



ADJUSTMENT OF THE TEACHER TO PEDAGOGICAL COMMUNITY

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ABSTRACT

In conditions of constantly changing socio-economic situation, the professional adjustment of teacher to pedagogical community is up to date problem. In the survey were search links between professional adjustment, perceptions of the group, cooperating with the colleagues.

Key words: professional adjustment, professional development, pedagogical community

INTRODUCTION

Socio-economical transformations, integration with European and world educational area, the appearance of new values, understanding the importance of education impose the need to a new type of teacher, able to orientate quickly into the environmental realities. The changes in society get ahead of the dynamics of personal willingness to adjust to them. For this reason in conditions of constantly changing socio-economic situation, the professional adaptation of teacher to pedagogical community is up to date problem.

THEORETICAL TREATMENT AND ANALYSIS OF THE SURVEY

Each organization is different by its specific values, rules and regulations that make it unique. With this set of indicators, reflects the philosophy and attitudes of leadership and educational policy. When the organizational goals are associated with certain moral norms and values are shaped policy, behaviours and relationships between members of the organization. The adapting to the professional activity in a schooling institution environment is a dynamic process of formation and efficient associating of some professionally important qualities and values of the labour subject with the necessities of his professional activity. (1)

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According to systematic-structural approach, the modern school is seen as an open system, which interacts with the surrounding environment, to protect the organizational structure. It is a vital space, in which lay the foundations of collective life. The structure determines the relationships between the participants in the pedagogical process - administrators, teachers, parents, students, and other staff, public. From the tonne of interactions between them and the school climate is determine the effectiveness of functioning of the organization. Teachers belong simultaneously to multiple professional communities, centered on different school subjects. Understanding the nature of subject-specific professional communities is vital, as professional community has been shown to be an important determinant of teachers' learning, practice, morale, and implementation of reform policies.

Main characteristics of pedagogical community are:

Knowledge and acceptance of aims and values of the school;

Clear vision of the future development;

Inclusion and participation in a school activities and acceptance of traditions;

Positive ambience of the people relations - collegiality, respect and trust between colleagues and students, expanded roles, which go beyond training in class;

A combination the duties and authorities.

As a result of those characteristics, in the school community observed positive effects such as: facilitated management, feeling of satisfaction of achievements and needs of high academic results, and at the same time higher level of cooperation between the participants in the pedagogical process. In the pedagogical community the roles are new and modified - there exist not only legitimate authorities, but also that acquired through experimental knowledge, obtained by training of the team. Formal and informal powers interact, in order to reach not only the aims of the organization/school, but also of the groups and individuals. The works of teachers, decision-making gradually lose their individual character and develop as a network structure of collaboration between teachers and with the participation of the students. It's changing the role of the school principal - who creates a school culture, in which joint decisions shall be taken in co-operation in the community, the power are shared and the responsibility for achieving the targets at all.

Professional learning community is connected to a school culture and co-operation between the participants in the pedagogical process. It makes the teacher more confident, enhances the professionalism and communication and emphasizes the professionalism and the orientation to the individual development as value and the importance of beneficial interpersonal communication.

Adjustment is seen as a process of modifying the interacting parties. With entering the work, the individual shall enter into a new social environment, in a certain way alter the system of relations, in turn, organization also responds to the emergence of newcomer with adjustments to the norms, traditions, rules. So the group is seen not as much as environment, but as an active participant in the process of adjustment, and in that capacity is characterized by so-called "adapting ability of the group" and the process of adaptation - as a process of amending the interoperable partners.

An optimal professional community is an engaging and supportive interpersonal environment in which teachers collaborate (2). Scholars measure professional community on dimensions that include:

The extent to which teachers' classroom practice is deprivatized, that is, made available for peer observation and critique;

The extent to which dialogue between colleagues occurs and is deeply reflective on their practice;

The degree of focus on student learning;

The amount of collaboration that goes beyond superficial support or assistance, to facilitate improvement of teaching practice at fundamental levels;

The degree to which norms and values are shared

A strong professional community is also marked by social trust, a confidence that colleagues are competent, concerned, reliable, honest, and open (3). By contrast, weak professional communities do not facilitate teachers' professional growth; Without opportunities to acquire new knowledge, to reflect on practice, and to share successes and failures with colleagues, teachers are not likely to develop a sense of professional control and responsibility (4).

