

# sociální pedagogika v souvislostech globální krize

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**Sociální pedagogika  
v souvislostech globální krize**

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*PIOTR MAZUR, ELŻBIETA MITERKA*

## ***Practice and knowledge of the path to success – The State School of Higher Education in Chelm project***

Abstract: Attitudes and skills that young children acquire during the early childhood education pays off in better performance in school and in adult life through learning the successful functioning of the social and professional lives. The article aims to present the initiative taken by academics and the Higher Vocational State School in Chelm connected with preparing the future teachers to overcome difficulties in the children education area and making them more sensitive to the problems that can appear.

"Practice and knowledge of the path to success" is the name of a project implemented by the Department of Education, The State School of Higher Education in Chelm in partnership with the local Chelm government. The projects concerns the students' practical training which is to prepare them to work as preschool and early childhood education teachers.

A query about the relation between theory and practice seems to be one of the basic issues in pedagogy. The aspect of training educators in this pedagogical field means taking by universities the challenge in finding the most satisfying scientific results. Poland belongs to the countries participating in the Bologna Process which implement the National Qualifications Framework based on the European Qualifications Framework where the competences are described with the usage of educational results directed to the peculiar program of studies. Marian Nowak states: "The acquisition of educational competence covering the practical and theoretical skills should be both connected with the interiorization of values that characterize the profession of teacher and developing appropriate abilities in order to make them more reflexive within making their own choices and behavior towards others. Especially, if it is the low one on the way of the personal, social, and cultural development"<sup>1</sup>. Universities, therefore, pose questions about the changes to be made in training the future teachers in order to make practice an essential part of this process.

Wolfgang Brezinka writing about the practical pedagogy rightly notes that "Practical Education is the theory preparing the appropriate educational activities in the socio – cultural situations. As far as it is possible, the Practical Education should be based on the scientific knowledge that eliminate any unnecessary scientific rubbish. It is to perform four tasks that exceed the capacity of other sciences. Thus, it should

1. propose the form teachers valuable interpretation of socio-cultural situation;

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<sup>1</sup> M. Nowak, *Metodologia pedagogiki między „naukowością/teoretycznością” a „praktycznością”* [w:] *Metodologia pedagogiki zorientowanej humanistycznie*, red. D. Kubinowski i M. Nowak, Kraków 2006, s. 150.

2. point out and justify the specific goals of education;
3. provide practical evaluations, rules or proposals for educational activities and various forms of educational institutions;
4. promote the virtues of professional educators and their specific orientation as to the social values, provide them with intellectual and emotional support”<sup>2</sup>.

As far as Stanisław Nalaskowski is concerned, he proposes “classifying views on the pedagogical studies in two groups according to which:

- pedagogical studies are the only professional studios, so their aim is to educate candidates to a particular profession in a narrow specialty. After their completion the graduates will be specialists-practitioners, professionals in the area designated in the process of social division of labour (eg, teacher caring, school teacher, etc.);
- pedagogical studies belong to the specific studies subject matter knowledge and pedagogy science, while their graduates contribute to the scientific theorists, community of experts in the branch of knowledge and methodology of the studies corresponding to the selected sub disciplines science education area (eg, a historian of education, educational theorist, teacher, general, etc.)”<sup>3</sup>.

Making changes in the practical education process of teachers’ being also pedagogue appears to be a challenge for institutions establishing standards for teacher training in Poland.

The existing regulation in force since 2004 in the skills postulated to be achieved by teaching a graduate course provides that: “Preparing for the teaching profession should lead to the acquisition of competence in the range of:

1. didactic area;
2. educational and social one - associated with diagnosing pupils' needs skills and cooperation ability within human relationship;
3. creative one - expressing an ability for taking up self-education, innovation and non standard activities in conjunction with the adaptability, mobility and flexibility;
4. praxeological one - expressing their effectiveness in planning, implementing, organizing, educational processes monitoring and its evaluation;
5. communication - expressing the effectiveness of verbal and nonverbal behavior in educational situations;
6. information and media one - expressing the ability to use information technology, including its use in teaching the school subject (the classroom);
7. language - expressing the knowledge of at least one foreign language on the advanced level”<sup>4</sup>.

