Policy Recommendations

Erasmus+

I. Briefly about the project

The aim of the Spotting and Strengthening Resiliency Skills from Early Childhood (SSR SEC) project, which was taking place in three countires (Hungary, Slovakia, Romania) was to research, test and collect interdisciplinary methods that can strengthen resilience from an early age and that can be used by different professionals working with children and young people without special training.

The people implementing the project, which ran between 1 September, 2020 and 30 September, 2022 have created five different intellectual outputs.

First, they have created a training methodology on resilience and a collection of best practices to complement it and support the work of youth workers using it. The methodology and the collection were tested and further developed during a three day pilot-training for youth workers, followed by a series of sessions held by the trainees with their own youth groups, along with reflective comments on their process.

Building on the project's experience, policy recommendations were developed for the relevant organisations, including teachers' unions, family support workers, youth organizations; the reader now holds these recommendations in their hands.

II. Overview: Education of the the resilient teacher

Table 1. Definitions of the resilient teacher (Ceglédi, 2020)

	1. Academic resilience of teachers (resilience of origin)	2. 2. Supporting/building the students' resilience: a) In terms of sociology: Resilient pedagogy of low ESCS and Roma students b) In terms of psychology: Resilient pedagogy of students (in psychological meaning)	3. Professional Resilience
What does it mean?	The teacher who came from a low ESCS or a Roma family a) Personal life-knowledge as a resource.[1] b) Unprocessed life experiences as sources of risk.[2]	The teacher who helps his/her students: a) being successful student against their low ESCS and Roma origin b) in a psychological way (e.g., coping with everyday stress)	The teacher who is a resilient professional (as a teacher). He/she can cope/struggle with pedagogical problems, challenges
What is the	Helping teacher	Preparing teacher	Working with

[1]On one hand, they have experience of coping with disadvantage through their own life paths, which can be an important source of knowledge for educational work. If properly processed, they can develop the lessons of their life experiences into professional knowledge (Everington, 2014).

[2]On the other hand, this life path can also carry many risks (e.g. feeling like a double outsider, not having the full cultural capital to be transmitted in school etc.), which also need to be properly processed (Hafičová et al., 2020).

task of teacher training (ideally)? **Teacher training has to provide the professional background to handle this. To prepare students to be resilient professionals, resilient personals and being able to develop the resilience of their future students.**	training students from low ESCS and Roma families to cope/struggle his/her past, having a healthy/fine identity, having reflectivity, and being able to realize their resilient life experience as a valuable resource in pedagogical work.	training students to be able to help their future students being resilient in the sense mentioned above	the teacher training students' personality helps to develop their professional resilience. Elements/ components of professional resilience: ●self-knowledge ●coping with the stressful pedagogical situations ●reflectivity

Source: Own editing by Ceglédi 2020

III.   Academic resilience (resilience of origin)

III.1 The life path as a resource

Based on both the academic literature and the responses of the training participants, it should be stressed that **we acquire a significant part of our knowledge outside the formal education system**, through socialisation processes, informal learning etc. We are exposed to many stimuli throughout our lives, which become part of our professional identity, our creed. The relational patterns of teachers and supporting

experts are projected onte the human relationships they experience within the walls of the workplace. For example, they relive their own childhood experiences when theaching the next generation or dealing with their clients.

Increasingly, researchers and practitioners are addressing the question of how personal life paths relate to professional life paths. At several important stages of the career arc, **the knowledge and skills acquired through personal life experience and the importance of life story**: in career choice, career selection, formal education, first years of practice, and continuing professional development (Everington, 2014; Bersh, 2018; Lee, 2012; Villegas & Irvine, 2010). Reflective narrative making is also addressed in, for example, narrative psychology annd playback theatre. More complete, 'better' and 'healthier' narratives constructed reflectively from life stories support the processing of trauma and conflict situations, and thus essentialy support resilient behaviour (Kovács, 2022).

The topic is not entirely new, as there is a rich pool of evidence on the targeted development or immanent development of self-awareness, self-evaluation, reflection, proactive problem-solving skills (including the ability to ask for help), interpersonal skills, social competence, or even responsibility for one's own well-being (Beltman et al., 2011; Kovács, 2019). These are, however, personal factors that develop before higher education, or at least have their most important roots far beyond what higher education can significantly influence within its own scope. Unless, it builds on them.

