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ПЕДАГОГІКА

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REVIEW OF THE LATEST ACHIEVEMENTS IN EDUCATION OF CORRECTIONAL SCHOOL TEACHERS IN THE EU COUNTRIES

Анотація. З метою дослідження шляхів підвищення якості навчання вчителів корекційної освіти проаналізовано «Ключові компетенції для навчання упродовж усього життя» та «Загальноєвропейські рекомендації для вчителів» – документи, затверджені в Раді Європи для покращення рівня підготовки фахівців європейського рівня на сучасному етапі. Доведено, що детальне вивчення та адаптація зазначених документів дозволить актуалізувати перелік професійних компетенцій, необхідних для побудови ефективної кар’єри майбутнім фахівцям, зокрема викладачам корекційної освіти.

Ключові слова: підготовка вчителів корекційної освіти, професійні компетенції вчителя, загальноєвропейські рекомендації для підготовки вчителів, ключові компетенції, освіта упродовж усього життя.

Аннотация. Представлен анализ действующих в Европе документов, определяющих основные тенденции образования, компетенции высшего, последилоного и самообразования, необходимые специалистам любой области знаний для построения успешной карьеры на каждом ее этапе, а также уровень подготовки учителя к преподавательской работе в терминах профессиональных умений и компетенций. Предложено использовать указанные документы для реализации необходимых реформ в политике образования Украины, в частности для улучшения качества подготовки учителей коррекционной школы в соответствии с рекомендациями Совета Европы.

Ключевые слова: подготовка учителей коррекционного образования, профессиональные компетенции учителя, общеевропейские рекомендации по подготовке учителей, ключевые компетенции, образование в течение всей жизни.

Urgent reforms of higher education system in Ukraine are warmly greeted by educational society. As education becomes one of the most important articles in the state budget 2014 and it intends to spend a fifth on the development of Ukrainian educational system (21%) we think that some inner changes should be introduced for improving the quality of higher educational institutions gradulators.

Fortunately, that is not a unique problem for Ukraine. The EU Parliament and the Council have developed and adopted the key competences for lifelong learning. They provide added value for the labour market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation.

The program on developing key competences for life-long learning started in 2002. The Lisbon strategy “Education and training 2010” performs the results of the detailed work upon the program (Key competences for lifelong learning, 2010). The teaching framework is an attempt to classify competences needed for English teachers in the modern society (Teaching Framework: Full Level Descriptors, 2014).

Unfortunately, there are no other adopted and ready to implement into the educational process frameworks for teachers of other subjects or for correctional education teachers.

Speaking about competences for successful teachers of correctional education we should take into account two basic papers developed and adopted by the EU as soon as Ukraine intends to become an associate member of the EU and at the same time possesses no own corresponding documents. They are the key competences for life-long learning (2010) and the teaching framework (2014).

The review has been prepared with two purposes in mind. First, familiarizing Ukrainian educators with the latest developments, related to the identification of the key competences to be developed in the course of training the correctional education teachers. Second, sharing opinion on how to implement these ideas in the Ukrainian system of education.

The aim of the present review

The main aim of the present review is to analyze the mentioned above papers in order to propose some ideas on developing of necessary changes in the Ukrainian educational policy and improving the quality of correctional education teachers according to the requirements of the EU.

Review

Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

Whereas the competences are to help the educational authorities to develop their education and training systems and to facilitate peer learning in order to prepare new generation of professionals in different fields Ukrainian universities should take into consideration all these facts and make all possible efforts to correspond the modern needs of the changing world.

Speaking about future correctional education teachers there is no doubt that the educational curriculum should implement in the shape of knowledge, skills and attitudes appropriate to each context are fundamental for each individual in a knowledge-based society. As long as they should be acquired by everyone, these key competences are fully integrated into the context of lifelong learning.

Key competences are essential in a knowledge society and guarantee more flexibility in the future employment. They allow adapting more easily to constant changes in an increasingly interconnected world. Being also a major factor in innovation, productivity and competitiveness they contribute to the motivation and satisfaction of professionals and the quality of work.

Key competences should be acquired not only by young people at the end of their compulsory education and training equipping them for adult life, particularly for working life, whilst forming a basis for further learning but also by adults throughout their lives through a process of developing and updating skills.