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<sup>2</sup> W. Brezinka, *Wychowanie i pedagogika w dobie przemian kulturowych*, WAM Kraków 2005, s. 209.

<sup>3</sup> S. Nalaskowski, *Ogólne i specjalistyczne składniki wykształcenia jako teoretyczna podstawa uniwersyteckich studiów pedagogicznych*, [w:] *Psychologiczne i pedagogiczne aspekty studiowania*, red. S. Kawula, Toruń UMK 1981, s. 151.

<sup>4</sup> Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 7 września 2004 r. w sprawie standardów kształcenia nauczycieli, (Dz. U. z dnia 22 września 2004 r. Nr 207, poz. 2110).

The Regulation also finds almost detailed description of the teaching practice “which purpose is in particular as follows beneath:

1. understanding the organization work of different schools and institutions types, particularly those in which graduates can find employment;
2. acquiring skills in planning, conducting and documentation of activities;
3. acquiring skills in conducting observation and activities documentation;
4. learning how to make teacher and student work analysis while discussing together the practice work by the students’ guardians and students;
5. acquiring skills in analyzing their own work, its results, and pupils' work.

Teaching Practice is organized in different types of schools and institutions, obligatory in those where the graduates are to achieve qualifications.

During practice the students are provided the following kinds of activities: visits to schools and institutions, observing classes, assisting teachers conducting lessons, conducting classes both with the teacher assistance and independently, planning and discussing the activities conducted by themselves and others (teachers, students)”<sup>5</sup>.

The Ministry of Education as an Intermediate for Priority III of the Human Capital Operational Program 2007-2013 to meet the proposed changes in the academic area, has announced a competition: "Preparing the selected schools for implementing practices by students educated to work as teachers." Competition has been aimed to work out the best practical solutions for the education of students in the course of teaching both teachers at pre-school, early school, and the teachers of subject and vocational training.

Department of Education, The State School of Higher Education in Chelm executing the current process of education degree in Education, in response to the contest a ministerial project documentation prepared for the specialty and early and after a positive assessment in the month of September 2010 has started and developed.

The overall aim of the project was formulated as follows: Implementation of an innovative program of teaching practice in selected locations is going to result in raising the teaching staff qualifications covering practical training of pre-school and early childhood education future teachers. The specific objectives for achieving the overall target is to:

- support selected institutions to implement the practices;
- improve the teaching staff qualifications in selected institutions;
- increase preschool and early childhood education future teachers qualifications;
- intensification of cooperation between the university and other institutions in which the practice is implemented;
- dissemination of organizational and substantive arrangements for the preparation and implementation the pedagogical practices process.

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<sup>5</sup> *Ibidem.*



The activities proposed under the project have been formulated and described as:

1. Project management, promotion and recruitment of beneficiaries (students and tutors practices).
2. Students Preparation Course for practice undertaking.

Within a part of the aims and scope of the curriculum and teacher education programs are in close correlation with the tasks arising from the implementation of teaching practice. Implementation of the proposed task was enriched by organizing the extra-curricular activities workshop which allowed students to acquire practical skills needed to perform the proper role of a teacher-pedagogue. The range of contents and its implementation in the form of practical exercises are designed to assist and develop teacher's pedagogical competencies and to prepare students for independent design and implementation of the tasks of education including the care area, as well as obtaining feedback to their actions.

Proposed workshops:

1. Training intrapersonal skills.
2. Training interpersonal skills.
3. Techniques of students acquaintance and group dynamics exploration
4. Care and pedagogical skills training.
5. Design of educational processes in kindergarten.
6. Design of educational processes in schools.
7. Diagnosing childrens' achievements.
8. Diagnosing pupils' achievements.
9. Cooperation with the family and the local environment.
10. Organization forms of leisure activities.
11. Working with children with special educational needs.
12. Evaluating own work and achievements.
13. Coping with stress and emotional demands on the teacher.
14. Designing own professional development.
15. The use of IT resources and tools.

