

Policy recommendations for public and educational policies

Spotting and Strengthening Resiliency Skills from Early Childhood
Erasmus+ 2020-2-HU01-KA205-079023
Romania

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8/30/2022



Co-funded by the
Erasmus+ Programme
of the European Union

Abstract: In Romania today, one of the most pronounced problems is the high rate of school dropout of children from unfavorable backgrounds. Analyzing the legislation of the educational system and of social protection, we concluded that the term pupils, disadvantaged or cumulatively disadvantaged children does not appear on the basis of an unanimously accepted definition in the Romanian legislation. That is why we propose to define this term more clearly, rigorously and synchronize national legislation in public policies in this regard. Analyzing the curriculum based on which the teaching staff is trained in higher education, we propose to introduce courses, thematic trainings, mandatory for the theoretical, methodological and practical training of future teachers, both in the field of resilience development and in the learning and education of Roma children or children from disadvantaged backgrounds. In addition to initial training in the field of resilience, further training of teachers is also needed. Multidisciplinary continuous training with participants from different groups would be useful: teachers, social workers, youth workers.

Keywords: Roma or socially disadvantaged children, resilience, legislation, curriculum, initial and continuing education, teachers.

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1 Overview

The aim of the Spotting and Strengthening Resiliency Skills from Early Childhood project was to research, investigate and collect interdisciplinary methods which can strengthen resilience from the early stages of life and can be applied by various professionals, mainly working with children, adolescents and young people. As such, this project fits in the vision of the Educated Romania project and it is a contribution to the achievement of the objectives formulated in this national project.

In the Educated Romania project, President Klaus Iohannis lists the following pillars that must be at the basis of the education system in Romania:

1. Personalization and quality assurance of the educational process for all students.
2. The flexibility of the education system, which allows us to respond correctly to the characteristics of beneficiaries and stakeholders: Pupils, students, teachers, administrative staff, parents and employers, etc. - as well as of the learning communities.
3. System adaptability to external changes and future trends.

In order to realize the vision imposed by the Educated Romania project, it is extremely important to provide authentic learning experiences, to motivate the educational community to participate, to have flexible training routes, a diversity of specializations, profiles, and to have an educational system with a high level of adaptability. The development of resilience is targeted at the personal level, as the resilience of actors involved in educational situations, and at the structural level, as the resilience of institutions, the whole community. The Spotting and Strengthening Resiliency Skills from Early Childhood project collects good practices in an international environment by analyzing the situation of three former communist countries in the EU (Romania, Hungary and Slovakia) in terms of the possibilities of developing resilience from early age to adolescence, youth.

Broadly speaking, resilience is “the ability of the system to successfully adapt to disturbances that threaten the viability, operation or development of the system”

(Masten, 2019:101). In the educational context, resilience refers to the ability of actors and systems to adapt constructively to different situations of risk or crisis. In the OECD PISA test, resilient students are considered those who has high scores on the test but regarding their social environment they are in an unfavorable situation (Agashi et al., 2018). Studies in the sociology of education consider as resilient a student who, despite his or her disadvantaged family environment, has a successful school career, who can successfully adapt to the unfavorable contexts arising from his or her social background (Ceglédi, 2012). With this in mind, resilience can have a decisive influence on social mobility. A fair education system, providing additional and individualized support to children, helps young people face challenging situations and overcome the disadvantages caused by their environment.

2 The teacher, a resilient specialist and the tasks related to teachers' vocational training

In order to develop resilience in children and adolescents, it is essential to talk about the resilience of teachers, social workers, youth workers, because they are the main actors in everyday interactions with children, young people from unfavorable backgrounds.

Ceglédi (2020) defines three ways to address resilience in relation to teachers:

- the academic resilience of teachers,
- support the resilience of students,
- professional resilience.

Academic resilience is what we talk about when a teacher comes from a disadvantaged and/or Roma family. In this situation, it can benefit as a resource from knowing the path of personal life, but as a source of danger, unprocessed experiences or life events can occur.

Supporting the resilience of students can be approached from a sociological and psychological point of view. Sociologically speaking, we refer to supporting disadvantaged and/or Roma students to have a successful school career. The focus is on supporting the resilience of students psychologically.