The specificity of the life course research approach lies in the fact that it does not aim at „crystallising" an externally defined curriculum, **but at exploring the resources of professionals that need to be mobilised. It does not impart knowledge from outside, but helps participants through individual support, to discover, mature and apply the valuable knowledge they have already accumulated over their personal life course.**

By analysing the knowledge composition of the respondents to the input questionnaire, we got a more nuanced picture of how they think about their own knowledge and its creation and development. The literature confirms that a significant part of the knowledge used in the practice of their profession is acquired outside the formal education system (Parkes & FitzGibbon, 1986; Lee, 2012; Milam et al., 2014; Kirk & Wall, 2010; Beltman et al., 2011; Quintero et al., 2013; Bersh, 2018; Everington, 2014; Salinas, 2002; Fejős, 2019; Ceglédi & Szathmáriné Csőke, 2020; Kozma & Ceglédi, 2020; Gunn et al., 2013).

When quantifying the weight of each source of knowledge, the sources of it that have the greatest value are those acquired in adult life, through struggle and during their professional field work followed by knowledge acquired in higher education and childhood experiences. Sampling and self-education were in the second half of the list. Knowledge acquired through further education, other sources and secondary school were the least important in generating their current knowledge.

The main lesson of the qualitative analysis of experiences in childhood and in life as an adult is that a significant part of these experiences has not yet been processed and prepared for professional application. This is also indicated by the fact that, in general, the subjective presentation of sources of knowledge rarely brings together the personal and the professional self, that the combination of 'knowing' and 'knowledge' is rarely present within the answers, and that for many subjects the practice that is fed by their own personality (found in the processing of their life and professional experiences) is not yet present.

Therefore, an important message of the research is that reflective processing of negative and positive life experiences deserves special attention, not only during higher education and early career preparation, but also throughout the career arc.

An interesting recurring motif was learning from contradictions and negative experiences. An important task for the actors responsible for

preparing future educators and supporting experts is to support the process by which the resulting dangers are recognised and dealt with (Parkes & FitzGibbon, 1986).

Overall, the professionals we've interviewed have a very differentiated view of the knowledge they need to practice their profession, and this knowledge goes well beyond the lexical. Self-knowledge plays an important role, the experiences gathered, lived, filtered, processed and incorporated into the professional self, both in their personal and professional lives.

Recommendation: there are programmes, courses and training to help teachers and professionals to process life experiences and to consciously link them to their work. For example, through interviews or writing a guided autobiography, and personalises, supported, reflective processing, they are encouraged to consciously link their past experiences to the professional socialisation process. In doing so, they support the reflective exploration of their lived experiences, the creation of personal and emotional engagement, or help them to recognise their cultural biases and prejudices, to discover their own multicultural selves (Parkes & FitzGibbon, 1986; Lee, 2012; Milam et al., 2014; Kirk & Wall, 2010; Beltman et al., 2011; Quintero et al., 2013; Bersh, 2018).

In one exercise in Ireland, for example, a training session was held with teacher candidates which included the guided writing of reflective autobiography (Parkes & FitzGibbon, 1986). The paricipants themselves suggested that it would be important for them to recall, evaluate and analyse their own experiences of their educational careers. In response to this request, the trainers ask the candidates – after a series of preparatory exercises to help them focus – to write their CVs according to the following instructions. They could choose to write it anonymously or not, to share it with their peers or not, they were encouraged to write about specific events, rather than generalities, and at the end, they wrote a final reflection explaining how these experiences have influenced their role as

a teacher. The latter was a key element of the autobiography, where participants were asked to link their experiences as learners to their development as teachers. They were given an afternoon to do this. After writing it, ample time was given for discussion, during which negative and positive stories were treated separately (Parkes & FitzGibbon, 1986).

Anders (2008) studied a group working with a playback theatre method to develop professional roles. The one-day playback theatre course was organised for teachers. The aim was to raise awareness by developing an instructor identity. The course ended with a discussion after the playback stories. The organisers belived that playback theatre is a good tool for living the teaching role consciously because it helps participants to see their own values and identity from a different perspective. Storytelling and dramatic play broaden self-awareness and critical reflection. In essence, it can be applied anywhere in higher education where stories appear. In the final discussion, the participants agreed that they had achieved the developmental goal they had set, and that they had also increased their confidence and empathy. They also indicated the importance of listening to each other. For example, one of them said that as a result of this, she would listen more often to her own students (Sanders, 2008).

