

*Abstract*

In contemporary society we are faced with new ways of information transfer practically in all spheres of life. New media, with their sudden nearly indispensable presence, influence the attitude of younger and older generations towards reality in their own specific way, sometimes even in an alienated way. However, it needs to be admitted that the advanced educational technology brings freshness, because it can, if used in a responsible and deliberate way, enrich, enhance and simplify teaching and informative, motivational and other endeavours of teachers. It can also improve academic results of students. However, the following problem arises: are teachers in the field of non-formal education well-equipped for the race with multimedia communications and their effects, which students notice more and more, are they well-equipped for encounters with the topic, which is underresearched? And also: is it not that some educators remain convinced that they should stick to classical approaches and avoid multimedia effects as much as possible? Thus we encounter many not adequately researched questions on what these dilemmas mean for the quality of the didactic implementation on the teacher-student level. These open questions cause a lot of discomfort to teachers. Due to these dilemmas it is important to revise the basis and ethics of professional performance and endeavours in the field of non-formal learning and this is the theme of the present article. Namely, teachers of vulnerable groups cannot rely merely on their previous experience, despite the fact that they have many such experiences and many of them have taught members of vulnerable groups for years. Due to the current societal changes, the needs of participants are changing drastically and quickly, and all the time. The latter calls for teachers – and educational institutions, which implement non-formal programmes – to rethink individual and institutional professional excellence.

Key words: professional excellence, professional development of teachers, a career, adult education, vulnerable adults

Sodobni učitelj mora imeti vrsto kompetenc, ki jih v preteklosti ta poklic ni poznal; večje novosti, ki jih nakazujejo različni nabori (cf. Skupna evropska načela za kompetence in kvalifikacije učiteljev ..., 2006), so na primer globalna razsežnost, vloga posameznika kot državljana Evropske unije, pozitiven odnos do kulturne in narodnostne raznolikosti, mobilnost, etična drža v družbi informacij in pri uporabi znanja, obvladovanje izobraževalno-komunikacijske tehnologije in poznavanje ter zmožnost uporabe številnih novih omrežij informacij. Koncept globalnega izobraževanja, ki je osredotočeno na krepitev civilne družbe, v svoji srži želi prispevati k razvoju kritičnega mišljenja in izživati stereotipe ter voditi k zmanjševanju diskriminacije (cf. Smernice