

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ - ШТИП
ФИЛОЛОШКИ ФАКУЛТЕТ

UDC 80 (82)

ISSN 1857-7059

ГОДИШЕН ЗБОРНИК

2022

YEARBOOK

2022



ГОДИНА 13
БРОЈ 20

VOLUME 13
NO 20

GOCE DELCEV UNIVERSITY - STIP
FACULTY OF PHILOLOGY



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Филолошки факултет
ул. „Крсте Мисирков“ 10-А п. факс 201, 2000 Штип
Република Северна Македонија



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THE ROLE OF THE PEDAGOGUE IN 12 EUROPEAN COUNTRIES

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Abstract: In every school system, in various countries, in addition to the teaching staff, experts or school pedagogues are hired whose main task is to provide professional help and support to all the participants in the school process. Their professional goal is to foster the development and to identify and understand the difficulties that students face. Their job is to provide assistance in overcoming these difficulties, as well as to prevent learning and behavioral difficulties.

In this scientific paper, we will make a comparative analysis of 12 European countries where we will approach the role of the pedagogue in each country separately.

Keywords: *Education, student, teaching, teacher, pedagogue, classroom, family*

Introduction

This publication contains an overview of the professional work of school teachers in 12 countries: Austria, Serbia, Bulgaria, Denmark, Croatia, Ireland, Macedonia, Malta, Russia, America, Slovenia, Serbia and the United Kingdom. The author's interest was primarily focused on questions and professional problems of pedagogues in European countries.

Different names are used for the experts whose main function is to provide help and support to the students in the countries participating in the school work. In Croatia, Macedonia and Serbia they have the designation - professional associate in Bulgaria - pedagogical adviser, adviser in Slovenia, in the United States of America, United Kingdom, USA and Malta school adviser, in Austria, pupil or education adviser, in Ireland pedagogical adviser guidance, consultant in Denmark Counselor for Pedagogical - Psychological Service, and in Russia a pedagogue-psychologist in the school psychological service. Also, the names of the professional service in which these experts work in different. Let's say, in Croatia there is a development-pedagogical service, in Denmark a pedagogical-psychological service, in Malta a counseling service, in Russia a psychological service, in Serbia a professional service.

Due to its terminological diversity, in situations where the professional work of these experts is generally discussed, it was necessary to decide on a term that would apply to all countries, regardless of the specific name they have in each of them. An adequate solution may be the school term pedagogue, as it is most often found in the professional literature at the international level, but it is also the closest name used in

a larger number of selected countries. On the other hand, considering that in Serbia there is an appointment as a professional associate in a school, we decided to use it as a dominant collective term that applies to all countries.

In every comparative presentation and analysis of issues related to the work of professional associates, we face some difficulties. First, although there are many similarities in the professional work of professional assistants, their roles, functions and tasks differ between school systems. There are also employment conditions for certain jobs. Second, while in some countries the category of professional pedagogue in the school (school pedagogue) includes different professional profiles, i.e. professions, in others, in addition to school pedagogues, there are other professionals who work in the school or whom they visit in situations when the team needs it - school psychologist or psychotherapist, teacher - counselor, speech therapist, social worker, career counselor, etc. The professional roles of different professional profiles are often intertwined, and it is sometimes difficult to define the field of action and to determine to what extent only the responsibility is a specific professional profile.

Theoretical approach

The role of the school teacher in Austria In Austria

Individual counseling is part of educational the educational role of schools belongs to the tasks of teachers and school management. In order to achieve that individual counseling, it is necessary, depending on the size of the school, to have one or more student/educational counselors, who, in order to achieve their tasks, cooperate with the teachers, who, by performing their work, cooperate with the experts and the management at the school. The role of the student / educational counselor in the system of internal school support is seen as a person to whom students, parents and teachers turn for help, opinions, what actions should be taken to solve a specific problem. The primary role of the student/educational advisor is to provide each student with help and support in planning his/her future, further education and career.

The role of the school teacher in Bulgaria

Broadly speaking, the role of the educational counselor is to mediate between the individual and the school system. The job description of a pedagogical consultant can be found on the website dokumentacia.com (Duty description of the duty pedagogic consultant, 2012). Here you can see what the responsibilities of educational advisors include: * mental development and health of students and teaching staff; * timely resolution of new conflicts between students the teachers; * informing the director of the school about the psychological condition of the students and the teaching staff; * preparation and preservation of documents related to the pedagogical activities of the pedagogical advisers; * Effective implementation of individual and group advisory work; * the use of valid instruments (tests, surveys and others instruments).

