

Common understanding of pedagogic practice to the new quality

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Abstract: Global changes, its dynamism and unpredictability create necessity for consistent and competent corpus of kindergarten teachers. Despite the fact that the traditional approach in professionalization of kindergarten teachers gradually becomes weaker, it is still, to a large extent, present technical- rational model of creating its professionalism. Contemporary approach in professional advancement of kindergarten teachers is focused on the development of sophisticated procedures in understanding of pedagogic theory and its implementation and transfer to the pedagogic practice domain. Dissonance between contemporary professional epistemology and conventional approaches requires reconstruction of fundamental modes of their initial teaching and learning and the subsequent lifelong learning.

Introduction

Today's world is a world of changes that are occurring rapidly and unpredictably so, inter alia, from the upbringing and education (formal, non-formal and informal) it is required a continuous change and restructuring. Professional competences related to education undergo many transformations due to new ways of creating knowledge, changing of the learning environment, local and global social changes. This century is the century of an uncertainty which is ultimately better than the security that makes us inert and therefore hinders progress (Hentig, 2007, Fullan, 2008). Formal and informal preparation for the field of practical educational process must be an integral part of the initial and subsequent professional development and advancement of the educators. It is believed that the discontinuity between the initial education of practitioners and their subsequent professional development is still expressed. There may be at least two situations that hinder continuity, consistency and complementarity of formal (initial) education and the subsequent informal professional development of the educators. It is possible that the situation during initial education does not develop in students (future educators) those competences and capacities that will later with their entry into the educational practices, provide orientation in the complex conditions of the teaching practice and be relevant and adequate to the challenges of a particular environment. The practitioner does not entry the static and an already known area, so the path discrepancy between the expectations of future practitioners and their current capacities and capabilities can cause a range of interpersonal and intrapersonal conflicts. None of the learned techniques and strategies may not necessarily be effective in all practical situations (Schon, 1990; Neuweg, 2004; Fullan, 2008) because each particular action during the practical operation is unique and requires broad theoretical knowledge and practical professional skills at the same time. The range of factors that determine the approaches and actions in the professional field of activity is divergent and polyvalent. These decisions and variations, according to Zwozdiak - Myers (2008) are determined by, among other things, culture, sensibility and value system of the individual. The synergy of actions and reactions within concrete situations, their subsequent reflection in the context of a reflective process in which we focus on understanding of the individual actions make effective practice that is largely determined by the individual educator's biography.

Often the arrival in a traditional and rigid stimulating environment causes in a young professional many dilemmas, but not enough opportunities for his free-organizing, checking various strategies and steps, as well as participating in joint reflection with colleagues. "Practical situations are not determined and related to the pre-learned, recognized and fixed reactions ... but they are marked with their recognizing and responding to the same" (Oser, Achtenhagen, Renold 2006) or according to Neuweg (2004) it is a fact that teachers think about their own actions and their effectiveness. It can be expected a situation where teachers with the entrance in an educational institution continue an already initiated way of developing their technical and professional competences. Since there are a lot of discussions about building some new competences required for better orientation training of educators (and all other professionals) in the complex area of practice (especially the research and reflective type), it is expected that on a level of initial professional education the students are intensively engaged in research activities where they will actively participate in the consideration, but also in changing of educational practices and on that basis build their own professional identity. The competency of the reflective approach (competency for reflective practice) is one of the core competencies and involves a high level of autonomy in making of professional decisions, ability of interactive assessment of practice and collective discourse.

