

# **Summary of initial study of current practice in partner countries**

# Teacher training in Bulgaria

- 7 universities specialized in the training of young teachers are situated in the bigger regional centers of the country: Sofia, Plovdiv, Stara Zagora, Veliko Turnovo, Rouse, Shumen, Blagoevgrad.

# Problems of teacher training in Bulgaria

- In each department the relevant courses are covered to prepare the young teachers for their everyday tasks at school. However, the training methods used are mostly in the form of lectures and only little training is included – 10 days each school year. During that training the students are mostly observing and analyzing, instead of actively participating in the drills. This kind of preparation does not imply personal participation in the situation neither decision making nor planning and approbation of the effects in individual work in practice.

# Problems of teacher training in Bulgaria

- The internship includes interaction in the classroom. The training is still based on the approach putting the teacher in the centre of the classroom which limits the communication and this authoritarian kind of teaching is likely to lead to conflicts. The internship takes place in few chosen schools under the observation from so called Tutor teachers. With their authority they ensure to some degree the smooth implementation of the study unit for the young teachers.

# Problems of teacher training in Bulgaria

- The students' training does not imply to focus on conflict situations inside or outside the school area (corridors, school yard, school parties etc.) nor a special training course on interaction with children and their parents.
- Trained in this isolated and not corresponding to the real conditions in the present schools environment, young teachers are under heavy stress when they start work. Unsupported by anyone and anything they feel unable to cope with their work. (The fresh graduates are not included in delegated budgets for their qualification right away.) The feeling of failure and lack of results is one of the reasons why they abandon their careers and turn to other professions.

# Young teachers in Bulgaria have to advance in:

- Work with parents
- Positive classroom
- Transition to the child-centered teaching
- Nonviolent communication
- Improving the teamwork skills in the course of training, etc.

# Teacher training in Poland

- On the state level there are The Ministry of Education and Central Centre of Education Development. This Centre provides the accurate sequence of spreading the horizon of teaching through systemic bodies and the superior role of the Centre of Education Development which initiates stimuli directed forwards Province Centres of Teacher Development and the proper bodies responsible for appropriate stimulation the state in progress expected on the level of schoolmasters, school management and the special competences on the part of District Teacher Training Centres.

# Teacher training in Poland

- On the province level (there are 16 provinces in Poland) there are accurate The Kuratorium and Province Centre of Teacher Development.
- Aims of Province Centre - all advising activities enhancing the methodology of teaching in the territory of the province.

# Teacher training in Poland

The aim of District Teacher Training Centres is to enable teachers in their district to enhance their knowledge and deepen skills regarding:

- *the methodology of teaching – trainings for teachers;*
- *the analysis of the achievements of teaching and monitoring of the process of teaching - for teachers and schoolmasters;*
- *the supervision, the coaching, the mentoring;*
- *the intercommunication (relation between students, teachers and students and parents, teachers and students) - for teachers and parents;*
- *how to avoid the violence in school - for teachers and parents;*
- *the process of upbringing of children , the process of puberty by the teenagers and how to speak to them to listen you , how to help the children to learn at home, how to lead your child in first 3 school years etc. - for parents*
- *presentation new law regulations regarding educational system.*

# Teacher training in Poland

- The District Centres are very close to the schools. They offer the teachers and parents variety of workshops, seminars and trainings conducted by methodological advisers and experts.
- The centres are working with methodological advisers responsible for particular subjects taught at the school and area of soft skills like behaviours, relationships, violence, drugs, relation among pupils and teachers and parents.

# In-service training and exchange of experience among teachers in Bulgaria

- In some places methodological groupings prove to be a good practice - where they do not exist officially.
- Interaction with senior and more experienced colleagues, where there is sufficiently warmhearted person who does not deny assistance, using mentoring technique and treating the young colleague as equal, supports the process of completing the professional approach of the young teacher as they gain confidence and actually directs the self teaching.

# Teacher training in Latvia

- In the Republic of Latvia there are several universities and university colleges providing study programs in pedagogy: in Riga, Daugavpils, Liepaja, Rezekne, Jelgava.
- In Riga it is possible to have higher pedagogical education in the following universities and university colleges: University of Latvia, Riga Teacher Training and Education Management Academy, Academy of Sports, Academy of Music, Academy of Culture.

