

field, it is necessary that we primarily upgrade a view on autonomy with its foundations found in the fields of psychology, sociology, philosophy and the legal sciences. This allows us on the one hand to provide a modern interpretation of the concept of autonomy (in the public school field). On the other hand, we can use a variety of disciplines to develop a comprehensive display of autonomy forms in the public school field. In this article, we decided for a detailed explanation of two forms of autonomy, namely: institutional and individual. Institutional autonomy is interpreted in the public school field as the autonomy of the schools as institutions. Individual autonomy is, in the context of the school field, understood as the teacher's autonomy.

An analysis of the various forms has shown the complexity of autonomy in schools and simplicity of existing scientific discussions. Reducing the analysis of autonomy in the school field only onto the autonomy of schools or just on the teacher's autonomy makes it impossible to identify the interactions between different forms.

Key words: teacher's autonomy, autonomy of school, employee, expert, personality.

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Sprejemanje rezultatov PISA 2009 v Sloveniji skozi prizmo javnopolitičnega učenja

Rezultati mednarodne raziskave znanja PISA 2009 so v slovenskem izobraževalnem prostoru dosegli velik odmev. Odzvanjali niso le v skupinah ekspertov, učiteljev in javnopolitičnih odločevalcev, temveč so sprožili tudi močan medijski odziv. Članek sprejemanje rezultatov PISA 2009 v Sloveniji osvetljuje z vidika skupnega evropskega sodelovanja na področju izobraževanja. Raziskovalci (de la Porte et al., 2001; Radaelli, 2004) so si enotni, da nova oblika vladavine v EU na področju izobraževalnih politik v odsotnosti pravno zavezujočih norm temelji na javnopolitičnem učenju. V siceršnji odsotnosti poglobljenih empiričnih raziskav o vplivu skupnega evropskega sodelovanja na nacionalne izobraževalne politike članek s študijo primera PISA 2009 v Sloveniji prikazuje tak vpliv na področju ključnih kompetenc (bralna, matematična in naravoslovna pismenost), ki jih raziskava meri. Posebno pozornost nameni pomenu nacionalnega konteksta ter navaja možne razloge, zakaj je ravno raziskava PISA 2009 v slovenskem izobraževalnem prostoru doživela tako velik odziv. V članku ugotavljamo, da nam preučevanje sprejemanja rezultatov PISA skozi prizmo javnopolitičnega učenja omogoča pomemben alternativni vpogled na sprejemanje rezultatov mednarodnih raziskav znanja v nacionalnem kon-

tekstu, in izpostavimo dejavnike, ki jim velja v prihodnje nameniti prav posebno pozornost.

Ključne besede: PISA, Evropska unija, odprta metoda koordinacije, javno-politično učenje

The reception of the PISA 2009 results in Slovenia through the lens of policy learning theory

The PISA 2009 results in Slovenia have triggered extensive scientific discussions and policy debate, not to mention public and media attention. The article highlights the reception of PISA 2009 results in Slovenia from the perspective of a common European cooperation in the field of education. Researchers (de la Porte et al., 2001; Radaelli, 2004) agree that the new forms of EU governance in the field of education are based on policy learning. Although the EU influence on the national educational space has been frequently addressed, authors agree that empirical evidence in the field is missing. The article fills this research gap by providing an innovative research framework for investigating such influence with the case study of PISA 2009 in Slovenia. Here, special attention is paid on the peculiarities of the Slovenian national context. The article identifies some reasons why exactly the PISA 2009 results attracted so much attention in the Slovenian educational space. The article concludes that studying the reception of PISA results through the theoretical lens of policy learning theory presents an alternative approach of discovering how international comparative assessment studies influence national educational space. It also identifies various factors, which should be taken into consideration in the reception of international comparative assessment study results in the future.

Key words: PISA, European Union, Open method of coordination, Policy learning.

Simona Bezjak

Ponovno vključevanje zgodnjih osipnikov za uspeh v šoli: zadovoljevanje potreb mladih z alternativnimi pedagoškimi pristopi

Zmanjšanje zgodnjega osipa je ena izmed ključnih izobraževalnih prioriteta v Evropski uniji. Ker so pedagoški pristopi, ki se uporabljajo v šolah, prepoznani kot eden izmed pomembnih dejavnikov, ki vplivajo na zgodnji osip, se članek ukvarja z alternativnimi pedagoškimi pristopi, ki so se v praksi pokazali za uspešne pri ponovnem vključevanju zgodnjih osipnikov. Članek temelji na rezultatih mednarodnega projekta »Uspeh v