The defined by the EU Parliament eight **key competences** for lifelong learning (Key competences for lifelong learning, 2010) describe the essential knowledge, skills and attitudes related to each of these. These key competences are:

- **communication in the mother tongue** which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;
- **communication in foreign languages** which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;
- **mathematical competence and basic competences in science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies which explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;
- **digital competence** involves the confident and critical use of information society technology and thus basic skills in information and communication technology;
- **learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
- **social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) equips individuals to engage in active and democratic participation;
- **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of their work and is able to seize opportunities which arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

- **cultural awareness and expression** which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature, and the visual arts).

These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings. It is obvious that the key competences for life-long learning provide value added for employment, social cohesion and young people. Therefore, being a part of the international educational system, Ukrainian educational institutions ought to provide all possible support for their students getting ready to become successfully employed in the European market. In the other words, the students should obtain all competences while studying and develop the skills afterwards without dependence to their field of interests.

Meanwhile the EU Parliament proposes a reference tool for national education and training providers to achieve their objectives on integration into the common educational system:

- offering all young people the means to develop the key competences to a level that equips them for adult and working life, thus also providing a basis for future learning required in the EU;
- supporting those young people who are disadvantaged in their training to fulfill their educational potential;
- supplying adults a tool to develop and update key competences throughout their lives, particularly priority target groups such as persons who need to update their competences;
- performing appropriate infrastructure for continuing education and training of adults, that there are measures to ensure access to education and training and the labour market, and that there is support for learners depending on their specific needs and competences;
- providing the coherence of adult education and training through close links between concerned policies, strategies and infrastructure.

The transversal nature of key competences makes them essential. They provide value added for employment, social cohesion or young people (European Youth Pact), which explains the importance of lifelong learning in terms of adapting to change and integration. The reference criteria which make it possible to judge improvements in European performances featured in a 2005 report with contrasting results.

For improving the quality of teacher education we should also ensure that teaching provision is of high quality, meets current challenges and is better adapted to the knowledge society. The quality of teaching is a key factor in the achievement of objectives for social cohesion, growth and economic competitiveness.

The teaching workforce must be capable of providing high quality teaching in order to enable EU citizens to acquire the knowledge and skills which they will need in their personal and professional lives. Having analyzed European Commission documents (Teaching Framework: Full Level Descriptors, 2014) we have outline the common skills of a teacher in the modern world. They are the following ones.

Necessary skills

Existing investment in the continuing training and development of the teaching workforce is not sufficient. There is no Member State in which the minimum duration of training exceeds five days per year. Although participation in continuing training is compulsory for teachers in 11 Member States, teachers' rate of participation in such

training is too low to achieve a continuous level of development among teachers.

The teacher training systems currently in place in the Member States do not promote the acquisition of the new teaching skills which have been made necessary by the changes in education and in society in general.

Although teachers are required to impart basic knowledge, they are also called upon to ensure, among other things, that:

- each learner's specific needs are taken into account;
- pupils become autonomous lifelong learners;
- all young people acquire key skills;
- teaching is adapted to a multicultural environment;
- new technologies are used.

The teaching profession has characteristics in common across the EU. It is therefore possible to arrive at a shared vision of the kinds of skills which teachers require, and to do so on the basis of certain principles.

The Commission is therefore proposing to the Member States a package of guidelines with a view to developing measures which seek to:

- ensure that the arrangements in place for initial and continuing teacher training are well coordinated within a coherent system which receives sufficient resources;
- ensure that teachers have the full range of subject knowledge, attitudes and pedagogic skills to be able to help young people to reach their full potential;
- promote the status and recognition of the teaching profession;
- create teacher training programs at Master's and doctorate level (and at Bachelor's level);
- encourage the practice of reflection and research by those in the profession;
- investigate whether the level of qualifications and degree of practical experience required by a teaching post should be increased.

The Commission plans to take the following steps in order to support the Member States in their efforts to reform their teacher training systems:

- ensure that its action programs support the Member States in their efforts to improve the organization and content of the teacher training system;
- develop indicators in this field;
- help to create and disseminate new knowledge in the teaching sector and in teacher education.

Being a teacher at any level requires a significant amount of knowledge and skill. Paying attention to the core competencies for educators helps to ensure that all teachers and others who work in education are prepared to make school a positive experience for students and their families.