# Teacher training in Latvia

- There is a Faculty of Pedagogy and Psychology at the University of Latvia. The Institute of Pedagogy is a separate structural unit at this faculty; it is involved not only in implementation of study programs by providing study courses at a high professional level, but also in scientific research in the field of pedagogy. The most distinctive researches are related evaluation of pupils' knowledge and skills in a comparative aspect in the European context. The study environment is quite academic. At this faculty prospective teachers are trained to work in secondary schools.

# Teacher training in Latvia

- At Riga Teacher Training and Education Management Academy prospective teachers of primary school and pre-school specializing in music, dancing, etc. study. Qualified academics of pedagogy and psychology work with students paying a lot attention to students' practical training for work at school.

# Teacher training in Latvia

- At Liepaja University studies are organized in a similar way. Liepaja University is distinctive for its well-established traditions in pre-school and primary school pedagogy. The Pedagogical Institute, being the foundation of the university, has been operating in Liepaja since the middle of the 20th century. This university is well-known in Latvia due to its well developed methodology for teaching practice organization.

# Teacher training in Latvia

- Daugavpils University is located in the second largest city in Latvia. The peculiarities of this university are determined to a large extent by the fact that as regards the ethnic structure a majority of population in the city and its surroundings belong to minorities. The university trains pre-school, basic school and secondary school teachers. Special attention is paid to bilingual education and research of sustainable development of education.

# Teacher training in Latvia

- At Rezekne Higher Education Institution in the framework of various levels study programs students acquire the study courses related to general issues of pedagogy, didactics, psychology of development, social psychology, pedagogical psychology. There is a Personality Socialization Research Institute at Rezekne Higher Education Institution. There is also implemented a specific study program “Teacher of Special Education” (undergraduate and graduate).

# Teacher training in Latvia

- In Jelgava there is one of the regional centers of Latvia, where at the university there is an Education and Home Economics Institute. This university implements study programs training secondary school teachers.

# Problems of teacher training in Latvia

- Problems are similar at all teacher training institutions. Qualified academic staff having broad theoretical knowledge and extensive professional experience works at the universities and university colleges of Latvia. They develop study programs, study courses where they try to include themes facilitating students' professional growth, training them for upbringing and teaching at school applying various techniques, methods and forms.

# Teacher training in Italy

- Higher education is organized at university and non-university level.
- Teachers at pre-primary and primary level must hold a university *Laurea* (*first level degree obtained after a 3-year course*) in primary education sciences.
- Teachers at secondary level must hold a *Laurea magistrale* and, afterwards, until 2007/2008 it was necessary to complete a 2-year specialisation course at the Specialisation school for teaching at secondary level.
- Universities offer in-service training to teachers for their professional development.

# Teacher training in Italy

- Primary school teachers are generalist teachers, but are responsible for a specific subject area.
- Secondary school teachers are specialist teachers.

# Reforms in teacher training in Italy

- The law 53/2003 had foreseen that in order to enter the teaching career at any level of education, from the pre-primary to upper secondary education, it would be necessary to hold a *laurea specialistica* (3+2 years). The reform has not entered into force. At the moment, a process of reorganizing the system of initial training and recruitment of teachers is undergoing.

# In-service training and exchange of experience among teachers in Bulgaria

- Informal training enters with good opportunities.
- The problem with the informal training is in the fact that often the teacher has to take time off work during the school year, which is not easy to organize. Obtaining permission from the director to visit a course is a heavy administrative task associated with recognition of travel costs, etc. Given the centralized management of the schools, directors are often unable to plan their own policies.

# In-service training and exchange of experience among teachers in Bulgaria

- The departments for teacher qualification at the aforementioned universities are responsible for the further training and career development of the teachers. They are accessible after one year of practice teaching.  
Being much more mobile, they offer a wide range of good and relatively rapidly changing local courses /at the school, the city, the municipality/. They have the freedom to recruit the best lecturers at their discretion and domestic licensing /accreditation/ for those courses.

# In-service training and exchange of experience among teachers in Bulgaria

- The problem with these trainings is that they are sketchy and short and do not imply continuing work carried out after the training. The good courses in one region are difficult to multiply in another city or region – what follows is a movement of teachers similar to traveling artists and the unequal opportunity for regional cities to train in specific preferred courses. /The bigger towns take away the experts./
- Often a course requires a minimum number of participants, making the launch of the group (if it is not formed for the whole school or community) delayed in time.

