

THE ORGANIZATION OF PEDAGOGICAL SUPPORT OF FUTURE TEACHER'S PROFESSIONAL DEVELOPMENT IN GREAT BRITAIN

Ilona Palaguta

Pavlo Tychyna Uman State Pedagogical University

Modern European educational society shows a great interest in the policy of supporting future teacher's professional development. Exactly the period of teacher's professional development is recognized as the most stressful, because it is associated with the transition to a new system of social relations. Difficulties of young teacher's professional adaptation are largely determined by the difference of knowledge obtained in educational establishments, the real context of the school, the typical teaching environment.

The future teacher's professional development is not only influenced by professors and a teaching staff, but also by the process of his self-education. In the process of future teacher's professional development, a qualified teacher should support a young teacher, because he doesn't have an experience, the knowledge of human nature, skills of self- organization and self-regulation.

The analysis of recent works and publications showed that at different stages of development of pedagogical science and practice, the problem of future teacher's pedagogical support is one of the main problems. That's why; the aim of the article is to describe the organization of pedagogical support of future teacher's professional development abroad and to apply this experience in our country.

Many scientists who study the problem of post-graduate teacher's training (L. Akmayev, J. Harlend, S. MakLolin, M. Rose), pay their attention to the support of teachers - beginners. In their researches, they summarized and studied difficulties, which prevent the future teacher's self-knowledge. Unfortunately, scientists have not studied the question, which relates to future teacher's pedagogical support on the basis of the identified difficulties that they feel during their professional development.

In psychological and pedagogical literature, there is no single approach to the definition of "pedagogical support". It is considered as a special sphere of pedagogical activities aimed at helping future teachers to develop and promote their self-development, in solving their individual problems related to the promotion of education, developing requirement for successful independent actions; systematic, purposeful teacher's activity (or team of teachers), which provides a disclosure of future teacher's personal potential by providing a specific help to him in self-overcoming difficulties in learning and self-promotion in professional and personal fulfillment; assisting students in overcoming difficulties, based on his subjective experience and owning the means of detection and solving their problems [1, p. 99-101]. Mentioned above, future teacher's support is understood as a specific help to a young teacher, which is based on knowledge of his individual characteristics, attitude to his problems, difficulties, which appear in his professional life.

Agency of future teacher's training and development in Great Britain introduced «an induction period». It was introduced to ensure that all young teachers are supported during their first year at school. It combines a program of a personal development, pedagogical support and a professional dialogue with monitoring and assessment of future teacher's activity in accordance with professional standards. During the introduction period, a young professional has:

- an individual program of planned professional development;
- a mentor, with whom he writes a professional development plan, and who helps and supports in all areas;
- a mentor or other experienced colleagues who should visit his lessons at least twice a quarter. These visits should be discussed; as a result of it a young teacher and his mentor make conclusions on the professional growth;
- 10% less classroom load than other teachers so as the time is left for extra time for planning, preparation and assessment [2, p. 3-4]. So each young teacher has an individual program of monitoring, supporting and assessment.

The program, which a young teacher plans with his mentor, should reflect:

- intents and professional priorities, which may be achieved by the end of the Program of a first year at school (as part of the profile and early career - career entry and development profile (CEDP));

- basic professional standards;

- specific requirements for the position. Thus, the young teacher's pedagogical support in his adaptation period is a relationship between the primary teacher's education and teacher's own career that combines a personal development program, the pedagogical support, professional dialogue with monitoring and assessment. Every adaptation program should give an opportunity to a young teacher to expand and extend his knowledge and skills, obtained during his training at the university and provide a basis for a constant professional development. By the end of the adaptation period it should help a young teacher to meet the basic professional standards and provide him with basic tools for the effective of pedagogical activity.

An interesting property of British teachers in the adaptation period is a teacher's profile of the beginning and career development. It was elaborated with the aim to help a young teacher to think about his professional development with major key positions according his adaptation period and its result. CEDP was elaborated according to three transitive positions. The first position is aimed at achieving results at the end of the primary teacher's education, the second - at the beginning of the introductory period, the third - at the end of the introductory period. For each period, there is a set of questions, which are elaborated to help a young teacher to plan his professional development and a constant education [4, c. 35]. With a help of a profile, a young teacher and his mentor set goals, define objectives and plan a number of opportunities for the professional growth, which may include the following:

- to work together with others, to participate in the planning of school activities;

- to attend lessons of more experienced colleagues;

- to visit other schools to share experiences;

- to participate in formal training sessions, seminars and workshops;
- to meet with a tutor, discuss the results of his activity and make plans for the future.

