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AKTUALIZAČNÉ VZDELÁVANIE, PROBLÉMY A ŠPECIFIKÁ ČINNOSTI ŠKOLSKÝCH SOCIÁLNYCH PEDAGÓGOV NA SLOVENSKU

Darina Bačová¹

Abstrakt: V odbornom príspevku analyzujem postavenie, činnosť a súčasný stav pôsobenia sociálnych pedagógov v školách a školských zariadeniach na Slovensku v súvislosti s platnou legislatívou. Prezentujem stav aktualizácie vzdelávania pre sociálnych pedagógov na Slovensku a obsah novovytvoreného akreditovaného vzdelávacieho programu určeného pre sociálnych pedagógov so zameraním na činnosť týkajúcu sa prevencie sociálno-patologických javov žiakov základných a stredných škôl.

Kľúčové slová: sociálny pedagóg, aktualizácie vzdelávanie, činnosť sociálneho pedagóga, akreditovaný vzdelávací program

UPDATING EDUCATION, PROBLEMS AND THE SPECIFICS OF WORK OF SCHOOL PEDAGOGUES IN SLOVAKIA

Abstract: The paper provides analysis of position, activities, and present state of activities of social pedagogues in schools and school facilities in Slovakia in connection with the valid legislation. It further presents the state of the updating education for social pedagogues in Slovakia, and the content of the newly created accredited educational program designed for the social pedagogues with specific focus on activities dealing with the prevention of social-pathological phenomena of pupils and students of primary and secondary schools.

Keywords: social pedagogue, updating education, activity of social pedagogue, accredited educational program

Introduction

By the legislation (Act No. 245/2008 Coll. on Upbringing and Education, Act No. 317/2009 Coll. on Teaching Staff and Vocational Training Employees) it is possible to carry out prevention in schools by the use of a new profession – social pedagogue as a vocational employee in the primary and secondary schools of Slovakia. The use of this new profession is in its starting point, a standard of a social pedagogue has been created (Decree No. 39/2017 of the Minister of Education, Science, Research and Sport of the Slovak Republic). This situation is calling for a creation of accredited programs of updating education for social pedagogues and later for a creation of sources of education and methodology guidelines, which would serve to help the social pedagogue during his

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practice. Issues discussed in this paper deal with the work of the social pedagogue as a vocational employee. One of the ways of dealing with this problem is personal professional experiences.

1. Aims

The aim of our paper is to analyse the problems and specific features of the activity of the social pedagogues in schools and school facilities on the basis of the present findings, and to present the current status of education of social pedagogues in Slovakia, and to present the contents the newly created accredited educational program for the social pedagogues.

2. The Present State of Work of the Social Pedagogues in Slovakia

The fourth part of the Act No. 317/2009 Coll. on Teaching Staff and Vocational Training Employees in § 24 defines social pedagogue as a person doing „vocational activities in the areas of prevention, intervention and providing consultancy primarily for children and students afflicted with social-pathological phenomenon, from disadvantaged backgrounds, drug addicts or other disadvantaged children and students, their legal representatives and pedagogical employees of schools and school facilities. The social pedagogue performs the tasks of social education, support of prosocial, ethical behaviour, social-pedagogical diagnostics of the environment and relations, social-pedagogical consultancy, prevention of social-pathological phenomena and re-education of behaviour. He performs expert activity and educational activity.“²⁾ The law is therefore fully creating the space for the work of social pedagogues in the area of prevention.

The task of social pedagogues is irreplaceable in a modern school. The presence of a social pedagogue allows:

- 1) the teachers to perform their tasks in the area of upbringing and education based on the state educational program,
- 2) to lower the risk factor of a danger to a student in a current society.

Working out the issues of updating education of social pedagogues is based on an empiric research carried out in years 2014 - 2015 as a part of a project KEGA under the leadership of J. Hroncová. In this paper we will deal with the matter of updating education for specific group of vocational employees. To get a more complex overview of already achieved research about the influence of school social pedagogues, we list the following empiric findings. Observing the problems of school social pedagogues, done by the members of KEGA project at The Matej Bel University, Faculty of Education, The Department of

²⁾ Emmerová, I. (2015). Súčasný stav a problémy aktualizácie vzdelávania pre školských sociálnych pedagógov v SR. In *Zborník vedeckovýskumných prác Katedry pedagogiky* (s. 17-27). Banská Bystrica: BELIANUM, Vydavateľstvo UMB v Banskej Bystrici.