# In-service training of teachers in Poland

Teachers Training Centres support young teachers in order to deepen their skills through:\_

- organising seminars in order to improve their psycho- and pedagogical competencies (tutors as well), also on the field of combating violence;
- giving possibility to take part in special courses, where they can practice the new abilities.

# In-service training of teachers in Poland

- The District Teachers Training Centres offer the parents the possibility to deepen their skills in order to help them by upbringing their children.
- They have possibility to join the meetings where our highly- qualified specialists give advice on:
  - how to bring up children;
  - how to communicate effectively with the youngsters;
  - how to deal with replacement violence training (for 2 years we have been present in each kindergarten in our town)

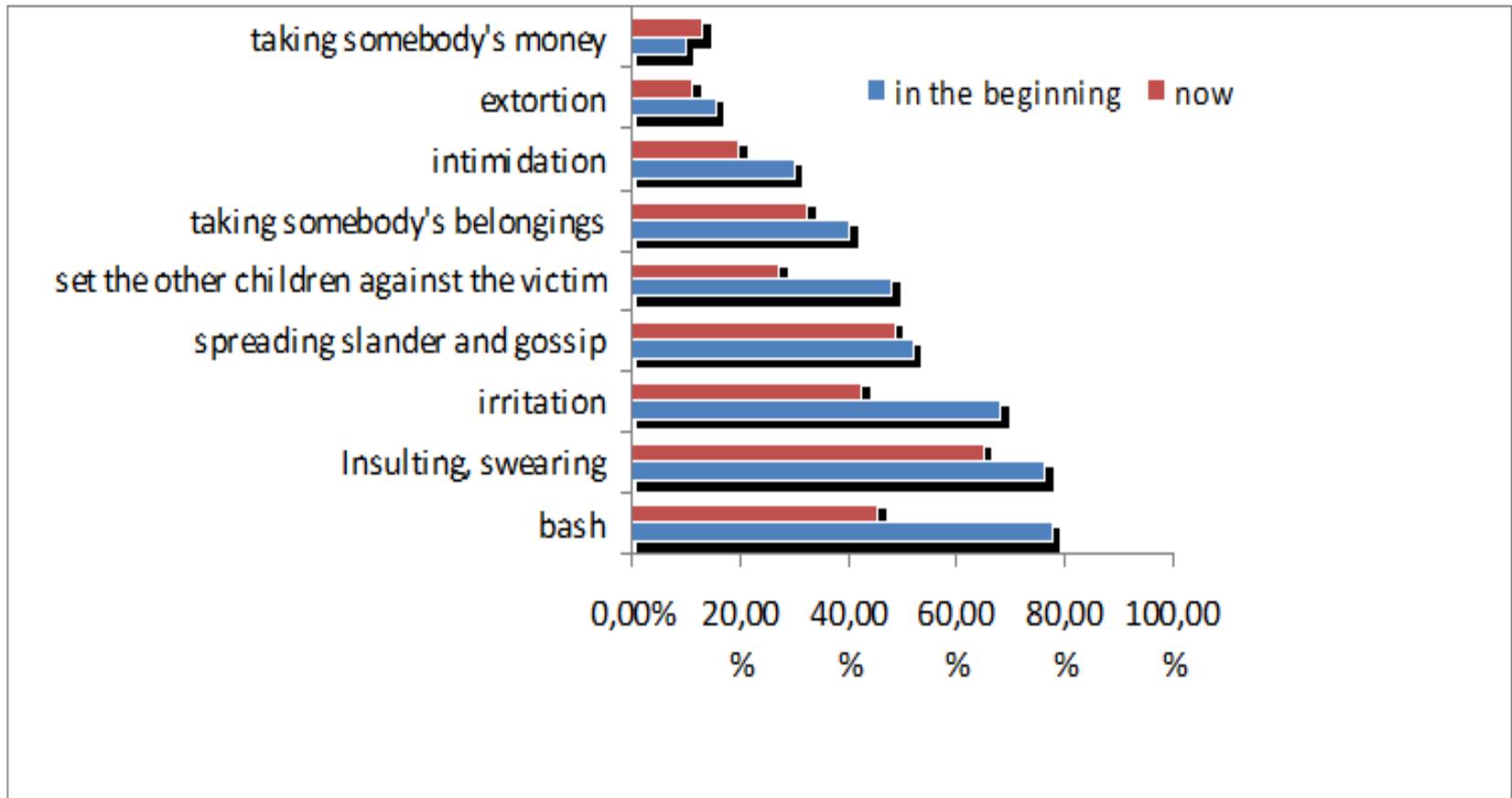
# Results from research and project studies in Bulgaria

- Since 2007 in Bulgaria is implemented (even though now in its final phase) an UNICEF - Bulgaria project - "Prevention of aggression and violence in the Bulgarian educational institutions", which is carried out in partnership with the Association of the psychologists in Bulgaria. The project uses the Dan Olweus's adapted classical "anti bullying" model by adapting and supplementing it and elaborating upon it in order to take into account the specifics of the problem of violence in schools in Bulgaria.