3. Preparation of logistics and substantive practices.

Within the tasks conducted there will take place qualification of practice guardians and training of teachers, tutors, pedagogues who are the guardians of teaching practice in kindergartens, schools, psychological and educational, community and school environment. Participation in training will allow the carers to have a detailed review of the appropriate organization, implementation, evaluation and documentation needed for teaching practice completion.

**Implementation of training broken down into semesters and years:**

No.	name	number of hours						
		semestr/ year	I/2010	II/2011	III/2011	IV/2012	V/2012	VI/2013
1.	General Module	150	30	30	30	30	30	
2.	Care and education module	60	30	30				
3.	Module pre-school education	60				30	30	
4.	Module early school education	60				30		30
5.	Module and the use of IT tools	30		30				
<b>Total</b>		<b>360</b>	<b>60</b>	<b>90</b>	<b>30</b>	<b>90</b>	<b>60</b>	<b>30</b>

4. Conducting teaching practice.

Within the program of teaching practice within the fourth task, students participate in 30 hours practice with the aim of pedagogy that is to acquaint the students with the organization of educational institutions, the principles of teaching, educational and care work, and in particular, the records kept by the teachers of the institution. 30h-care and educational practices whose main aim is to use the theory of care and education in practice. Predicted form of organization is a 2 week - summer school during which students become familiar with the possibilities of eliminating disharmony in childrens' development, therapy, disorder, or compensate for environmental negligence by broadening the knowledge of diagnostic procedures, consultancy, treatment, rehabilitation, psycho-educational help, advisory, mediation and prevention undertaken by the psycho-pedagogical, visits to residential institutions, community centers. Students also carry out observations of ongoing activities with the children together with an analysis of existing documentation; organize parallel games for children of different age groups and activities for parents, "How to be a super mom/dad for your child" considering the benefits and risks when using measures and IT tools using specialized laboratory teaching practice. They organize a family picnic as a presentation form of cooperation triad: maintainer-parent-child relationship. Another element is the practice of observation - interim parliamentary assistance, implementation of which takes place in cooperation with the guardian on behalf of the University, student and tutor school by preparing students for practice, visits to the kindergarten and school in order to observe classes with particular emphasis on the analysis of events (problem situation), conducting classes together with the teacher, independent management activities, planning, documenting and discussing the activities conducted by myself and other students.

The practice includes 30 hours of classes in conjunction with the pre-school education such as learning opportunities and developmental needs of children and their documentation in practice, knowledge and active participation in planning work and nursery classes 30 hours of

initial education to enable learning and skills in selecting curricula focused on the child to its own pace of development and learning opportunities, gathering information to help school teachers in developing individual support the program and correct the child's development, to develop their own ideas through the creation of the methodology in collaboration with carers outlines and lesson plans. With this form of execution, the student receives professional help in preparing lessons, and immediate correction of errors committed by him. Throughout the practice the student learns your strengths and weaknesses in relation to the planned work as teachers, take note of the records kept by the teacher, it acquires the ability to recognize the needs of students, fostering students' interests and passions, self-development of classes, a reasonable choice of manual planning work according to the selected program to evaluate their own work, work effectively in a team teaching as well as teaching aids used during lessons. The aim of the next stage in teaching practice, is to broaden the theoretical knowledge and its practical exemplification of the preschool and school conditions through the deepening reflection and analysis of real situations observations. It covers a 45h schedule in connection with the pre-school education in the form of play, games, movement, sports, nature observation, gardening activities organized to shape the child's positive attitude towards learning and developing curiosity in exploring the world around them, gathering information to help the kindergarten teacher to analyze the Ready to take the child in school (pre diagnosis) and 45h classes of initial education. What is more, it explores the emerging skills of students and their abilities to develop, for the sake of the children to feel the satisfaction of creative activity, creating the conditions for the presentation of his musical achievements, vocal, recitation, dance, sports, design, create outlines of author's programs prepared jointly with the teachers to implement educational projects in collaboration with children and parents in school and keeping a constant reflection on practice through joint programs created to discuss, resolve and analyze problem situations encountered. During practice the student is required to carry out independently activities, planning and discussing their conduct, and to organize meetings for pupils' parents in cooperation with the teacher.