Pedagogy in 2012 in a seminar of *Social pedagogy in school* demonstrated three main issues (listed above as well) during the work of school social pedagogues:

- a) the absence of professional standard: *Social pedagogy*,
- b) the absence of methodology guidelines,
- c) the absence of possibilities of continuous education for social pedagogues as vocational employees, which are much worse compared to the pedagogic employees.

During the years from 2013 to 2015 the school of social pedagogy in Banská Bystrica made great efforts to solve these problems within the projects VEGA and KEGA, which were carried out at The Matej Bel University, Faculty of Education, The Department of Pedagogy. In a nationwide empiric research a problem solving team monitored current problems of school social pedagogues in 2015 and compared them with the situation highlighted by social pedagogues in 2012. School social pedagogues in 2015 referred several problems again, which they encountered during their school preventive social-educational work. These mainly were: lacking awareness of the profession of social pedagogy by the teachers, parents and students. The professional standard *Social pedagogy* was already created at the time of the realization of the project, but had not been made public on the site of ministry of education. Therefore it was not known even to the social pedagogues, considerably differentiating their work in the process. It was clear from the research that neither teachers, nor the school leaderships were informed enough about the focus of work of a social pedagogy in school.

2.1 Attitude of Teachers to the Work of Social Pedagogues

On the other hand a positive outcome of this research is that despite the facts above both members of the leadership and teachers see the influence of the work of school social pedagogues as positive. As a main reason they stated that the numbers of students with special educational needs and students from disadvantaged backgrounds, who demanded greater attention were on the rise. Another reason they gave was the fact that the overload of teachers permanently increases, they are burdened by tasks resulting from the State Educational program, or specific tasks connected to the State Educational Program, therefore they do not have enough time for more detailed solving of special educational needs, which should be done by the school social pedagogues. The presence of a school social pedagogues would not be profitable only for students, but for teachers and parents as well, considering the fact that he could get deeper into the problems, especially in the areas of guidance, diagnostics and prevention. Taking into consideration these facts we expect that the quality of education in schools would improve and teachers would have the possibility to ask for help in solving serious educational problems with their students. Problems would be solved in cooperation with parents and teachers, because the social pedagogy in schools carries out preventive, advisory and intervention activities determined in school legislation and he is prepared for them during his university studies. A look from the pedagogical employees' point of view, from the point of view of their updating education is an important point as well.

In above mentioned research only a low percentage of teachers had negative attitude towards the work of social pedagogues, mostly teachers from grammar schools. Based on this research it was determined that the school social pedagogues pay the most attention to:

- a) students from disadvantaged backgrounds,
- b) students from low-income families,
- c) marginalized students,
- d) students with behaviour disorders.

These actions are within competence of a social pedagogue in Act No. 317/2009 Coll. on Teaching Staff and Vocational Training Employees in § 24. As the professional standard „Social pedagogue“ was made public only in July 2017 by the Decree No. 39/2017 of the Minister of Education, Science, Research and Sport of the Slovak Republic, most school social pedagogues carry out their work differently based on what the teachers and the leadership of those schools demanded, therefore their work was aimed at the actual problems with the behaviour of students, working as substitute teacher, doing oversights during breaks and so on.

2.2 Contents of Activities of the Social Pedagogues

The social pedagogues need professional advices, as many of them, who finished their studies of social pedagogy before the year 2008 have not met with certain issues during their studies, because this area was not covered by legislation before. The graduates of social work, who can also work as school social pedagogues, have the most problems. The current legislation allows the graduates of social work to work as school social pedagogues, though they need to update and add new information in this area, this means to attend updating education and have the methodical guidelines at their disposal.

Based on the current legislation and the Act No. 245/2008 the school social pedagogues should focus on these social-educational activities:

- 1) consultancy,
- 2) diagnostic activities,
- 3) preventive activities,
- 4) therapeutic activities,
- 5) rehabilitation activities.

Based on empiric findings it can be stated that school social pedagogues during their social-educational work carry out counselling, diagnostic and preventive activities as well, what we see positively. Therapeutic and rehabilitation activities are done as the least in the work of school social pedagogues. These activities are carried out mostly by those social pedagogues, who work at pedagogical-psychological centres of consultancy and prevention.

Social-pedagogical consultancies are made by school social pedagogues for those students, who are afflicted with social-pathological phenomenon, come from

disadvantaged backgrounds, or disadvantaged in other way. Social pedagogues offer consultancy not only for students, but also for their legal representatives and pedagogical employees of schools and school facilities where they work at. The listed activities are also included in „*The competency profile of a social pedagogue in schools*“.