The role of the school teacher in Denmark

The role of the external pedagogical-psychological service (PPR) is to provide assistance to individuals and educational institutions (schools and day care centers for children), in order to ensure optimal conditions for the development of the child / student, especially those who belong to sensitive groups (developmental disorders, social-emotional problems, behavioral problems, etc.). Although in previous decades psychological counseling was focused primarily on individual work with children/ students with special needs (diagnosis, assessment and appropriate treatment), today the focus is on creating an inclusive environment, i.e. providing conditions that are encouraging and support for each child/student (Tanggaard & Elmholdt, 2007). That means providing support to schools on how best to respond to the diverse needs of students. Schools contact the PPR service when they think that it should be involved in solving certain issues. Also, this service, if there is consent from the parent, gives an expert opinion on whether or not the child needs special education. In addition, parents and students can themselves seek counseling help from PPR to overcome the problem related to the development and upbringing of the child (Undervisnings ministeriet, 2000). Counselors in schools conduct individual and group discussions with students, hold lectures and workshops, organize mandatory internships in companies, etc. Special attention is paid to students at risk of dropping out of school, and they are obliged to contact people younger than 25 years, who have not finished high school, and are not even employed (Guidance in Education ..., 2014).

The role of the school teacher in Croatia

The basic role of the pedagogue is to encourage, direct the development and improve the educational activities of kindergartens and schools, based on professional knowledge and in accordance with the needs of society and the child/ student personality. The work of the professional associates of the school includes direct work with students, cooperation with parents, teachers with other institutions, participation in the preparation of the annual work program of the school and the school curriculum; analysis of the school's educational work, implementation of preventive programs, identification and monitoring of students with special needs, achievement of professional orientations, professional development, etc. Rules regarding the weekly work responsibilities of teachers and professional associates in primary schools, 2014). Although the work of school pedagogues and psychologists are very similar, it can be said that the focus in the work of a school psychologist is on providing professional assistance to students in order to encourage their individual development, while the activities of school pedagogues are more focused on achieving and improvement of teaching and school work.

The role of the school teacher in Ireland

Department of Education Ireland in 2005 emphasized that the role of the school counselor is to provide help and support to students in three areas: personal and social development, learning (education), career counseling (Department of Education and Science, 2005:4):4). Pedagogical guidance and counseling belong to the key

segments of school work, and it is achieved through individual or group work during the entire school process. The goal is to provide assistance to students in making decisions, solving problems, and developing strategies for overcoming behavioral difficulties. The process of pedagogical guidance and counseling should help students to become aware and accept their talents and abilities to explore different possibilities for developing autonomy and responsibility for their actions, to be informed when making decisions about their lives and to follow what they have chosen him. (Department of Education and Science, 2005: 4-5).

The role of the school teacher in Macedonia

The main role of professional associates in the school is to provide professional support to students, teachers and parents, in order to achieve success among students in academic, emotional, social and behavioral terms. Also, the professional associates should provide support for all participants in the educational process so that their actions contribute to the achievement of the goals of the school, as well as the educational system as a whole. Accordingly, it is emphasized that an important role of the professional associates is also the implementation of developmental and preventive activities in the school which are in function of learning and development of the students. (Core Professional Competencies and Standards for Professional Associates, 2016). In recent years, attention has been particularly focused on advisory work with parents, which is regulated by a separate document (Parental Advisory Program for Students and in primary schools, 2012; Parent Counseling Program for Students in Secondary Education, 2012) and is also written into the laws on primary and secondary education. In these documents it is also stated that the advisory work is a legal obligation for those parents whose children have very poor school performance, who are absent from school and have other forms of anti-social behaviour, but its aim is not only to overcome current difficulties, but is also focused on developing awareness among parents about development of skills that positively affect the quality of the child's life and his school achievements. Counseling work with parents whose children face similar difficulties, as a rule, they are carried out in a group, and it is done by a psychologist, that is, a pedagogue. The procedure is to call the parents. The deadlines, the way of carrying out the consultations and the documentation that is officially followed are officially prescribed.

The role of the school teacher in Malta

The Ministry of Education in Malta states that the role of the school counselor is to provide assistance for the full development of students by achieving continuous preventive and intervention action, as well as providing advisory work (Ministry for Education and Employment, n. d., a). The activities of school counselors are part of the psychosocial support in education within the framework of the national school support services, the main purpose of which is to provide quality help and support to students in accordance with their needs. These services include supporting the development of all aspects of the person, in order to become active and responsible

members of society (Ministry for Education and Employment, n. d., b). The role of the school counselor is not only in providing individual and group counseling, but should also be a coordinator of activities that will include all members of the school communities.

The role of the school teacher in Russia

The role of the school psychological service is to provide assistance (Ministry of Education, 1999): * managing the administrative bodies of the school and the teaching staff in creating a social and psychological environment that is an incentive for individual student development; * students acquire knowledge, skills and habits needed for employment, career development and success in life; * students recognize their own opportunities, abilities, skills and interests; * members of the pedagogical team and parents participate in the education of students in encouraging mutual help, tolerance and active common relationship - social interaction. In general, the tasks of the school psychological service are as follows: (Ministry of Education, 1999) * Psychological analysis of the social conditions in the school, examining the basic problems, discovering the reasons for their appearance and proposing ways to solve them; * supporting the mental, social and intellectual development of students during all phases of their education; * providing assistance to teaching staff in social adjustment - psychological climate of the school; * prevention and resolution of students' difficulties in social and psychological terms * participation in complex pedagogical-psychological assessments of the professional actions of school employees, educational programs and projects, as well as a didactic-methodical approach; * help in spreading and applying domestic and foreign scientific knowledge of psychology in school practice; * providing members of the pedagogical team with scientific and professional material (s) in the field of psychology.