Support for teachers to innovate and improve their practice is more likely in schools where professional community is optimized.

Teachers in strong professional communities tend to feel more empowered and see their work as meaningful; to report more of an affiliation with the school; and to have higher job satisfaction than do teachers working in weak professional communities.

In terms of social psychology, one of the aspects of adjustment process consists in penetration of the individual in the professional community, the use of accepted norms and relationships, lending at a certain place in the structure of the organization and relations between its members. In this process interactions are bilateral/multilateral and not only the newcomer teacher adapt, but the community is changing and develop too. That means, is generated a new social environment - field sphere of the nearest environment, which adapts to the professional. We agree with the interpretation of some Bulgarian, Russian and western authors who consider professional adjustment to be a "process of entering a man upon a profession and harmonizing his interaction with the professional environment" (V.P.Kashirin и V.A.Slastenin, St. Zhekova, D.Super and others). Professional adjustment of teacher is a process of entry in the educational environment, the acquisition of its own professional experience, of mastering of the standards and values of the educational

environment, its culture, a process of accumulation of experience at each point of trajectory of his personal and professional development. The prevailing point of view is that, professional adjustment is a long and complex process, which starts with entering into profession and lasts all life. Types of adjustment like professional activities adjustment are: adjusting to the goals, content, means and technologies of the professional activity; organizational normative adjustment – to the requirements of the professional and organizational discipline; social professional adjustment – to the professional roles and professional status; social psychological adjustment – adjusting to the informal roles, the unspoken rules, values and relationships in the team; social adjustment in the broad meaning of the word, reflecting the changing social circumstances in which the teacher's pedagogic activity takes place. In some of the studies, the level of functional adjustment is revealed, through the degree of acquiring the job operations and the degree of adjusting to the work place.

The results of scientific studies prove the existence of interconnection between the processes of the professional adaptation and personal and professional development of pedagogue (sustainable amendments, neoplasm, organization of the activities). The model of professional adjustment of personal and professional development reflects the peculiar unity of the personality of the teacher, the educational activity and educational environment.

Y. Merdjanova and D. Vassilev accept that the professional integration starts in the family with the development of the first working habits by accepting or rejecting the work and family traditions and professional values; still in school and later in years of professional life. (6). Vocational adjustment and integration is a continuous process of interaction between the changing environment (social, socio-economic, occupational and specific work) and changing person.

Different institutions and professionals perform supportive functions for brokering the contact between man and his environment. These are: teachers and educators, consultants, psychologists and social workers, managers, employees of national departments and others.

They try to satisfy the interests, priorities and expectations and work. (7)

Vocational adjustment required in the school team and requires the involvement not only with the teacher, but everyone with whom he works inside and outside the institution. It is an organic stage of the overall professional development of specialist and determining successful vocational integration and vocational "longevity" of teachers.

The accomplished overview of literary trends and research became the basis for developing a questionnaire for teachers, which contains 25 questions. The two levels of the teacher's professional adaptation (personal and institutional) have been studied, as well as their mechanisms and interactions.

These were the links between professional satisfaction, perceptions of the group, cooperating with the receiving school activities to maintain and enhance the professional qualifications willingness/unwillingness to change the profession and the place and others. Questionnaires were used as it implies that workers have adequate training of teachers and professional experience to provide an objective assessment of professional choices and career development. Study was conducted with 224 teachers, directors of schools, teacher pedagogical advisors and educators from 11 schools. Included were school teachers from different grades and types of schools and cities. According to pedagogical practice, the distribution of respondents is as follows - in the process of initial adjustment (up to 1 year experience) - 5%, with experience of 2 to 5 years - 7.78%, of 5 to 10 years - 13.33%, with experience from 11 to 15 years - 15%, of 16 to 20 years - 15%, experience from 21 to 25 years - 16.67% , between experience with 26 and 30 years - 15.56% and experience over 30 years - 12.22 % There are analysis of different age groups working in education. Early stage of career - a sample -10.56% of the respondents in early career stages - down - 20%, average career - transition - 27 22%, average career - growth - 35.56%, support late-career - 6.67%. The majority of teachers are at the stage of the career average, which is a prerequisite for the existence of a large experience in pedagogical work, but also for accumulation of fatigue and other negative consequences. (5) Specific features of the educational community is its predominantly female staff (only 12.2% of respondents are men, and 87.8% are women),

which influences the relationship. Women's groups are more emotional, but also are more susceptible to educational activities, more flexible in the choice of methods and pedagogical effects. Participation, and of both sexes in pedagogical community provides harmony and integrity of pedagogical process.