Student's participation in the activities covered by the practice is documented and it includes: corresponding entries in the diary practices, preparing a portfolio that contains inter alia, described a case study, written reflection on their own and other activities, the opinion of the teacher-tutor and a report on each practice implemented.

Support for efficiency and effectiveness of the practice is a regular contributor to the university teachers, educators, teachers and directors of the institutions in which students and trainees on the basis of contracts and agreements, through monitoring the various stages of practice, the evaluation of defined activities, and validating the implementation of practices.

**Implementation of practice, broken down by semesters and years:**

No.	name	number of hours						
		semester/ year	I/2010	II/2011	III/2011	IV/2012	V/2012	VI/2013
1.	The practice of pedagogy	30		30				
2.	Childcare Practice	30		30				
3.	The practice of observation and parliamentary assistance (kindergarten, school)	60				60		
4.	The practice of observation and teaching (kindergarten, school)	90					45	45
<b>Total</b>		<b>210</b>	<b>-</b>	<b>60</b>	<b>-</b>	<b>60</b>	<b>45</b>	<b>45</b>

5. The design and administration of the Internet platform "WITH PEDAGOGUE PRACTICE."

In the fifth task, a web-based platform has been designed. It contains a news service with current data on pedagogical practices, the portal to support groups of young adept as a teacher and expert groups, including the exchange of information between students, tutors and academic practices, e-learning portal used for training practices for caregivers, the portal to conduct the periodic with the up to date process of teaching practice and comprehensive internship program Evaluation. The platform will also include information concerning the conditions and employment opportunities in the region.

6. Holistic monitoring program implementation and teaching practice process.

The last task is to organize periodic seminars, exchange of experiences between caregivers on behalf of the University, teachers, educators, teachers and directors of institutions in which students and trainees in order to validate the implementation of practices and the development of the information gathered from the project and prepare a publication on conference summarizing project. The results of quantitative and qualitative research will be used to present the results of the implementation of goals at the national conference on enhancing the efficiency of the future teachers practical training.

Professor Bogusław Śliwerski states, "Nowadays, the profession of a teacher is seen more often competitively. The need for special preparation for this role in the desired skills and abilities that should be supported by general theoretical knowledge, directional (teaching) and the specialization and the necessary traits of personality, including the thinking in the range of creativity is highly emphasized"<sup>6</sup>.

In conclusion, the realization of the assumptions contained in the project, will enable the Department of Education teaching staff in Chelm to develop innovative programs for

<sup>6</sup> B. Śliwerski *Myśleć jak pedagog*, GWP, Sopot 2010, s. 37.

teachers' practice and is expected to implement valid changes in the process of future teachers' practical training in our region. Not forgetting the correlation of theory and practice should be pointed out that "(...), each practice can - and should consciously - to be a theorist, then each human being has a need to belong to the community in order to be able to discuss the subject of her reflections"<sup>7</sup>.

The project design implementation and the results of internal evaluations analysis will allow you to make changes in the curriculum of Pedagogy in the major subjects, teacher training and pedagogical practice. a deep analysis of the research carried out parallelly to perform the tasks of design and monitoring indicators will be the initial point in establishing changes in the guidelines to the standards of the practical learning process in Poland, what was presented at the conference summarizing the completion of the project described above.

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### ***Legislation***

Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 7 września 2004 r. w sprawie standardów kształcenia nauczycieli (Dz. U. z 2004 r. Nr 207 poz. 2110).

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<sup>7</sup> D. Fish, *Kształcenie przez praktykę*, Wydawnictwo CODN, Warszawa 1996, s. 15.