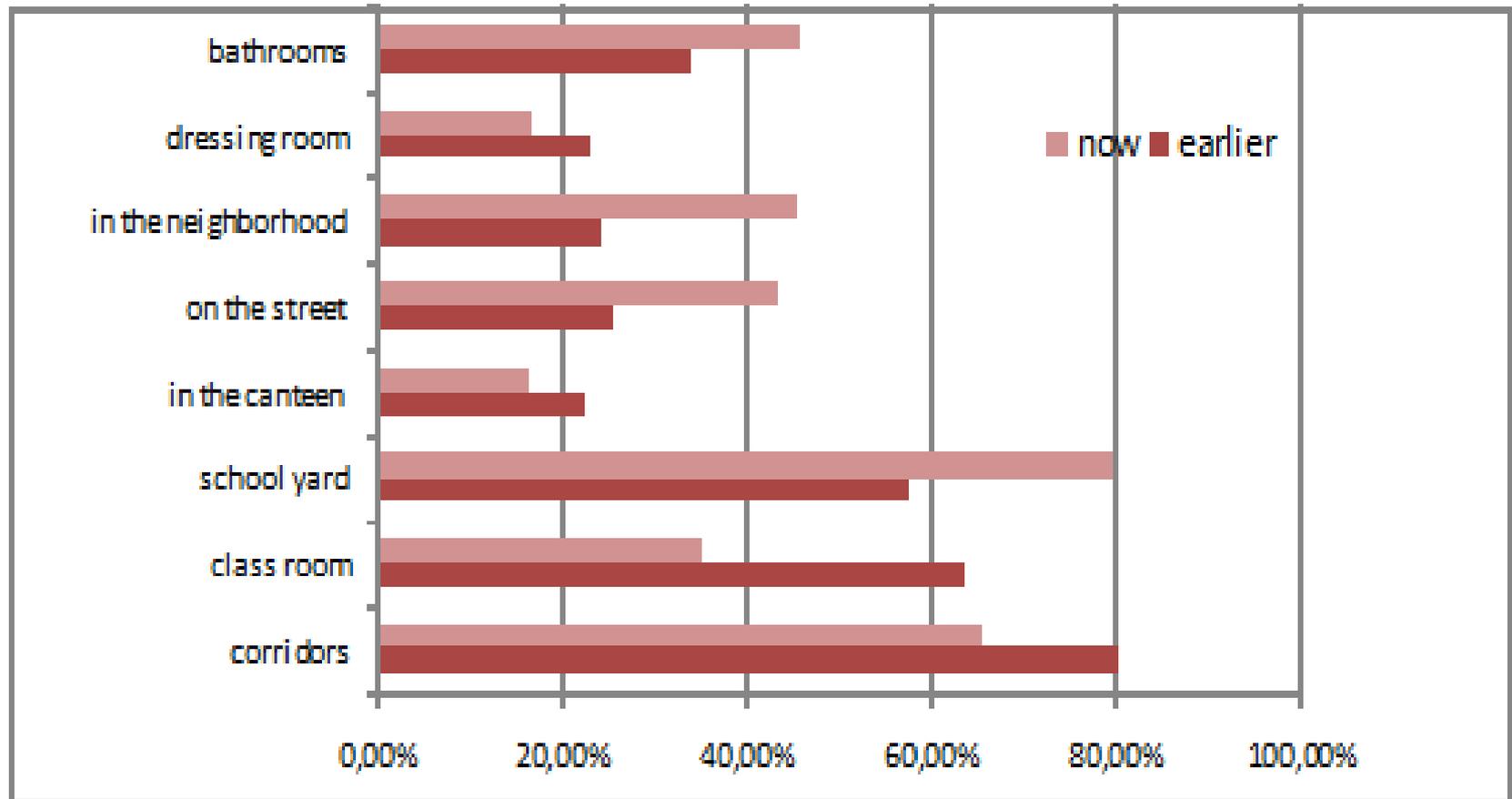
# Results from research and project studies in Bulgaria