The individual profile of a young teacher consists of the following elements:

- own response of every transition position;
- reports from practice in the period of obtaining a primary teacher's education;
- samples of his own lesson's plans;
- goals, which were set for every transition position;
- monitoring his own progress (which was reached);
- a plan for the introduction period;
- responses of visited lessons;
- reports according to the consultation with a mentor;
- results of assessments, etc. [3, p. 5].

This paper considers all three stages of young teacher's adaptation.

Transitive position 1. This stage takes place at school, where a student obtains an elementary pedagogical education. It is managed by a mentor, who helps to prepare for the teacher's role. Main actions, which should be performed within a student Profile at this stage are:

- to undergo a pedagogical practice, analyze it in order to use advances in early stage of his career;
- to work with a mentor (or mentors) according to the plan;
- to take responsibility for his actions and for its fixing;
- to make recordings according to the questions, which are discussed;
- to determine his own key achievements;
- to determine areas of scientific and methodological interest. To complete this position, there should be an interview with the mentor, to discuss the following questions:

1) At this stage, what aspect of teaching are you interested in? What exactly are you interested in?

2) What have you already achieved to become a qualified teacher? Why do you think so?

3) In which aspects of teaching do you feel more confident, and where is less? Why?

4) How do you see your teacher's career?

Transitive position 2 is the beginning of the introductory period. The young teacher starts his work with a mentor to provide information about his career at the first position. Together they analyze the achievements and write a plan for the future. Actions during the second stage:

- to share an experience obtained at school during the training, his new needs, which have arisen in the context of a new role - a school teacher;

- to compare his previous experience with the new, to find common problems and their solutions;

- to identify goals of the professional development and make a plan to start an individual program of the mentor's support. Officially, every six weeks, the young specialist meets with his mentor and discusses the individual plan of his professional development. The discussion at this stage may include the questions:

1) What are your main priorities of the professional development at this stage? Why these?

2) How have your priorities changed beginning with an early career of a teacher?

3) What are your immediate, medium and distant goals?

4) What can help you to achieve these goals: training, support or development?

Transitive position 3 is the end of the adaptation period. This period helps a young teacher to analyze his achievements for the entire period of adaptation, focus on a constant professional development for the next stage of career and prepare to perform all duties of a teacher at school. Actions during the third stage:

- to analyze a young specialist's success and achievements during the adaptation period together with a mentor;

- to assess the young specialist's program of support during the adaptation period;

- to discuss and consider the young specialist's challenges during the first year of training at school;

- to focus on the young specialist's continuing professional development, to outline the possible ways of training;

- to prepare for performing all functions of a school teacher. Conversation with a mentor may cover the following topics:

1) Analyzing the whole adaptation period, what achievements were the most important for you?

2) How would you assess yourself at the end of the adaptation period?

3) What aspects of your activity are you not satisfied with during the adaptation period? Why?

4) What goals or expectations did not come true? Can you name the reasons? Will you want to reach them in your future career?

5) Do you think about your work over the next 2-3 years, what aspects do you see? [2, p. 6-12].

At the end of the adaptation period, every young specialist should confirm the standards of a qualified teacher, which are a part of the overall structure of teacher's professional standards in England. If a young teacher does not meet the professional standards, he can submit his papers for consideration again after a while, but he will not have the adaptation period. The important aspect of a supporting program is monitoring and assessment. At least every 6 weeks, a mentor attends future teacher's lessons. A direct mentor or another competent person should attend future teacher's lessons. After visiting lessons, a mentor should meet with a young teacher, where his lessons are analyzed and some recommendations for his future activity are provided. Recommendations and advice must be clear and constructive, must be given in a friendly manner. The tutor is watching the progress during the whole adaptation period [5, c. 100].

Thus, most programs of young teacher's support at schools in Great Britain are focused on the teacher's incipience as a good specialist. They are based on a progressive model of education, pedagogical support and improving the teacher's knowledge and skills.

References:

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