One of the peculiarities of the activities of pedagogical community is a group character of work and group responsibility for results. In communities rating high on these dimensions, teachers engage in conversations that target deep rather than surface level aspects of their practice. They work together to develop and

refine collective norms of practice and values guiding day-to-day decisions. Survey data show that the majority of teachers, regardless of length of service never feel isolated at work. The teachers with more than 15 years of service, is seen not only signs of "educational crisis", but and isolation from community (23.1% from the teachers with internships under 15 years and 22.9% from those of the stage late career), sense of loneliness, tension and other. Unity of teachers' community may be occur in value orientations, views, belief too, as this does not mean uniformity in the technology of pedagogical activity.

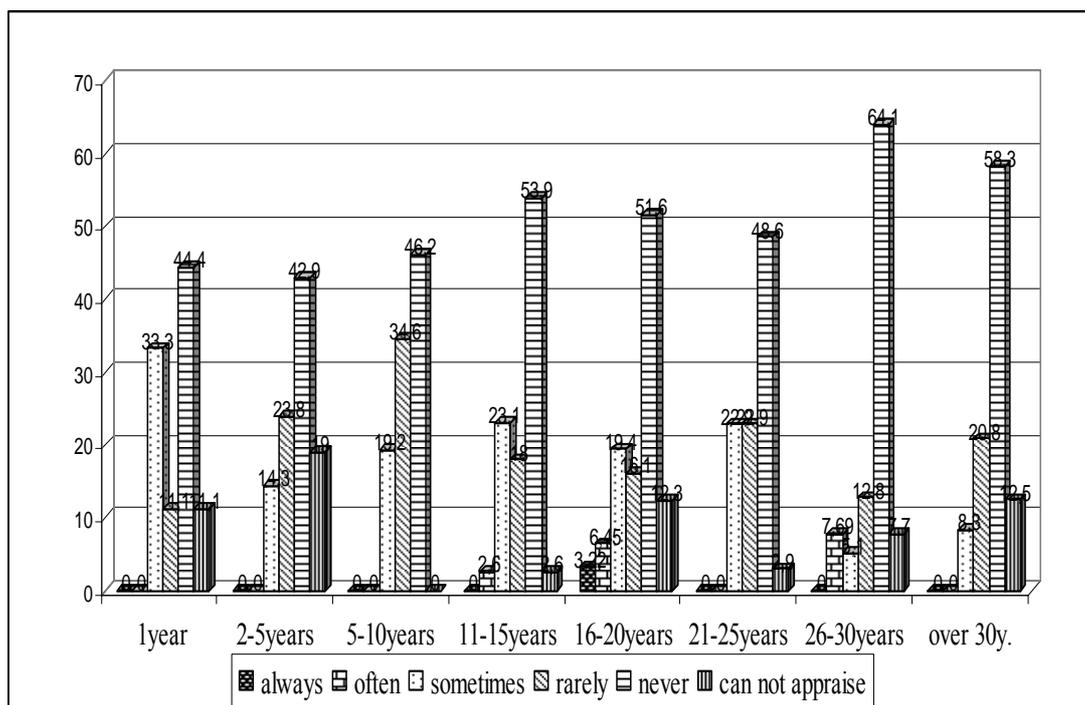


Fig. 1. Insularity on the workplace

In the organizational psychology at socio-psychological analysis of the community noticed a formal (official) and informal organizational structures. Formal structure is determined by the official division of labor, the rights and engagements of members, as this is one of the fields of interaction with other members on the basis of certain prescribed rules. The relationship between colleagues and with the director shall be governed by job descriptions and rules of the school, by the ethics code.