Recommendation: the literature on the subject agrees on the need to help teachers and supporting professionals learn when, what and how to adapt their own life experiences into their work. The training exercises mentioned above can be a good way of doing this. In the process of professional preparation, and throughout the career arc, they also have to cope with the fact that it is something difficult to reconcile personal and professional identities (Beltman et al., 2011; Messing et al., 2011; Everington, 2014). These difficulties may be heightened when getting the degree is combined with an upward social mobility. More and more research is dealing with the crises of social distance, loss of community, difficulties of integration and their negative consequences, the phenomenon of double exclusion, the emotional cost of social mobility

(Durkheim, 2000; Beck, 1983; Hafičová et al., 2020; Leist Balogh & Jámbori, 2016; Ceglédi, 2012; 2018; Pusztai, 2004; Lukács J., 2018; Kapitány & Kapitány, 2007; Reay et al., 2009; Godó et al., 2020; Varga, 2019; Czeizel, 1997; Subramanyam et al., 2013; Durst & Bereményi, 2021; Messing et al., 2011).

Teachers who have had successful school careers particularly need to be helped to understand an unsuccessful student, as they have had little experience of failure and lack empathy in this direction (Parkes & FitzGibbon, 1986). The same may be important for a successful supporting professional with a successful life.

III. 3 Cultural brokers, a bridge between school and families

The role of teachers from the same social and/or ethnic background (racial/ethnic/demographic matching, own-race or same-race teachers) is a current issue in the international literature. In our country (Hungary) this area is less explored. Among teachers with a resilient life-course, few research has addressed the challenges and risks of life-course disadvantages in educational work. However, these few studies have found convincing results – in line with the international literature – on how personal life knowledge (Everington, 2014) can be used as a resource in pedagocical practice (Ceglédi, 2015; Kozma & Ceglédi, 2020; Ceglédi & Dabney-Fekete, 2021). The knowledge of educators who come from difficult backgrounds is unique precisely because their childhood experiences make them at home in the world of the lower social strata. For this reason, they are also seen as cultural brokers and cultural navigators (Villegas & Irvine, 2010; Durst & Bereményi, 2021; Kozma & Ceglédi, 2020). The same is true for supporting professionals. Drawing from their life paths, they can approach the difficulties of disadvantaged children or clients in an understanding way, as they have experienced

them first-hand, and with their own life paths as a recipe for success, they can help others to overcome their disadvantages (Ceglédi, 2015; Kozma & Ceglédi, 2020). The professionals who help to prepare these to-be experts have an important role to play in helping to identify and apply this knowledge as a resource.

Recommendation: practices abroad are known to encourage members of a country's minority to become teachers and to support the presence of staff from that minority in schools (e.g. Roma pedellus programmes). This is done with the aim of strengthening the bidge between the school and minority communities.

The teacher education programme is designed to help students, especially those from disadvantaged and/or Romani families to process their life paths, develop a healthy identity, learn to reflect on themselves, and be able to recognize the resilience of their life experience and use it as a valueable resourcein their pedagocical work. The main message of the literature on this topic is best summed up by the following quote: 'We must know ourselves in order to know others' (Lee, 2012: 38). According to the academic trend described here and the lessons of our research, it is important for educators and helping professionals to be able to formulate their own lessons, linking their experiences and knowledge to their current or future work, and, as part of this, to the similar life situations of their current or future students or clients. For example, practitioners abroad build on the premise that if they know, accept and respect themselves, they will be open to knowing, accepting and respecting their students or clients (Lee, 2012; Beltman et al., 2011). Moreover, they can teach the journey they have been on, which can result in building an accepting, respectful society (Everington, 2014; Bersh, 2018).