Resilient is the teacher who supports his students to have a successful school career, despite their disadvantaged and/or Roma roots, and who contributes to the development of the resilience of his students from a psychological point of view. Professional resilience means the ability of the teacher to face pedagogical and educational challenges.

Taking this into account, the training of teachers is of decisive importance. Teacher training should provide professional training for future teachers to be resilient in all three of the above ways.

The task of vocational training is to help teachers from disadvantaged families and/or Roma to have a healthy identity, to be aware of their own career, way of life, learn to think reflexively about themselves and be able to recognize resilience in their life experience and use it as a valuable resource in pedagogical work. The teacher must have methodological knowledge, and have the necessary resources, which help develop children's resilience.

Developing the personality of those who will become teachers is one of the most important tasks of training for the teaching profession, which is a source for their professional resilience. The elements/components of professional flexibility are:

- self-knowledge,
- dealing with stressful pedagogical situations,
- reflexivity.

2.1 Academic resilience

Knowledge of the ways of life as a resource

Based on both the literature and the responses of the participants in the pilot training courses, it should be stressed that everybody acquire a significant part of their knowledge outside the formal education system through socialization processes, through informal learning, etc. Peoples are subjects to many impulses throughout their lives, which also become part of their professional self, their creed. The way we interact as a teacher, mentor, and social worker often reflects everyday interactions from personal relationships, past experiences. For example, they relive their own childhood experiences when teaching for the next generation or when dealing with their clients.

More and more researchers and practitioners are dealing with the question of how the trajectory of personal life is connected with the course of professional life. They emphasize the importance of personal life experience and life history in several stages, important from the point of view of professional career: career choice, vocational training, early years of practice and continuing professional development (Everington, 2014; Bersh, 2018; Lee, 2012; Villegas & Irvine, 2010).

There is already a rich scientific basis related to the targeted development or immanent development of self-knowledge, self-esteem, reflexivity, proactive problem-solving skills (including the ability to seek help), interpersonal skills, social skills or even taking responsibility for one's own well-being (Beltman et al., 2011). At the same time, these are personal factors that develop before the vocational training in the university, because the most important roots in the individual sphere go far beyond what higher education can significantly influence throughout the course of the studies.

The peculiarity of life path research is that its purpose is to explore the resources of specialists who just need to be mobilized, not to stress a defined external curriculum. Life path knowledge with individualized support helps participants to perceive themselves, mature and apply the valuable knowledge they have already accumulated in the way of their personal life.

Based on the knowledge analysis of those who completed the training entry questionnaire, we obtained a more precise view of how these students, youth workers think about their own knowledge and its origin and development. It has been confirmed

that a significant part of the knowledge used in practicing the profession is acquired outside the formal education system (Parkes & FitzGibbon, 1986; Lee, 2012; Milam et al., p. 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).

Life experiences acquired as adults, through coping, as well as during specialized practice has the highest values if we quantified the share of each source of knowledge. These values are followed by the amount of knowledge acquired in higher education, followed by childhood experiences. The impact of authoritarian personalities on them and self-education appeared in the second part of the list. Knowledge acquired during continuous training or through other sources during middle school is least relevant to building up their current professional knowledge.

The main conclusion of the qualitative analysis of the experiences lived as a child and as an adult is that a significant part of these previous experiences have not yet been processed, so the application of this knowledge to the profession is accidental and uncalculable. This is also indicated by the fact that, in general, in the subjective presentation of sources of knowledge, the personal and professional self rarely meet.

An important message of the research is that the reflective processing of negative and positive life experiences deserves special attention, not only during the professional training in higher education, but also in the initial phase as a beginner teacher, and throughout the career.

As a conclusion, it can be said that the interviewed professionals think in a very differentiated way about the knowledge necessary for practicing their vocation, and these knowledge significantly exceeds the knowledge of a lexical nature. An important role plays by self-knowledge, collected experiences, experienced, filtered, processed and built events in the professional self throughout their own life and professional path.

PROPOSALS: There is a need for designed and organized programs, courses, trainings that help students, beginner teachers and other professionals analyze life-long experiences and support them in consciously connecting these experiences with their

work. For example, when conducting interviews or writing a guided-themed resume, as well as their personalized, sustained, reflective processing, they are encouraged to consciously connect their previous experiences to the professional socialization process. Certain methods used in such courses support reflective exploration of experiences, personal and emotional involvement in the profession, or help them to recognize their cultural prejudices, personal prejudices, and explore their own multicultural self (Parkes & FitzGibbon, 1986; Lee, 2012; Milam et al., p. 2014; Kirk & Wall, 2010; Beltman et al., 2011; Quintero et al., 2013; Bersh, 2018).