Social-pedagogical diagnostics is yet another significant activity done by the school social pedagogues and is aimed at:

- 1) looking for the individual character of a student,
- 2) specificity of emotional and social growth of a student,
- 3) the characteristics of the social-cultural environment and its effects on a student.

The most often used diagnostic methods are: conversation, observation, the use of an enquiry, sociometry.

3. Preventive Activity of the Social Pedagogues

Preventive activities of the social pedagogue in school are some of his most fundamental activities based on a current legislation. Preventive activities are used by the social pedagogues in schools to execute the prevention of social-pathological phenomena. According to latest research these are mainly lectures, class discussions, discussion with students, and projects of a preventive work.

Based on the empiric findings listed above the school social pedagogues are for the increase of efficiency of a social-educational work in primary schools suggesting:

- 1) set compulsory lessons of prevention,
- 2) increase the cooperation with parents and the teachers of students,
- 3) set the competences of a social pedagogue,
- 4) carry out more updating education,
- 5) set more time and opportunities to carry out the preventions,
- 6) carry out long-term preventive projects and programs.

Nowadays the ways of doing a preventive work offer even class lessons, which are carried out in schools regularly. According to the social pedagogues, they often miss materials, suitable space conditions and defined time for a social-educational activities with students, parents and teachers.

Due to the fact that the prevention, should it be effective, is a long-term systematic process, school social pedagogues would welcome systematic solutions and the solutions based on those methodologies designed for the school social pedagogues. School social pedagogues met especially with these problems of behaviour:

- 1) disrespecting authority,
- 2) bad student behaviour
- 3) violations of the school order,
- 4) bullying,

- 5) vandalism,
- 6) addictions,
- 7) thefts,
- 8) truancy.

Based on these findings it is important that both the upcoming methodologies for school social pedagogues and their further education will be focused on these major problems.

4. The Proposal of the Concept of the Updating Education of the Social Pedagogues

The proposal of a concept of updating education for school social pedagogues was a result of a project called KEGA No. 030 UBM-4/2014: *„Elaboration and verification the concept of updating education for social pedagogues working in practice, with a particular focus on schools social pedagogues“*. Project was carried out in years of 2014 – 2015. In 2014 the matter of a social pedagogue was further processed from the theoretical and methodological standpoint, investigators looked at the concept and its use in practice. A new proposal of a conception of updating education was developed based on the analysis of the educational needs of the social pedagogues. The solution was a formed as a proposal of a professional standard „Social pedagogue“ in the position of a starting social pedagogue. In 2015 a new monography was published called *School social pedagogue in theoretical reflexion and in practice*. The purpose of this publication was to increase the amount of activities done by school social pedagogues.

The final outcome of this project was *„The concept of updating education for social pedagogues working in practice, with a particular focus on school social pedagogues“*. Methodical materials for school social pedagogues were also an outcome of project KEGA, together with the books dedicated to prepare future social pedagogues at universities. Preventive social-educational activity in schools is a guideline available for social pedagogues. It was published in 2013. Part of the project was dedicated to find problems, which social pedagogues encounter in primary schools.

Most importantly:

- insufficient knowledge about the service of a social pedagogue by parents and students,
- unclear competences of social pedagogues,
- space problems,
- unwillingness of teachers to cooperate,
- unwillingness of parents to cooperate,
- the lack of options for continuous education,
- insufficient time for performing their function,
- unwillingness of students to cooperate.

4.1 Present state of Updating Education of the Social Pedagogues in Slovakia

The problem of social pedagogues is the lack of possibilities for a continuous education. Even though the work of the social pedagogue is rooted in the legislation in the way that it allows the activities of a social pedagogue, the legislation does not make it a duty for school managements. The result is that social pedagogues work in primary and secondary schools only in limited scope.

Continuous education is characterized in Act No. 317/2009 Coll. on Teaching Staff and Vocational Training Employees in § 35 by the following:

„Continuous education as a part of a lifelong education is a systematic process of acquiring knowledge, skills and competences with the aim to maintain, refresh, improve, enrich and renew professional competences of a pedagogical employee and a vocational employee needed for their pedagogical and professional work.“³

Updating education for social pedagogues is inadequate. Currently there is only one program of updating education for social pedagogues. The guarantor of this program is J. Hroncová, the head of The Department of Pedagogy, Matej Bel University, Faculty of Education. Educational program was accredited with the name Preparatory attestation education for the first attestation for vocational employees - schools social pedagogues, the form of this education is combined (with 21 hours externally and 39 hours internally). The aim of educational program is to update, specify, support and expand professional competences of a vocational employee – social pedagogue, which will be a subject to verification by the first attestation and its practical social-educational activity.