It is also important for teachers who have grown up in a different environment from that of their students to precess their own life experiences. In these exercises, teacher candidates or teachers reflect not only on themselves, but also on who they are in their relationships with

others and who they are as teachers. The aim is to raise awareness of the experiences or lack of experiences of life paths in cultures other than their own, to develop the ability to empathise with the student's life situation, and to find healthy boundaries between personal and professional life paths (Gunn et al., 2013; Lee, 2012; Beltman et al., 2011; Everington, 2014; Bersh, 2018). For example, in one practice abroad, they proceed by writing a 10-minute autobiography with the following empases: introduce your own culture, why you chose this career, how do you feel about working with children from different backgrounds. The descriptions are processed in sufficient depth through reflective questions asked by the instructor (Gunn et al., 2013). In another exercise, they write their own biography and then ask candidates to interview a person from a different cultural background, and finally help them to systematically compare the two and draw lessons (Gunn et al., 2013).

III.4 Self-knowledge

An overview of teacher education in the three countries show that the development of professional self-awareness and identity, and the development of self-reflective habitus, are, alltogether, emphasised in the expectations of teacher education in all three countries. In both Slovakia and Romania, the development of professional self awareness, mental health preparation, and the development of the ability to deal with problematic situations and pedagogical decisions are present in several subjects throughout the whole training. In Hungary, however, the split teacher training system creates a specific situation: according to the training structure – which still operates in the ascending system – the professional field practice takes place in the final year of training, when the teacher candidate is supported and taught by a mentor teacher and a seminar leader. It is their professional preparation, views and expectations that determine how well the candidate is able to develop, as

the mandatory documents only monitor performance (number of hours), there is no evaluation or criteria system that either the mentor or the seminar leader should apply.

Recommendation: professional identity formation in Hunagrian training should be given more explicit opportunities and expectations throughout the training, including in the final period. This is important, not least because research shows that the first two years following the start of the career are the main time when it is decided whether a novice teacher will remain in their chosen profession. In addition to professional resilience, it is also a great help to start a career if the development of a professional identity and self-reflective behaviour is not incidental to the professional practice.

This process could be facilitated if teacher candidates, from the moment the enter the training, through their training and during the first years of teaching, receive regular group supervision, supported by the same supervisor throughout the process, who has both pedagogical and mental health training.

III.5 Professional contacts

The results confirmed that one area should particularly get attention during the professional preparation and socialisation of teachers and supporting professionals and it is the ability to properly nurture relationships (communication, knowledge flow) with colleagues, as these relationships are essential to support the processes described above (Parkes & FitzGibbon, 1986; Bordás, 2017).

It is also important to know the network of professionals working with the school. In the case of teachers, it is important to find out how far their competences extend and what possibilities they h ave within their own

competences and legal framework. This is also important for professional resilience, because if they know their scope well, they will not expect more than they are able to do, thus preventing failures.

The school's relationship with families is also an elementary part of the teacher's work, and therefore the development of student resilience; and thus, student success and professional resilience is also related to the quality of these relationships (Epstein, 2002; Bacskai, 2020; Lannert & Szekszárdi, 2015; Imre, 2017; Kim, 2009; Marton, 2019; OECD 2019; Lólé & Balogh, 2021).

Recommendation: it is important that the teacher training should pay special attention to the network of institutions and professionals in contact with children's families, institutions and providers (e.g. child protection services), and to clarify the role of the teachers in the child protection system. In addition, preparing for work in the classroom and developing teamwork should be a priority. Maintaining contact with families and foster families, joint activities can also be important thematic elements in training and career socialisation (Epstein, 2002; Bacskai, 2020; Lannert & Szekszárdi, 2015; Imre, 2017; Kim, 2009; Marton, 2019; OECD 2019; Lólé & Balogh, 2021).

IV. Supporting student resilience: preparing for educating disadvantaged and Roma pupils

A review of teacher training in the three countries showed that there is potential for courses that support equal opportunities of disadvantaged and multiply disadvantaged Roma students, and to specifically prepare future teachers for working with them. This theme is less present in the

compulsory subjects – which does not, of course, exclude the possibility of the teacher covering the specificities of disadvantaged, severely disadvantaged and Roma children in a given course, but the way and extent of this depends solely on the approach and experience of the teacher. In all three countries, the courses dealing with the target group are found under 'optional subjects' which means that it is possible that one of these may be offered by the institution and/or taken by the student.