The role of the school teacher in America

School counselors in the United States are considered very important members of the school community. They help students to achieve appropriate learning outcomes, preparation for professional life, as well as fostering social and emotional development. School counselors are considered to play a key role in helping students become productive and independent adults. The work of school counselors contributes to the creation of a safe environment for learning and respecting the rights of all members of the school community. In the United States, there is a difference in the roles that school counselors play at different levels of school education. When it comes to the role of the school counselor in elementary school, emphasis is placed on early identification and learning difficulties and emotional and social problems in the student that can be an obstacle in their further development. In secondary schools, the focus is on providing help and support to students in the transition phase from childhood to adolescence, a period when the manifestation of many different interests is manifested, often in search of their own identity and increased sensitivity to the opinions that others think of them. . In the upper grades of secondary school they focus

on providing assistance in planning further education and career. School counselors provide information and assistance to students in defining a specific educational program, universities, scholarships and jobs. They give them information about seminars, about universities or about work, preparing the necessary documentation, preparing for interviews, etc. The most common terms referring to the role of school counselors in the United States are: * student representative; * change of agent; * leader in student support activities.

The role of the school teacher in Slovenia

The basic role of professional associates is to, based on professional knowledge, advisory relationships and autonomous professional activities, participate in solving pedagogical, psychological and social problems in kindergartens and schools. The task of professional associates is to provide assistance to all actors (before) school work and participate in the process of planning, realization and implementation, evaluation of educational work, which contributes to the success of individuals, groups and institutions as a whole (Guidelines for the program, 2008). So, although the work of professional associates is focused on providing help and support to students in their development and learning, it is much broader than that. It implies indirect help, in terms of providing the necessary conditions needed for the optimal development of students, which is realized in cooperation with other members of the (pre) school team (Mrvar Gregorčič & Mažgon, 2016).

The role of the school teacher in Serbia

Key areas of work of professional associates in the field of education-educational institution, as well as the tasks in these areas, are determined by a document on the work of professional associates (Rules o program for all forms of work professional associates, 2012). Areas of work in which professional associates work are: (1) Planning and programming of educational work (2) Monitoring, evaluation of educational work, (3) Work with educators, or teachers, (4) Work with children/students, (5) Work with parents, (6) Work with the director and professional associates, (7) Work in professional bodies and teams, (8) Cooperation with competent institutions, cave organizers, associations and the local government (9) Leading documentation, preparation to work and professional training. The working areas of work remain the same for all professional associates (pedagogues, psychologists, speech therapists, defectologists, social workers, workers, etc.). The greatest similarity exists in the tasks of the pedagogue and the psychologist. School pedagogues and psychologists are expected to contribute to the successful implementation and improvement of the educational system, primarily by providing help and support to the various participants in school work.

The role of the school teacher in the United Kingdom

According to the Ministry of Education, the role of the educational counselor is to help the child and young people, to better understand the connection with the world around you, to become aware of your abilities and how they can be used, strengthen them and provide support in solving problems and achieving important goals (Department for Education, 2016: 6).

Conclusion

In this research paper we have a chapter dedicated to comparing the curtail question: „What is the role of school pedagogue in these 12 European countries”, „What are the similarities and differences”? The conclusion summarizes the key insights into the professional performance of professional associates in these countries. The main purpose of this paper and comparison is to serve in every educational institution in the field of pedagogical science. These findings indicate a serious scientific work that will have practical and scientific proof. However, this paper can be useful for professional associates, teachers, principals, representatives of educational authorities, as well as anyone who is interested in advancement in science of school education in other countries.

There are many similarities between countries in terms of the professional role of a professional associate (school pedagogue). It can be said that the role of professional associates, regardless of the country, usually includes:

- * support and assistance to students in learning, psychosocial development and professional social guidance;
- * helping students discover their abilities and interests;
- * advising students, teachers and parents;
- * resolving conflicts between students and teachers;
- * prevention of early school leaving;
- * help and support of teachers and management in schools;
- * help in organizing and achieving the educational work of the school;
- * keeping documentation and professional development.

A professional associate (i.e. a school pedagogue) is a person who, through the realization of cooperative relations, provides professional support to teachers and parents in the process of teaching and school work and helps them to solve issues and problems they face in the process of education and education . In general, the role of the professional associate is to provide help and support in solving pedagogical, psychological and social problems. Commonly used US terms describing the role of school counselors are: student advocate, change agent, leader in student support activities.

In this research paper we have a curtail chapter dedicated to comparing 6 separate elements, aspects of the professional activity of professionals (pedagogues) with workers. The conclusion summarizes the key insights into the professional performance of professional associates. The main purpose of this paper and comparison is to serve in every educational institution in the field of pedagogical science. However, this text can be useful for professional associates, teachers, principals, representatives of educational authorities, as well as anyone who is interested in advancement in science of school education in other countries.

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