

Irakasleen arteko harreman pedagogikoak. Heztea bestearekin jardutea denean



Harremanek eskolako klima eraikitzen dute, bertan arnasten den airea nolakoa den baldintzatuz; halaber, eskolako ohituretan, identitatean eta estiloan ere eragina dute.

25.Jun - 26.Jun 2025

Cod. H03-25

Mod.:

Streaming Face-to-face

Edition

2025

Activity type

Summer course

Date

25.Jun - 26.Jun 2025

Location

Miramar Palace

Languages

Basque Spanish

Academic Validity

20 hours

Organising Committee

Fundación
BBVA



Description

Hezte prozesuan irakasleen artean dagoen harremanaren eta haren izaera pedagogikoaren inguruko hausnarketa abiatzea da Uda Ikastaro honen helburu nagusia. Irakasleek heziketa prozesuaren funtsezko katebegia osatzen dute, eta eskola testuinguruan beste eragile zein agente batzuekin (familiak, ikasleak, komunitatea...) harremanak izatea ezinbestekoa den neurrian, irakasleek haien lankideekin eraikitzen dituztenak ere aintzat hartzekoak dira. Ezinezkoa da irakasle lanbidea harremanik gabe ulertzea.

Harremanek, gainera, eskola testuinguruan izaera pedagogikoa dute, elkarrenganako eragina dakartelako berekin eta pertsona bat edo gehiagoren arteko etengabeko elkartrukea delako. Hezkuntza fenomeno etikoa da, eta hezkuntza eremuko aktoreen arteko etengabeko harremana du ezaugarri: ikasleekin, familiekin, beste irakasleekin, jangelakoekin... izaten diren harremanek eta haien izaerek antzaldatzeko gaitasuna duten neurrian, balio sinboliko nabarmena dute eta eskola birdefinitzeko gakoak dira.

Edozein aldaketa, berrikuntza edota hobekuntza sustatzeko orduan, ekimen horiek harreman mapa baten gainean proposatzea beharrezkoa eta ezinbestekoa da: izan ere, nola aldatu zerbait aldaketa hori gauzatu behar duten eragileak ez badaude eroso? Eskolan dauden askotariko elkartrukeak kontuan hartzeak prozesu demokratikoagoak eta sakonagoak bideratzea ahalbidetzen du. Harreman txarren testuinguru batean askoz ere konplexuagoa da berrikuntza bat abiatzea, konfiantza faltak, aldaketarako erresistentziak edota inertzia txarrek prozesua oztopatzen dutelako. Harreman osasuntsuek, aldiz, irakasleen arteko lankidetzaren sareak sustatzen dituzte, harreman horizontalei esker, errealitate bati erantzun eranginkorrak emanez eta beharrak zehaztasunez identifikatuz. Hala, egokitzen zaizkion erronken aurrean, irakasleak erantzunak emateko jarrera proaktiboa izango du.

Honenbestez, harremanek eskolako klima eraikitzen dute, bertan arnasten den airea nolakoa den baldintzatuz; halaber, eskolako ohituretan, identitatean eta estiloan ere eragina dute. Ikuspegi inklusibo batetik, harremanak sormenerako eta hezteko espazio ere badira, bestearekiko jarrera enpatikoa eta ulerkorra eraikitzea ahalbidetzen dutelako, elkarrenganako aintzatespena eta zenbaitetan ikusezin diren horien ikusgarritasuna posible eginez.

Harremanak ez dira elkartruke soil bat; harremanak balio sinbolikoa duten konektoreak dira. Askotan ikusezinak diren arren, eta horrek konplexuagoa egiten badu ere, horiek zaindu eta elikatzeko plana beharrezkoa da. Zentzu horretan, badira harremanei dagokionean identifikatuko ditugun bi une kritiko: batetik, irakasle hasiberrien kasua eta bestetik, irakasleen garapen profesionalari dagokiona. Biek zuzenean eragiten diete harremanei, eskolako klimari eta heziketako kulturari, edozein aldaketa prozesuren arrakasta lortzeko gako bilakatuz.

Objectives

Irakasleen arteko harremanen zein haien izaera pedagogikoaren inguruan hausnartzea.

Harremanek eta haien konplexutasunak zein interdependentziak duten eraginaren inguruan gogoeta egitea.

Harremanen inguruko analisi hau irakasleen bizipen eta esperientzietatik abiatuta garatzea.

Harreman osasuntsuak eraikitzeko eskola testuinguruan aintzat hartu beharreko dimentsioak identifikatzea eta horiei aterabidea emateko proposamenak garatzea.

Eskola beste parametro eta egitura batzuetatik pentsatzeko proposamen eraldatzaileak pentsatzea, irakaslea eta bere zaintza erdigunean jarritz, eta hezkuntzako praktiken gaineko azterketa kritikoa sustatuz ikuspegi holistikoa batetik.

In collaboration with



Program

25-06-2025

09:00 - 09:15	Erregistroa / Registro
09:15 - 09:30	Presentation by the Director of the activity Estibaliz Amenabarro Iraola Euskal Herriko Unibertsitatea - Irakasle doktorea
09:30 - 10:00	“Irakasleen arteko harreman pedagogikoak. Heztea bestearekin jardutea denean” Estibaliz Amenabarro Iraola Euskal Herriko Unibertsitatea - Irakasle doktorea
10:00 - 11:00	“Una educación con rostro humano: La Pedagogía de la Alteridad” Eduardo Romero Sanchez Murtziako Unibertsitatea - Irakasle Titularra (Participation by zoom)
11:00 - 11:30	Break
11:30 - 14:00	“Irakasleen arteko harremanak eta haien izaera pedagogikoaren inguruko hausnarketa kolaboratiboa (lan saioa)” Estibaliz Amenabarro Iraola Euskal Herriko Unibertsitatea - Irakasle doktorea