Interacting with Students

Educators must be able to positively interact with all students. This includes difficult students, students who work below grade-level and students whose personalities just grate on a teacher. Teachers must put aside their prejudices and feelings in order to treat all students with respect, provide them with equal opportunities for learning and make them feel confident.

Create a Learning Environment

Creating a safe learning environment that is conducive to learning is essential. Educators must set high expectations for student performance and behavior. All rules must be enforced consistently and fairly. Students should not have to worry about being bullied in the classroom and should feel comfortable when speaking up.

Good at Lesson Plan Design

All educators must be capable of designing lesson plans to meet student needs and cover the standards. This requires knowing how to choose and create instructional materials to accommodate students at different levels. It also requires creating a scope and sequence that provides students with enough time to master the standards.

Able to Employ Varied Teaching Strategies

Best practices and other appropriate teaching strategies allow competent educators to effectively teach the curriculum. Competent educators may lecture, but they also incorporate a variety of strategies, including non-traditional teaching strategies, to help students with multiple learning styles learn and stay engaged. Educators also attend regular professional development sessions to learn new strategies and the latest best practices.

Use Assessments Well

Educators must design or select and administer effective assessments. An assessment must accurately measure what has been taught and what students have learned. Competent educators combine informal and formal assessment techniques to monitor student performance. They also incorporate technology, portfolios and other creative methods to assess students.

Able to Identify Student Needs

Being able to identify and address student needs is a crucial component of an educator's job. This is done by partly using formal and informal assessments to help guide instruction. However, it also involves getting to know students beyond an instructional level, learning about their interests, recognizing changes in mood and making sure students are mentally and emotionally focused on learning.

Good at Communication

Communicating effectively with parents and other stakeholders in a child's education is a key component of an educator's job. A quality educator provides regular updates on a child's progress and immediately addresses any concerns that may arise. The educator also knows how to calmly discuss issues with difficult parents and how to come to decisions that have the best interests of the child in mind.

Able to Collaborate

Educators must be able to collaborate with other teachers and school staff. Teachers can learn from one another and grow into better teachers through collaboration. They can also collaborate to make the school a safe, effective learning environment for all students and to improve the overall image of the school and the instruction that takes place there.

Maintaining a Professional Appearance

Being an educator requires maintaining a professional appearance at all times. This includes dressing appropriately and acting professionally. Educators often serve as role models for students. Actions such as using foul language, gossiping about teachers and students or dressing inappropriately can cause students to lose respect for an educator.

Demonstrating a Commitment to the Profession

Educators must make a commitment to education and professional development. Subject matter knowledge fades, teaching strategies change and new research is always modifying the way students learn and teacher's teach. By furthering their education and taking part in professional development sessions, educators can continue to improve the quality of the education they provide

The most important teaching skills become a basis for developing the teaching framework, defining four main levels of proficiency within the field: foundation, developing, proficient and expert. Each level introduces the professional competences and the quality of its obtaining by a potential or actual teacher in the following categories:

1) Learning and the learner:

- from basic understanding of general learning theories to developing personal ones;
- understanding teaching methodologies;
- being aware of learning styles, strategies, differences in types of learners, learner's special needs.

2) Language Knowledge and Awareness of Teaching (speaking about correctional teachers it must be substituted with speciality knowledge):

- proficiency in using terminology, reference materials, understanding and accurate answering all learner questions;
- practice in composing lesson plans and conducting teaching process in the classroom.

3) Teaching, Learning and Assessment:

- understanding principles of lesson planning and syllabus design;
- using learning resources and materials (selecting, adapting, supplementing and using materials, teaching aids, digital resources);
- managing learning process (creating and maintaining a constructive learning environment);

- providing feedback on learner activities teaching system of the subject;

- assessing learning results;

4) Professional Development and Values:

- planning own development;
- reflecting on teaching and learning;
- teaching research;
- teamwork and collaboration;
- professional roles and responsibilities.

Conclusion

Any teacher in the modern world must have a sophisticated understanding of the professional, social and moral responsibilities and to be aware of different roles within the institution for the development of the students, own development and other teachers as well. Teachers of correctional educational school are unique due to the special needs of their students, thus we need to take that fact into account while working out the framework for their teaching. Adaptation and development of the mentioned general professional skills is the aim of the following works in the field.

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