- During the aforementioned project, 4 researches were conducted with the following results:

# Types of bullying in Bulgaria



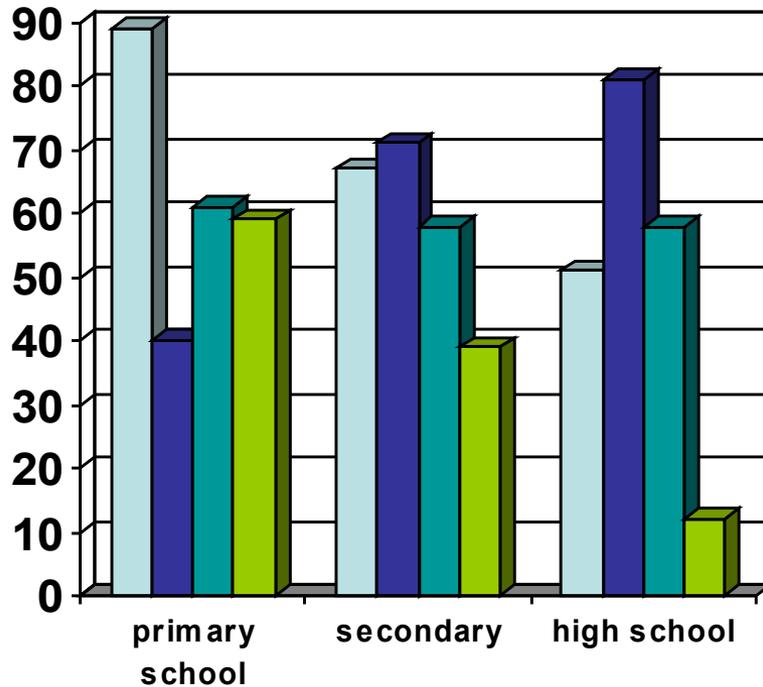
# Hot spots for bullying in Bulgaria



# Violence in schools in Poland

- The problem of violence in Polish schools certainly is observable at the similar scale of occurrences as this is the case in other European countries.
- Almost every school has got its own school psychologist, whose main purpose is co-operation with teachers and parents, acting also across the field of combat against violence is conditioned on the methodological joint programmes fighting against any occurrence of dangerous progress and manifestation of violence. The programmes are also to diagnose the situation- leading to distinguish the reasons for the violence' presence and later on it is possible to organize trainings concerning the proper tools remaining under the control of the responsible staff and parents.