HOLISM AND DIALECTICS IN RELATION TO THE THEORY AND PRACTICE

The relationship between pedagogical theory and educational practice is viewed in the light of the integrative discourse in which the "declarative", "formal" and propositional knowledge (often decontextualised) is associated with procedural (know how), and the two segments have very significant tacit (hidden, intuitive, internal) knowledge that everything is processed in complex practical situations. Considering ties and eventual dichotomy it is followed the nature of the relationship between internal processes and professional conduct and actions of educators, in other words, the successful implementation of new approaches, methods and techniques in the field of practice. Conceptual knowledge (which is theoretical or epistemological issue) will help the field of practice with dealing with everyday problems and ensuring the more adaptable and effective actions and strategies and that "externalization in communities of learning" is updated when the learning group has a common (creative, innovative) target. Bolhuis (2006) points out that the professionalism is at the same time related to intentional, but also to spontaneous and senseless actions. He specifies the number of statements in the case when dominates the experiential knowledge (which often remains implicit):

- With discourse of different actors in this particular context it is necessary to create an understanding on the explicit level

- Experiential knowledge is often difficult to verbalize and communicate to other professionals who work in the same or different culture of the institution

- Experiential knowledge is impossible to replicate from one to another culture (consideration and concrete action is necessary), therefore, it is viewed from the perspective of the specific culture

- Collaborative approach in the development of professionalism creates awareness about the goals of the individual activities

In the light of perception of educator as the primary agent in questioning and realization of the institution's culture, his professionalism becomes a topical issue in the application of the new paradigm of education on the children of early and preschool age (Delors, 1998, Fullan, 2008). It is reflected in the active and constructive approach to building competencies and emphasizing the importance of the joint research and questioning of the current practice.

Bleach (2014) identifies two models of professionalism in the early and preschool education: social constructive model and individual reflective and active model. Partially, the development of professionalism of the educators may be considered as a part of the advancement in the context of intentional activities aimed at the joint construction of meaning (participants are various professionals responsible for the quality of teaching practice), but also of the spontaneous, intuitive and unconscious pedagogical actions. It is the willingness and ability of practitioners for a jointly collegial discourse which in the process of reflective practice creates an openness to alternative strategies and processes, and better understanding and curriculum building ("practical understanding"), that is a significant segment of the professional identity of educators.

The joint diagnosing of the educational reality (quality and features of its culture) by the practitioners and researchers is transferred into conceptual changes, resulting in scientifically based interventions and actions (Hargreaves, 2005). Action researches (researches of the practitioners, Bruce, 2006) are an integral part of the professional development of practitioners (Schon, 1990, Dahlberg and Moss, 2005, Fullan, 2008). The researches incorporate and simultaneously involve two processes: investigation and action that lead to a deeper and fuller understanding of the educational practice. Such participatory and integrative research paradigm promotes practitioner (direct holder of the educational process) as the creator and explorer of his own practice.

PROFESSIONALISM OF THE EDUCATOR BASED ON THE RESEARCH CULTURE

The postmodern society is focused on the divergent development of educational institutions and the creation of a specific culture, which corresponds to a personal educational philosophy of professionals who work in it, the value systems which dominate in it, the quality of interpersonal relations, etc., which are projected on the nature of learning, teaching and characteristics of the entire life of children in the institutional terms.

Professional autonomy is often contextually determined and is defined by fellowship (collaboration), as well as the support and connection of all the factors within the institution. Interpersonal communication in each institution just as the professional and personal progress are a socially constructivist process and are an integrative part of the autonomy and emancipation of educators. An interactive process in which educators deliberate critically over their personal and others' actions, reflectively generates the necessary change and innovation, the large number of alternative responses and the expression of different ideas. Many studies show the importance of the collective discourse for the promotion and implementation of innovative strategies (Bleach, 2014), which leverages and builds the "collective intelligence" (Vecchi, 2010, 58), systematized change and its impacts on the quality of practice (MacNaughton & Hughes, 2008), and better interpretation and understanding of their own experiences.

The investigative approach of understanding the culture of the educational institution, joint and active resolution of problems and responsible directing of his own professionalism in the context of a lifelong learning and education make a significant segment of the competence approach in the development of practitioners. Traditional and rigid approaches to developing professionalism (how well we're doing with regard to standards)

and professionalization (status that has a practitioner in a society) shows a high level of resistance to diverse ways of cultivating and updating practices.