For example, in the specialized practice in Ireland, a training was organized among students for the purpose of their pedagogical training, which included the guided writing of a reflective CV (Parkes & FitzGibbon, 1986). The participants themselves suggested that it would be important for them to remember, evaluate, and analyze the experiences of their own educational paths. In response to this request following a series of preparatory exercises to help them focus, the trainers asked the teacher candidates to write their curriculum vitae according to the following instructions: Decide, whether you will formulate the text in person 1 singular or person 3 singular; whether you write anonymously or not; whether you share with colleagues or not; whether you write about specific events rather than generalities; and finally, there is a final reflection explaining how these experiences affected their role as teachers. The latter was a key element of the curriculum vitae, where participants were asked to combine their experiences as students with modeling their role as teachers. The time for all this was one afternoon. After they had finished writing the CV, enough time was devoted to discussions, where negative and positive narratives were treated separately (Parkes & FitzGibbon, 1986).

Knowledge of the path of life as a source of danger

Specialists in the field draw attention to the process of connecting (conscious) our prior challenges, our subjective experiences to the professional socialization process. The literature highlights, for example, the danger that the teacher – student or

supporter/mentor – client relationship may take an extreme direction when the teacher/mentor is not reflective enough about their own expectancies, views. It is possible, that the teacher or facilitator will suppress those of the students' or clients' expectancies, views. Thus, it is necessary to maintain the individual ability of the student or client to form their personal opinions and, ultimately, to be able to know and consolidate their own identity (Everington, 2014; Salinas, 2002). Respecting professional boundaries and protecting against inadequate self-disclosure is vital not only for students and clients, but also for teachers and professionals who support others (Beltman et al., 2011; Ceglédi & Szathmáriné Csőke, 2020; Gunn et al., 2013).

PROPOSALS: The literature agrees that teachers and social work professionals should be supported to learn when, how and what they can adapt to their work from their own life experiences. The exercises mentioned above may be suitable for this. In the process of training and throughout their careers, they also face the fact that it is difficult to differentiate personal and professional identity (Beltman et al., 2011; Messing et al., 2011; Everington, 2014). These difficulties may become more apparent if the acquisition of the diploma is associated with social mobility. More and more research is mentioned the crises resulting from social distancing or the definitive loss of the initial community, difficulties of integration into the new community or at the professional level. They reveal their negative consequences, the phenomenon of “double outsider”, as well as the emotional price of social mobility (Durkheim, 2000; Beck, 1983; Hafičová et al., 2020; 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).

It is very important for teachers with a successful school career, in particular, to accept, understand a student facing school learning difficulties. These teachers have had few experiences of failure, and their ability to cope with these challenges is lacking (Parkes and FitzGibbon, 1986). This is why they must be supported in learning about failures, lack of motivation. The same may apply to a social worker or a successful youth worker.

Cultural brokers, a bridge between school and families

A current problem in international literature is the role of teachers from the same social and/or ethnic background (racial/ethnic/demographic match, teachers of their own race or the same race). In Romania, and usually in Central and Eastern Europe, this theme is little explored. Little research has dealt with the challenges that teachers are exposed to with a resilient life path, the disadvantages that have arisen in their way of life and in pedagogical work. The knowledge of teachers from difficult backgrounds is unique precisely because, thanks to their childhood experiences, they are at home in this world. For this reason, they are also seen as cultural brokers and cultural navigators (Villegas & Irvine, 2010; Durst & Bereményi, 2021; Kozma & Ceglédi, 2020). The same applies to social workers, youth workers. Based on their own life experiences, they are able to address the difficulties of disadvantaged children or clients in an understanding way, because they have experienced it directly and knowing the recipe for the success of their own life path, they can help those with a similar fate. To overcome their disadvantages (Ceglédi, 2015; Kozma & Ceglédi, 2020). It is an important task of academics who support the professional training of these students to help the proper recognition and application of this knowledge as a resource.

