both educational and educational components, because of the expected pace of work, scope of the learning content, wide range of learning objectives, fragmentation of work organization, administrative responsibilities and diverse population of pupils and their parents. The basis of the work of the teaching staff is to shape the group of young people and at the same time, they must notice the individual. In addition, the immigrant student must have real opportunities in this process for righteous and equitable inclusion and optimal development. In the article, we draw attention to some of the essential factors, which are based on researches and influence the success of the integration of the immigrant pupil in the learning process and the school situation and the individual obstacles that slow them down.

We present some of the activities we use with young people at our school to develop intercultural competences.

Key words: integration of children, migrants, primary school, immigrant students