Informal organizational structure arises on the basis of the actual, rather than the prescribed functions performed by members of the professional association. This is a network of real established relationships arising on the

basis of sympathies/antipathies, respect, trust/mistrust, vote, willingness/unwillingness for collaboration. This structure reflects internal, invisible situation of the community. The parameters of communication with the staff members and the friendly contacts are a part of the signs of team adjustment, especially important for teaching that belongs to the socioeconomic group of professions. Content characteristic of the psychological climate in the community is connected with relationships between people, with their mood, satisfaction with collaboration and communication. Therefore we examined the relationships in teams through the eyes of teachers. They say that their colleagues seek them because of their

professional qualities (31.7%) and friendly company (51.34%).

Newcomer teacher facing difficulties in the process of pedagogical activities and by analogy with formal organizational structure may call for advice to the deputy director, psychologist or a more experienced colleague. Good organizational culture and care of the new school and show that 68.33% of colleges and 17.77 % of managers have timely and competent assistance to teachers during the inclusion in the team. Unofficial contacts may arise on various reasons - need of communication, wish to get professional help, to receive new and interesting information and more. As a result and signs of informal relationships are friendly groups, non-formal public opinion, informal leaders, validation of new values, attitudes and orientations of the personality.

Adaptation to the community is a prerequisite for productive social activity. Professional ability quickly to find his place in common activity, in the group, to reveal the capabilities and interests, is a key condition for the adjustment of people in the new environment. The group adapted and incorporated into the teaching team said they are feeling as a part of the community even in the first months of starting work and a little lower (54.8 %) - for teachers of phase improvement and achievement of educational excellence. For all other groups, which have indicated that they were related to staff a few months later, the rates vary according to age of work from 20.2% to 30.8%. This indicates that the pedagogical college new well and provide them necessary assistance.

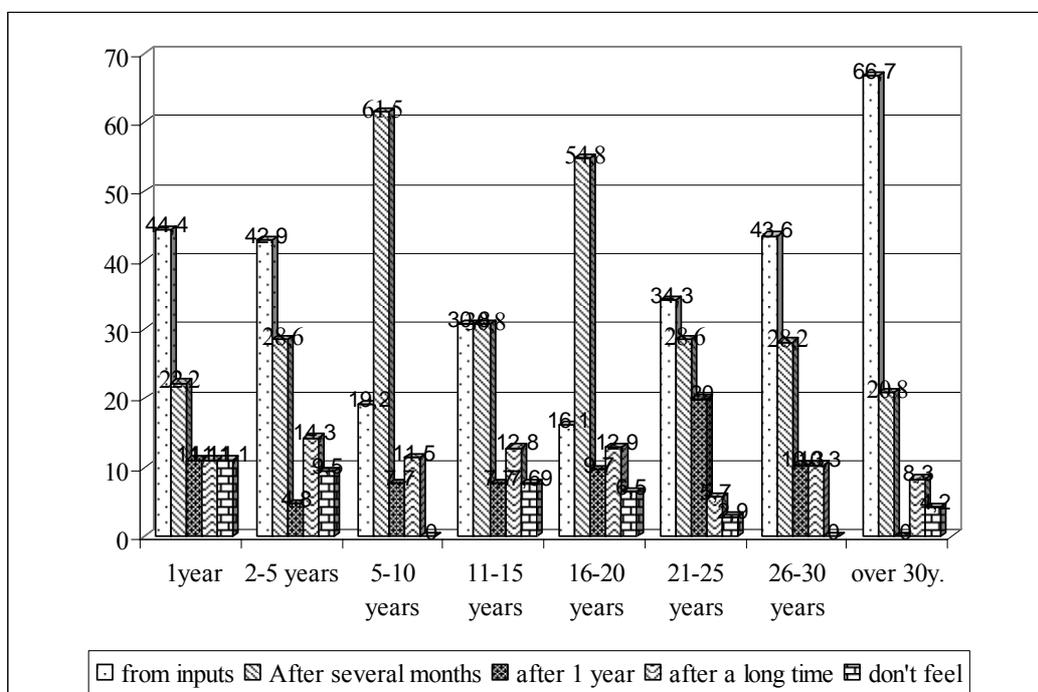


Fig. 2. A sense of adherence to the professional community

For pedagogic empathy and positive ambience in interpersonal relations - collegiality, respect and trust among colleagues and students talk, the fact that the possible reduction of the majority of respondents (from 57.1% to 77.4% depending on teaching experience) will miss children. In the second place in importance is a sense of the absence of his colleagues, followed by the organization in school.