PROPOSALS: International practices are known to encourage members of the country's minority to become teachers and to support the presence of minority education staff in schools. In doing so, their aim is to strengthen the relationship between the school and the communities of the respective minority.

The task for teacher training is to help students, especially those from disadvantaged families and/or Roma, to analyze their life path, to have a healthy identity, to learn to think reflectively about themselves and to be able to recognize resilience in their life experience, as well as use it as a valuable resource in the educational process in the workplace. The main message of the literature on the subject is best summarized by the quote below: "You must know yourself in order to know others" (Lee, 2012:38). According to the scientific trend presented here and the conclusions of our research, it is important that teachers and social workers, youth workers, become able to formulate lessons themselves, in which they connect their experiences, their knowledge, with their

current or future work and as a result of similar life situations of their current or future students or clients. For example, international practices are based on the fact that, if they get to know, accept and respect each other, they will be open to know, accept and respect their students and clients (Lee, 2012; Beltman et al., 2011). Moreover, they can show the path they have taken.

It is also important that teachers who grew up in a different environment than their students analyze their own life experiences. In these exercises, 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 make people aware of their life experiences related to or lack of different cultures, to develop the ability to be empathetic 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).

2.2 Self-knowledge

In the concept of Connelly and Clandinin (1990; 1999), teachers tell stories because they ensure their existence as teachers, thus interpreting themselves as teachers. Storytelling, retelling and reliving stories through reflection ensure that the teacher's professional identity is maintained. The professional identity of teachers is formed in the process of reflexive interpretation of experiences, of how they interpret themselves as teachers. Professional identity is a constant process of interpreting and reinterpreting experiences (Beijing, Meijer & Verloop 2004; day, 1999).

Based on an overview of teacher training in the three countries, it can be concluded that the development of self-knowledge and professional identity, the development of a self-reflective habitat, prominently appear among the expectations of teacher training in all three countries. Both in Slovakia and in Romania, during vocational training, it occurs within several subjects, the development of professional self-knowledge, training for

mental hygiene and the development of skills to cope with pedagogical situations, decision-making in problematic situations.

At the same time, in Romania the professional training of teachers at each level (preschool, primary, secondary, high school) leaves something to be desired. The short interval of training from the specialization pedagogy of primary and preschool education (3 years for two different specializations) does not give enough opportunity for the development of the personal and professional self. It remains to be chosen by teachers and universities how accentuated and detailed the curriculum of specialization with self-knowledge is working, if it is done only at a theoretical or practical level.

Teacher training for secondary school has even greater problems with the lack of time allocated. Although adolescence is one of the most important periods of identity development, teachers who teach you in secondary school have very few subjects and hours allocated to this topic. For those who will work with teenagers, it is essential that they know themselves well, but knowledge, skills, self-knowledge skills do not appear in the curriculum of teacher training in the BA cycle.

PROPOSALS: Professional identity should be enhanced at every level of teacher training.

Through participation in communities of practice, identity develops continuously (Wenger, 1998; 2000; 2014). During the learning that takes place in the community of practice, the individual discovers how he participates in the current group processes, what he contributes, what / how he hinders the work of the community of practice, thus defining his own identity. The experience and belonging to the group inform and change each other, thus developing our identity. It would be recommended that during the initial training period and in the teaching staff of an institution the student / teacher should experience what it is like to belong to such a community of practice. This participation would help to develop professional identity.

In the specialization pedagogy of primary and preschool education there is the possibility to make electives on the topic of self-knowledge. In a student-centered

pedagogical vision, the self-knowledge of the future teacher cannot be optional, but rather a specialized discipline. Pedagogical practice gives the opportunity to experience the role of teacher. Organizing the pedagogical practice as a community of practice would be beneficial for both students and for mentors, *tudori*.

The BA psycho-pedagogical module for teacher training at the secondary school must be extended. In the current curriculum and in the number of hours allocated to these disciplines, self-knowledge and especially professional self-employment cannot be achieved. The whole psycho-pedagogical module suggests that the secondary teacher is a specialist in a particular science, curriculum area, rather than in the education and development of children, adolescents. During the 3 years the future teachers do not have the opportunity to know themselves as a teacher, because there are too few hours of pedagogical practice, where they could try, practice the role of teacher.