26-06-2025

09:00 - 12:00	“Irakasleen arteko harremanen inguruko kartografiak eta tratu onetan oinarritutako narratibak eraikitzen” Estibaliz Amenabarro Iraola Euskal Herriko Unibertsitatea - Irakasle doktorea
12:00 - 12:30	Break
12:30 - 14:00	Round table: “Harremanak zaintzeko kultura baterantz ikastetxean. Zaindu beharreko dimentsioak” Estibaliz Amenabarro Iraola Euskal Herriko Unibertsitatea - Irakasle doktorea Nere amenabar Perurena EUSKAL HERRIKO UNIBERTSITATEA - IRAKASLE AGREGATUA

Directed by



Estibaliz Amenabarro Iraola

Hezkuntza, Antropologia eta Filosofia Fakultatea, UPV/EHU, Profesora doctora

PhD in Pedagogy (UPV/EHU, 2021). Currently lecturer in the degrees of Pedagogy and Social Education and in the Master of Secondary Education. The main lines of research revolve around teachers, pedagogical relationships and how these relationships impact on school organisation; the pedagogy of otherness, teacher care, the way of observing and recognising others from an inclusive perspective, are the axes on which the research is based. She is also a member of INKLUNI, a benchmark in research on children and adolescents with Rare Diseases in the context of the Basque Autonomous Community. She participates at national level in the Research Group on Attention to Diversity (GRAD) of the University of Vic-Central University of Catalonia, developing a project of the Ministry of Science and Innovation, entitled: "Collaboration between teachers in the development of Cooperative Learning for the most vulnerable Inclusion" (PID2021-128456NB-I00). Finally, she participates as a researcher in the Askiak project, promoted by the Provincial Council of Gipuzkoa, in a social innovation project on girls and adolescents in vulnerable situations.

Teachers



Nere amenabar Perurena

Doctorate in Pedagogy (UPV/EHU 2013), and Associate Professor in the Department of Didactics and School Organization. Her research areas encompass educational technology and digital literacy, currently focusing on the use of technology (such as social networks and smartphones) by adolescents, as well as digital inclusion. She participates at the national level in the Research Group on Diversity Care (GRAD) at the University of Vic-Central University of Catalonia, developing a project funded by the Ministry of Science and Innovation titled "Collaboration among Teachers in the Development of Cooperative Learning for the Most Vulnerable Inclusion" (PID2021-128456NB-I00). Additionally, she belongs to the UNESCO Chair of Communication and Educational Values as permanent staff, where she has been involved in various research projects. Currently, she is participating in the project entitled "Intervention to improve the responsible and critical use of digital devices by Latin American adolescents" (EHU-L23/22).



Estibaliz Amenabarro Iraola

Hezkuntza, Antropologia eta Filosofía Fakultatea, UPV/EHU, Profesora doctora

PhD in Pedagogy (UPV/EHU, 2021). Currently lecturer in the degrees of Pedagogy and Social Education and in the Master of Secondary Education. The main lines of research revolve around teachers, pedagogical relationships and how these relationships impact on school organisation; the pedagogy of otherness, teacher care, the way of observing and recognising others from an inclusive perspective, are the axes on which the research is based. She is also a member of INKLUNI, a benchmark in research on children and adolescents with Rare Diseases in the context of the Basque Autonomous Community. She participates at national level in the Research Group on Attention to Diversity (GRAD) of the University of Vic-Central University of Catalonia, developing a project of the Ministry of Science and Innovation, entitled: "Collaboration between teachers in the development of Cooperative Learning for the most vulnerable Inclusion" (PID2021-128456NB-I00). Finally, she participates as a researcher in the Askiak project, promoted by the Provincial Council of Gipuzkoa, in a social innovation project on girls and adolescents in vulnerable situations.



Full Professor of the Department of Theory and History of Education at the University of Murcia. Graduate and Doctor in Pedagogy with Final Bachelor's Award and Extraordinary Doctorate Award. General Coordinator of the Ibero-American Network for the Development of the Professional Identity of Teachers (RIDIPD). Head of Research at the Observatory of Social Exclusion of the University of Murcia (OES). Member of the "Values Education" Research Group. Professor of the PIMSA Distinguished Chair of Education in Values at CETYS University (Mexico). Qualified as Excellent in the Teacher Teaching Activity Evaluation Program (DOCENTIA-UMU) verified by ANECA. He has completed several stays, including the one at the Institute of Education (University of London) with Professor Paul Standish. He is the author of around eighty publications including articles in scientific journals, books and book chapters. His lines of research are located in the areas of Philosophy and Anthropology of Education and address topics such as the pedagogy of otherness and the ethical dimension of education. It has two six-year research periods accredited by the CNEAI.

Registration fees

FACE-TO-FACE	UNTIL 25-06-2025
UIK euskaraz	74,00 EUR
Reduced fee regular	63,00 EUR
Registration exemptions	52,00 EUR
young fee	25,00 EUR
Learn to Teach - Basque Government	63,00 EUR
Learn to Teach - Navarre Government	63,00 EUR
Professionals and students of euskaltegis or approved self-learning centers	63,00 EUR
Elkar	63,00 EUR
LIVE ONLINE	UNTIL 25-06-2025
UIK euskaraz	74,00 EUR
Reduced fee regular	63,00 EUR
Registration exemptions	52,00 EUR
young fee	25,00 EUR
Learn to Teach - Basque Government	63,00 EUR
Learn to Teach - Navarre Government	63,00 EUR
Professionals and students of euskaltegis or approved self-learning centers	63,00 EUR
Elkar	63,00 EUR

Place

Miramar Palace

Pº de Miraconcha nº 48. Donostia / San Sebastián

Gipuzkoa