Recommendation: the specificities of working with disadvantaged and multiply disadvantaged children and Roma children should be compulsory in the training courses. It is also important that these should not be primarily theoretical courses, but **methodological and field-trip courses** that combine theoretical knowledge with practical problem-solving opportunities and the development of competences that support resilience. For such courses, the professionalism of the trainers and the guest lecturers involved in the teaching, the teachers and experts who receive the field visits is particularly important. In this context, it is important that national and international best practices are identified and disseminated to teacher candidates, also not in a theoretical but practical way.

All in all, we therefore recommend, firstly, the organisation of targeted courses, secondly, the more structured use of additional elements in the curriculum, and, thirdly, the promotion of the importance of the first years of teaching. In terms of content, it is important to distinguish three key elements:

On the one hand, it is about exploring and learning about the space within the teacher works.

On the other hand, to provide knowledge enhancement (e.g. through skills, knowledge elements, best practices for professional resilience, teaching disadvantaged and Roma children).

Thirdly, this knowledge acquisition should be preceded by (or parallel to) addressing professional identity, goals/intentions, and attitudes (e.g. reducing prejudices, establishing openness to continous development, reflectivity, finding identity through life course processes, openness to professional resilience).

V.   Career choice, professional resilience

V.1 Overview of professional resilience of training participants

In their responses to our questions on professional resilience, more than a third of participants said that they should be more assertive and effective in managing conflicts. This is in line with an important finding in the literature: a research by Figula (2000) draws the attention to the fact that „people with repressive personality traits tend to choose a career as a teacher" (Figula 2000, 79.). A repressive teacher is 'characterised by a dependent interpersonal attitude and agression suppression", seeks affectionate interactions, is tolerant and sociable, but at the same time shuns his or her own negative impulses. The need for empathy, loving, kindness and patience, as well as avoidance of conflict, strongly characterise this group of respondents within the sample. Since the ability to be assertive is part of resilience, its absence is also a serious disadvantage in terms of professional resilience.

Recommendation: teacher training should include assertive behaviours, self-efficacy and conflict management. Sociability and affectionate behaviour are necessary and positive skills/attributes in the teacher's

career, but effective self-assertion is also essential, partly because the teacher also serves as a model for students and partly because of the need to solve problematic situations with parents.

V.2 Career choices

We were able to distinguish six groups based on career choice motivation. These are:

the possibility of working with children

the desire to help

the role model in the earlier stage of life

the attractiveness of the job's social status

those who were forced to change careers

and those who chose a career without an established vision.

The latter two groups are relatively few in number, and it is difficult to make a general recommendations that are specific to these situations. Our suggestions for strengthening professional identity could also improve the resilience of these groups.

Those who chose a career because they want to work with children show a strong commitment, but lack professional goals such as transmission of values, setting an example, supporting setting goals, which could be included in some form of professional tasks. What is particularly striking – and needs to be improved – is the lack of indecisiveness and conflict management skills, which would be a key component of professional resilience. In the metaphor analyses, it was in this group that the images referring to passivity in the context of coping or emphasising difficulties most frequently appeared.

Those who entered the field out of the desire to help define a broader spectrum of skills than the previous group, and these include at least stress management and insight. The fact that only one third of respondents formulated an objective for themselves, their career or their professional plans could be a risk. For the others, focusing solely on children/clients could easily lead to burnout. However, in terms of supporting children's resilience it is positive that their development and support is the most important professional objective for the respondents in this group. The methaphor analyses in this group showed that images reflecting passivity in relation to challenges are more common and most commonly reflect the stance of a child. In line with previous responses, these results confirm that there is a risk of burnout for respondents in this group.

The responses on career challenges, goals and development opportunities, by those influenced by their previous role model, show that it is beneficial for career flexibility if the respondent's career choice is motivated by someone else. These role models, as the responses show, are multidimensional, can be followed and evaluated from many different perspectives, and, in addition to the importance of supporting children or creating an air of trust, can also show that it is possible to make mistakes, even failures, because the mistakes can be corrected later.

On the positive side, the skills to be developed include specific vocational objectives. This suggests that there is also a reflection linked to one's own activity. Compared with the first group, the situation of self-assertion and coping with conflicts also seems to be more favourable, although a third of the respondents in this group also indicated that they still need to improve in this area. The metaphor analyses did not confirm a stronger reflexivity, but this was the only group of respondents who did not describe their professional challenges in passive, helpless images. However, metaphors reflecting the difficulties of the challenges were often provided by members of this group – which could also be a perception of

reality if they had to face serious problems in learning or entering a career.