# Aggression symptoms in schools in Poland



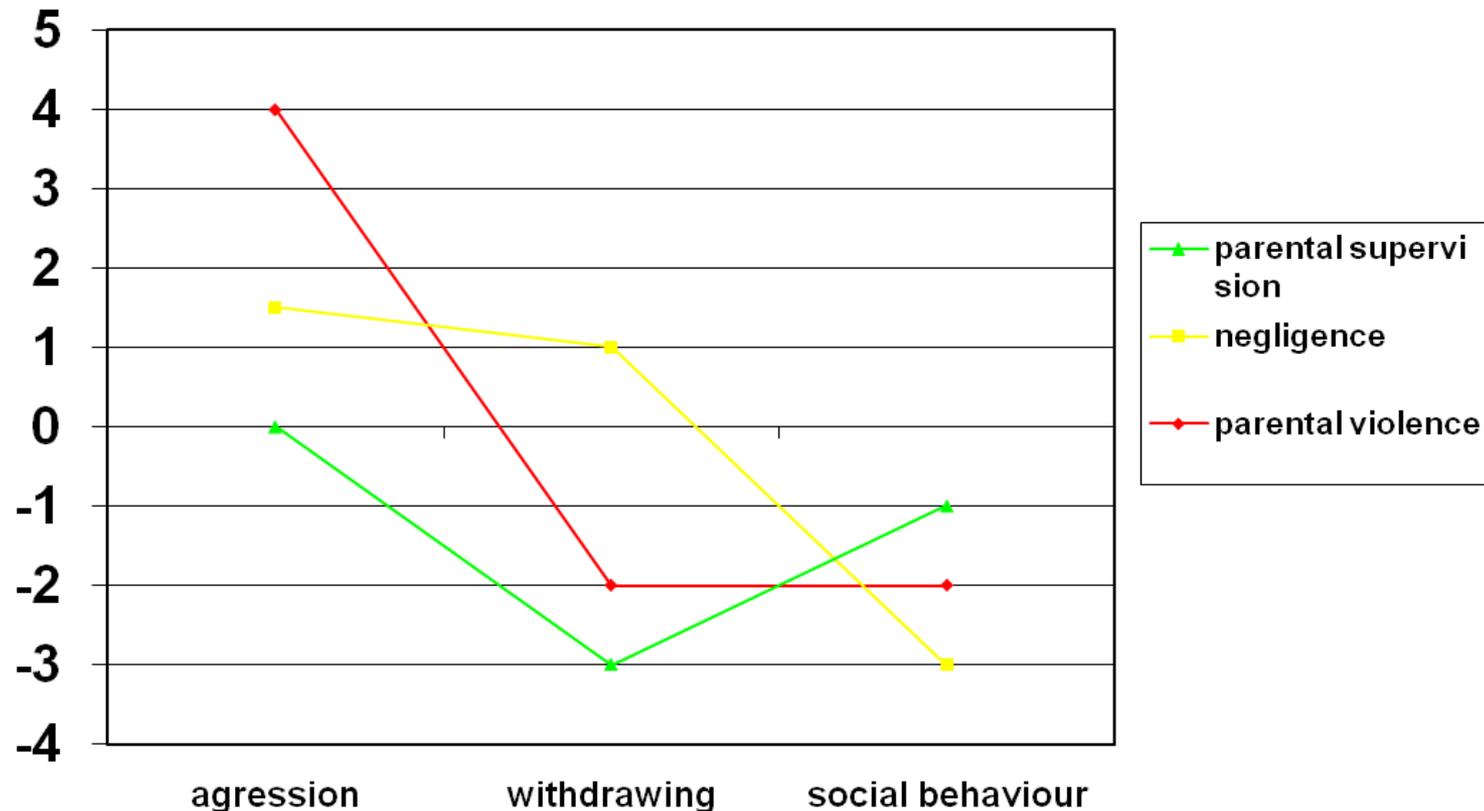
abusiveness

backbiting

laughing at

physical violence

# Influence of parents' violence, negligence and control on children's pro-social behaviour and aggression level



# Conclusions regarding the practice in Bulgaria

This short overview makes us focus on seeking solutions to the problem of violence and states of frustration and conflict by means meeting the real needs:

- With simulation environment with maximum correspondence to reality.
- By the maximum number of clusters, laid on research.
- Through training program (missing part of education)
- By supporting hot link with experts (mentors during the training).
  - With opportunities for training without taking time off work (WEB based learning environment).
  - Through time independent participation possibilities (after work hours, without needed presence at particular place for training group).

# Conclusions regarding the practice in Poland

- In the last period there appeared many non government organisation dealing with problem of violence in schools.
- While taking into consideration that in the current world, the requirements addressed towards students and their knowledge are still increasing and in keeping with his the decision makers within the domain of education make attempts to make their reactions be adjusted to the current requirements and challenges.

# Conclusions regarding the practice in Latvia

- Not always it is possible to apply the excursion method to introduce students with school environment and processes gradually. Groups of students are large, the number of people exceed the number of places available in the classroom. Thus, when it is possible, there are made video records of the teaching-learning process to watch them in the lecture room and analyze didactic regularities, teacher's and pupils' action, learning environment, etc.

# Conclusions regarding the practice in Latvia

- Not always it is possible to apply the excursion method to introduce students with school environment and processes gradually. Groups of students are large, the number of people exceed the number of places available in the classroom. Thus, when it is possible, there are made video records of the teaching-learning process to watch them in the lecture room and analyze didactic regularities, teacher's and pupils' action, learning environment, etc.

# Conclusions regarding the practice in Latvia

- In Latvia mentoring experience is spreading (in Latvia there is an “Association of “Mentors – Practice Supervisors” which includes school teachers and academic staff working in the field of pedagogy), these persons must also be extremely well trained for work with students. Unfortunately, not always it is possible to provide supervision of a mentor to a student. Therefore, development of student’s communication skills is mainly intuitive and based on learning from his/her own mistakes.

# Conclusions regarding the practice in Latvia

- It is possible that the planned outcome “e-SIMTRA” project will be a contribution to enrichment of teachers’ experience and self-development.