Working together, teachers can more effectively combat the challenges faced by schools and their communities, which may account for the positive correlation between

student achievement and teachers' sense of professional community. In addition, students can learn about the character of healthy interpersonal relationships when the members are engaged in "a cohesive, cooperative organizational climate". From the field of education and the social network sub-domains of sociology and management, much research demonstrates the value of strong professional community.

In successfully functioning school community is observed positive effects such as facilitated management, satisfaction with achievements

and high level of cooperation between the participants in the process.

Therefore the majority of teachers are of the opinion that they wouldn't change his place of work. According to the survey was relatively low percentage of working teachers who are

trying and are willing to possibly change his place of work. The predominant group, regardless of work experience rather does not want to change the organization in which they work.

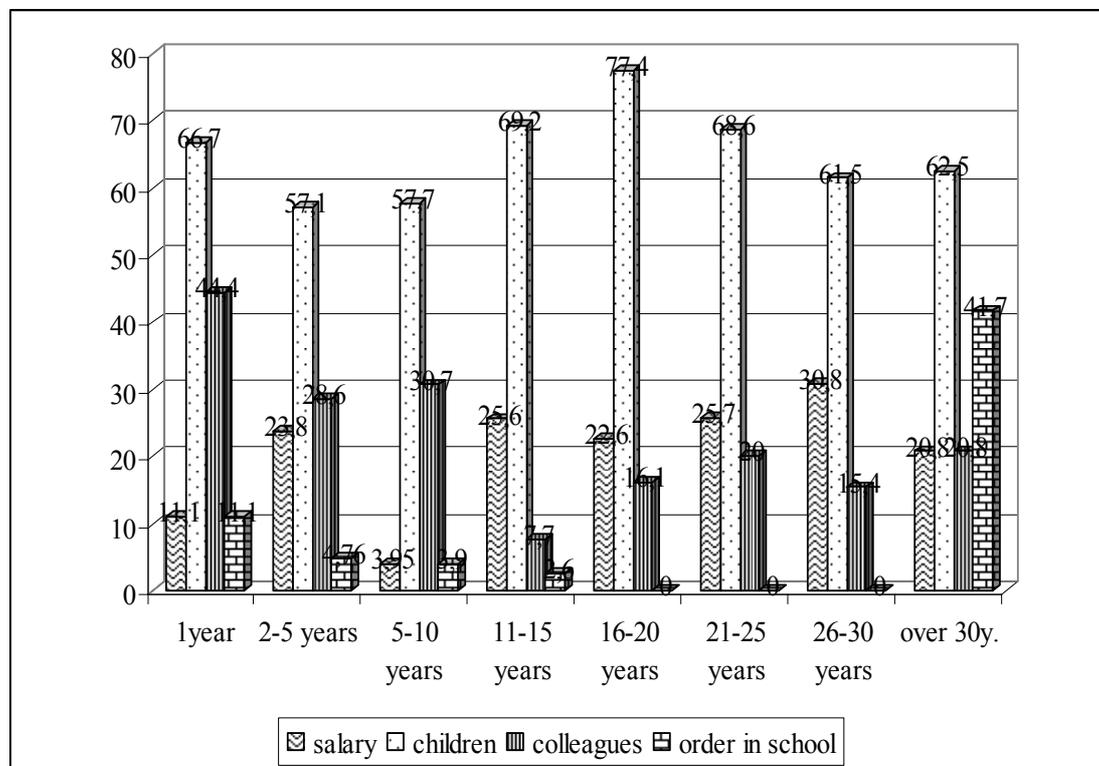


Fig. 3 Missing things in curtailment of the work

CONCLUSIONS

- Pedagogical community accepts and provides the necessary support to the newcomers, to proceed more successfully the initial adjustment to the profession and environment.
- The predominant of respondents, regardless of the stage of career development feel like a part of a school's team and they have no intention of changing his place of work.
- The sense of lack of contact with colleagues and students is indicative of the adherence to the profession and college.

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