The group of people who chose a career based on its status, be it perceived or real, shows a mixed picture in terms of professional resilience. Focusing on the whole of the teaching role, rather than just one aspect such as helping or getting the opportunity to work with children, can support self-reflection, as can a focus on one's own career goals, and the latter can also play an important role in preventing burnout. Self-dissatisfaction, on the other hand, can also be an indicator of perfectionism, in addition to real reflection, which is unfortunate, especially if this is also applied to children. In this case, a third of the group also indicated a lack of determination, which could be essential when dealing with stress and conflict. The existence of reflectivity indicated by the responses is confirmed by their metaphors, and only this group, without exception was able to provide an adequate picture of its own responses to challenge. In relation to challenges, they also tended to choose active metaphors showing people and phenomenas that could be fought.

V.3 Challenges within the profession

The profession is becoming more and more demanding mentally, and the „effective" presence of the personality is more and more needed. Researches report increasing levels of stress (Lubinszky, 2013; idézi Balázs & Szalai, 2017; Lólé, 2021), which can be linked to a number of factors. The system of support-giving and support-receiving relationships lack reciprocity (Bordás, 2010) and being a teacher is mainly a one-sided relationship – even if working with children can be a source of a lot of joy in itself, the subordinate relationship between the adult and the child and the teacher and the student roles already create inequality. This is a strain on the personality in all such professions, especially the ones with the aim of helping.

The pressure of increasing curricula and expectations creates a structure in which there is no time for a teacher and a student to meet as people, for the student's real interest and personality to develop (Balázs & Szalay, 2017). On the other hand, it is an effort in which the teacher has to „create his or her authority from his or her internal resources" (Balázs & Szalay, 2017: 72), as this authority can nowadays comes less from respect for the faculty (Balázs & Szalay, 2017). The tension from expectations and the declining prestige of the position that has been present for decades only adds more to this (Andor, 1980 (2006); Bordás, 2020).

Overall, the analysis of the metaphors showed that the professional challenges were perceived as serious but still managable. The emotional range was quite wide: at one end of the scale, we find the images to be difficult but exciting (e.g. „tricky puzzles"), while at the other end of it we find challenges that are difficult to overcome (e.g. „Mount Blanc"). Most of the images, however, left room for personal activity and coping and did not indicate total helplessness.

Some of the metaphors referring to one's own role described loss, exhaustion or the role of a child (e.g. „a Duracell Bunny with a half dead battery"), while others represented the struggling, fighting, but still active character (e.g. „a climber, because I don't give up and keep climbing").

There is a similar dichotomy in the portrayal of helping factors: the majority of respondents see them as a magical force, even a supernatural protector (e.g. „shelters in a blizzard"), and few wrote a metaphor of equality (e.g. „the team members I work with").

However, the images about their own professional development tend to be positive, indicating progress and enrichment, although in some cases this progress is painful (e.g. „pins and needles that warn me about change, problems, joys and feelings"). Four respondents described a natural image that show that this development is taking place for certain, but the respondent has no influence on it (e.g. tidal waves).

Recommendation: a common motivation for choosing a career in education is 'love of children', working with children and the opportunity to help them. These choices, however, also narrow the teacher's perception of his or her professional role. Group members who follow a role model and/or choose a career by its status are in a more favourable position in terms of professional resilience: they formulate their own goals on a broader spectrum and perceive themselves as more active in stressful situations.

Teacher training should therefore place more emphasis on **analysing professional models (analysis of the teacher's work after actual lessons, analysis of models in movies etc.) and on exploring how this fits with the teacher candidate's own personality and professional role,** on supporting the development of professional identity for those who have not had one before.

The prestige of teaching should be enhanced, and training should raise awareness of the teacher's **leadership role** (evaluator-assessor-informant) in a classroom. It is important to be aware of this role, as neither relinquishing, nor abusing it will promote the resilient behavious of children or teachers.