The Report on the state of education in Slovakia and the systematic steps for the support of a further development states:

„The employees of schools highlight the problem of insufficient education and impractical training of solutions to acute crisis situations although the employers have this obligation by the act of teaching staff and vocational employees. An enormous problem and the case of an aggressive behaviour is represented by violated social relations in classes, underestimating the importance of indications of aggressive behaviour of children and students. Employees complain about the minimal availability of services and professional help when dealing with these problems (therapeutic-educational activities of educational consultancy and prevention facilities)“.⁴

Based on this statement about the state of educational system in Slovakia we set priorities and further tasks, which lead to a better quality of work of school social pedagogues.

Updating education is currently aimed at the education of teachers of separate approbation subjects, there are less educational programs dedicated to vocational employees.

³ Act No.317/2009 Coll. on Teaching Staff and Vocational Training Employees and on change and renew of some acts.

⁴ The report on the state of education in Slovakia and the systematical steps for the support of a further development, Bratislava, MŠVVaŠ, 2013,p. 50- 51.

J. Hroncová processed the proposal *Concepts of social pedagogues in primary and secondary schools*. Social pedagogues in primary schools were offered free education, which was carried out in four models in 2015. The result of mentioned training was a proposal of a professional standard *Social pedagogue*. Education was primarily aimed at the position of „Social pedagogue beginner“.

The social pedagogues positively valued this education, they stated that it helped them in both theoretical and methodical area of work. The need to increase the amount of school social pedagogues is emphasized also in The Report on the State of Education in Slovakia and the Systematic steps for the Support of a Further Development, which was in 2013 created by the Ministry of Education, Science, Research and Sport of the Slovak Republic. This request is justified by the increasing amount of cases of violated social relations in classes, indications of aggressive behaviour and so on. There is not enough professional help for these problems. Substantial part of the solution of this situation could be significant increase of the amount of social pedagogues. Their tasks should lead primarily to the area of prevention.

5. Contents of the Accredited Educational Program for the Social Pedagogues

Based on present findings an educational program was created with the name The Activity of the Social Pedagogue in the Area of Prevention of Social-Pathological Phenomena in Schools and School Facilities of Upbringing Consultancy and Prevention.

The aim of the educational program is enlarging professional competences of the social pedagogue focused on the development of abilities to create innovative projects of prevention of social-pathological phenomena (drug addiction, bullying) in schools and school facilities of upbringing consultancy and prevention on the basis of the valid professional standards.

The contents of the educational program is divided into three thematic units:

- 1) The Analysis of the Professional Standard for the Social Pedagogue in Schools and School Facilities of Upbringing Consultancy and Prevention,
- 2) The Social Pedagogue as the Creator of the Projects of Prevention of the Social-Pathological Phenomena (drug addiction, bullying) in Schools and School Facilities of the Upbringing Consultancy and Prevention; Innovative Procedures in the Area of Prevention,
- 3) Reflexion of Innovative Programs of Prevention of Social-Pathologic Phenomena (drug addiction, bullying) on the Basis of the Practice of the Social Pedagogue in Schools and School Facilities of Upbringing Consultancy and Prevention.

The educational program includes the practical part focused on creation of innovative prevention projects. Each participant of the educational program will suggest the aim, the structure, and the contents of its own innovative project of prevention of the

social-pathologic phenomena focused on the personality development of the pupil as the basis of the primary prevention.

An important milestone took place on June 20, 2018 when The Association of Special Pedagogues had been established at The Department of Pedagogy of The Faculty of Education of The Matej Bel University in Banská Bystrica. The establishment of the Association was initiated by the School of Social Pedagogy led by Prof. PhDr. Jolana Hroncová, PhD.

Conclusion

The paper has provided the analysis of the current problems and of the specific features of the activity of the social pedagogues in schools and school facilities in the Slovak Republic. It emphasizes the importance of the work of the social pedagogues and of their cooperation not only with the pupils but also with the school leadership, teachers, parents, upbringing adviser, and with the coordinator of the drug addiction prevention.

On the basis of current findings in the area of updating education of social pedagogues we suggested the contents of the accredited updating education program which will address the current problems of the social pedagogues. Carrying out the educational program will simultaneously provide floor for the exchange of experience of the social pedagogues in schools and school facilities.

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