The study of educational practice and the creation of professionalism of educators are indivisible, unique and complementary processes. The development of the professionalism of educators should be predominantly based on knowledge, skills, abilities and beliefs that are a result of experience, observation and research of practice. Practitioners who with the research of their practice develop their professionalism focused on the relevant issues of a specific culture which creates the conditions for the constitution of knowledge needed for future high-quality practice. Research-oriented construction and development of competencies, based on the highly cooperative actions of professionals from different levels and areas facilitate everyday decisions of the educators (Schon, 1999, Senge, 2003, Bergen, 2006). The joint diagnosing of educational reality (quality and features of its culture) by practitioners and researchers is transferred into conceptual changes, resulting in scientifically based interventions and actions (Hargreaves, 2005). The professional knowledge is developed by the critical reflection from the explicit to the implicit and from the individual autonomy to the construction of responsibility in a continuous process of dialogue and common action.

To ensure the necessary conditions for the education of the "new educators", it is necessary to engage every individual that in such a social interaction creates a communicational context and takes responsibility for the quality of the teaching practice. Educators should take a more active role in the research process because it is true that they are often outside those circles which participate in the creation of the educational policy. Therefore, it is increased the interest in a reflective practitioner and a reflective practice and the "research-based professional" (Schon, 1990) like an educator who continuously builds the capacity of theoretical reflection in practical terms, and vice versa, with practice and thinking about it builds a new theory. In the process, he critically analyzes his own and others' practices and the activities he does and discusses his ideas and the ideas of other professionals.

Reflective practitioner creates or builds a reflective practice on the basis of his own consideration of it - before and after the activities and operations of the course of action, which is characteristic of skilled (reflexive) practitioners. We could say that the process of development of a reflective practitioner means the process of elevating on a high level his educational activity, teaching and learning.

Reflective practice is a holistic process that represents a way of learning and research which integrates theory with reflection (thinking) and practice and in which reflection is the essence of the process of learning and changing. It is a dialogue between the objective and normative theoretical knowledge on the one side, and contextual and subjective practical experience which is the source of individual variation of educator's work on the other side. In that context, learning comes to its full expression as a dynamic and complex process that involves creative thinking, evaluation of the choice of decisions and exploration.

INSTEAD OF CONCLUSION

Action researches provide practitioners the opportunity to access professional development in an innovative way and to focus on the specifics of any professional environment. Participating in action researches, professionals from different areas of pedagogical theory and pedagogical practices are not only encouraged to become reflective practitioners, but they gain the possibility to use information in a meaningful and constructive way that develops the practice and it ultimately leads to an improved learning environment. Providing them with information about their own practice of teaching and learning, practitioners get the opportunity to act as researchers of their own practice and take responsibility for their own professional learning. At the same time, a systematic critical reflection leads them towards an understanding that learning is a continuous and reflective process that provides them an opportunity for a new understanding of the context in which to learn and teach. This allows them to make expert judgments about the best course of action that will lead to improvements in the environment and in educational outcomes. The stated is in contrast with the experiences of professional development through seminars or workshops that are traditionally performed and that support the idea of the professional development of the educator occurring outside of the school's culture.

Every culture of the educational institution requires a certain competence profile of practitioners and a level of professionalism that allows the synthesis of theoretical concepts and the practical specific achievements. To create such units it is required a stimulant and non hierarchical approach to the research and the changing of the culture of the educational institution. It is based on paradigms where teachers are seen as researchers and reflective practitioners, and their education is seen as a process based on research.

Dissatisfaction with the current quality of teaching practice leads to an analysis of the alternative solutions and to construction of new approaches that have been incorporated into immediate practice. Conceptual changes in culture within the educational institutions are caused by identifying previous conceptions and perspectives and with the comparison of the current practice, new information and designs are created, and a new concept is built and evaluated.

The professionalisation of practitioners includes not only an autonomous responsibility for the quality and nature of the culture of the institution, but also involves changes in the socio-cultural level, which presupposes

the participation of all professionals in an institution. The creating and changing of the culture (as a very complex structure of an institution) assumes perception and reflection of its divergent dimensions.

Participation in action researches, the ability of continuous professional learning and improvement, reflecting their own work with children and the evaluation of their effectiveness in the collaboration with colleagues and participation in the preparation of future educators are some of the ways of developing professional competencies of educators.

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