VI. Evaluation of the trainings based on reflections

VI.1 Reflectivity

The implementation of the sessions held by the pilot training participants was quite heterogeneous. The main reasons it made their analysis difficult

were that we couldn't decide without doubt whether the poorer quality of some reflective feedbacks was due to problems of the implementation, the lack of self-reflection or the lack of adequate documenting skills. Typically, the ones who were still students or with a fresh degree made more thorough journals, which suggests that the need for planning and evaluation diminishes as they move up the career ladder.

Recommendation: the importance of self-reflection in teacher training is also important, but the results point to the need to support it even more once a career has been started. Unfortunately, the current system does not provide for **supervision** (or only in private, at great expanse) while **peer learning and reflection** is also limited (there is no established culture or timeframe for it). **It would be important to build this into the work of teachers in the future**, including through the restructuring of the tracher training system, which has been ongoing for eight years.

VI.2 Methodological preparation and prejudices

The reflective papers showed that the most problematic areas were due to possible prejudices and previous bad experiences, a lack of training skills – mostly in planning, group dynamics, difficulty in dealing with negative experiences and staying within the given timeframe. These were relatively common problems, regardless of professional experience and career motivation. Success was more likely to be predicted by the extent to which someone was able to respond with sufficient self-reflection in the entry questionnaire, either in terms of meta-analysis or in terms of their own suitability or professional goals. In some cases, professional experience was rather inversely related to the success of implementation: this may be explained by the fact that students in the university training were more aware of their own limitations and therefore tended to plan and prepare more thoroughly, while those already in the field were more confident in their own routine, which they had not acquired in the field of

training. This assumption is confirmed by the experience in Hungary: a group of youth workers and young teachers who felt less routine asked for additional methodological training, while educators working in correctional institutions felt that their own knowledge was sufficient, but it is not reflected necessarily in the reflective reports.

VI.2.1   Prejudices

In case of the sessions and trainings implemented during the project, sometimes prejudices emerged, and while it was not an overall problem, it is worth mentioning for future references – as research shows that the prejudice of teachers, for example towards Roma students is similar to that of the majority society (Kende, 2013; Nagy, 2002), and is supported by the experiences with learning and comprehension difficulties (describen in more detail in the project research).

Recommendation: raising awareness of prejudice is important both during teacher training and after entering into the teaching career. This is not primarily possible at the cognitive level, as people do not usually perceive themselves as prejudiced. (For more on experiences of working effectively with prejudice, see Kovács Edina (2016): Tükröt tart; segít máshogy hazamenni: A playback módszer lehetséges alkalmazása az előítéletesség csökkentésére. Iskolakultúra, 26(2). 19-30.) The method would be particularly suitable for the complex shaping of the teacher's role, since, as mentioned above, it can deal with one's own narratives and identity in a supportive way.

VI.2.2   Methodology

The session leaders faced a number of methodological problems, partly due to their own preparation, or more precisely the lack of it, but in some

caes the institution hosting the sessions made it difficult to maintain the planned framework. Stability and regularity are essentials for successful development, but institutions working with disadvantaged children do not necessarily preceive the importance of this, and sometimes find it particularly difficult to convince them of its importance. This was accurately perceived by the group leaders and recorded in the reflective reports. For this reason, they need to be prepared in advance so that they can keep the framework as effectively as possible.

It would also be important to include training methodology into future courses, since the adequate selection and formulation of the aim of the process has emerged as a general methodological and planning problem. It seemed that those who did this more precisely, with appropriate sub-objectives were more successful than those who just wanted to „try out" the exercises or generally „improve resilience". In the latter cases, the group leaders were not so much able to report progress, but rather that the children had enjoyed the sessions. It should be added, that in the lives of children for whom school is more of an experience of failures, a little praise is already a remarkable achievement, but the aim should be to improve at least some aspects.

Recommendation: at the moment teacher training includes only incidentally any knowledge about group dynamics. Typically, teachers entering the profession are not aware of the importance of frameworks and the specificities of group processes. They are most likely to be unaware that for disadvantaged and severely disadvantaged children, Roma children and sometimes children with learning difficulties, maintaining the framework is of paramount importance and a prerequisite for meaningful work. If you are able to evaluate your own experience properly, you will be able to see these processess over time, but it would be advisable not to leave this to chance, if only in terms of developing professional resilience. In addition to the planned and comprehensive transfer of theoretical knowledge, this could also take the form of

supervision, thus linking the various elements of the development of professional resilience.