In addition, there is a need for continuous training to ensure that the deficiencies of initial training are repaired. Mentoring for beginners and continuing counseling for all those who work in education would be helpful.

2.3. Professional relationships

The results confirmed that during the professional training and socialization of both teachers and social workers or youth workers, a priority area deserves particular attention: the ability to maintain proper relationships with colleagues (communication, knowledge flow), as these relationships are essential in supporting the processes described above (Parkes & FitzGibbon, 1986; Bordás, 2017).

While representatives of situational learning argue that learning in all its forms is inculturation, involvement in a community culture (Brown, Collins & Duguid, 1989; Lave, 1997; Wave & Wenger, 1991; Allal, 2001), representatives of collaborative learning emphasize that learning does not take place by itself, implicitly, Or we can speak of another level of quality learning if a discourse with colleagues in the middle of which is the building of knowledge provides an opportunity to bring out the contents of

situational learning (Scardamalia & Bereiter, 1994). However, this requires the conscious participation of participants, goal orientation, commitment and a professional community to make all this possible.

It is also important to know the network of professionals who cooperate with the school. In the case of teachers, it is important to know how much their authority is expanding, what opportunities teachers have within their own competence and within the legal framework. This is also important from the point of view of professional resilience, because if they are aware of their purpose, they do not expect more than they are capable of, thus preventing failures.

In the pedagogical research related to the initial training and continuous training of teachers, the specialists in the field of education both in the country and abroad have concluded that, in terms of the professional development of teachers, in addition to the initial training, Further training and previous experience must also be taken into account other important elements: The situational, unintentional nature of workplace learning (Eraut, 2004a) and the pedagogical culture mediated by the wider or narrower Community of teachers (Nagy, 2010). Therefore, it is necessary to take into account the experience created in the workplace environment (Eraut, 2004a; 2004b), which, together with the group culture and the events of life lived, determines the identity and professional development of the teacher (Beijing, Verloop, & Vermont, 2000; Clarke, Hyde and Drennan, 2013; Beijing, Meijer and Verloop, 2004; Day & Kington, 2008; Cohen, 2010).

The school's relationship with families is also an essential part of the teacher's work, hence the development of student resilience, and thus the student's success, as well as the development of professional resilience are also related to the quality of these relationships (Bacsikai, 2015; Lannert & Szekszárdi, 2015).

PROPOSALS: It is important to pay particular attention in teacher training to the knowledge of the network of institutions and the multidisciplinary team, connected with families or children-related institutions (e.g. child protection), as well as to clarifying the role of teachers in signaling child protection issues.

In addition, team work training should be a priority area in their training. That body of teachers that organizes itself as a community of practice, helps to develop a pedagogical culture centered on the student, on his needs.

On the one hand, role identity is a set of values and behaviors framed by various external social expectations, which is the product of the given social-historical-cultural context, and on the other hand, it is decided at local level, in the current situation, which aspects of the teacher's role take on importance. Speech, as a tool for building role identity, allows the expression of meaning on the part of the individual and the perception and identification of meanings from other important people in the environment. In the dialogs between colleagues these meanings are constantly negotiated, even if they do not explicitly talk about the identity of teachers, but only tell a story about something that happened in class (Cohen, 2010). Ensuring the possibilities in which teachers can freely discuss, but still in a constructive way, the events in the classroom, the experiences lived, the allocation of the right place and time for such a discussion is essential from the point of view of developing the resilience of teachers. These opportunities can be teacher pedagogical circles, but rethought: With a smaller number of participants, with a mentor-leader with experience not only in teaching certain discipline but also in mental hygiene, characteristics of group formation, experiential learning, community of practice.

Maintaining contact with families and supporting parents' educational activities can also be an important thematic element during training and career socialization (Bacskai, 2015; Lannert & Szekszárdi, 2015).

3 Supporting students' resilience: Legislative framework and curriculum for the training of future teachers for the education of disadvantaged and/or Roma students

In Romania, mass education and higher education are regulated by the national Education Law 1/2011 (national Education Law – LEN). The notions of “disadvantage” or “cumulative disadvantage” are not precisely defined either in the child protection law (Law no. 272/2004 on the protection and promotion of the rights of the child) or in the legislation of the educational system. A similar, but more general, term is used in the framework law of social assistance (Social assistance Law no. 292/2011). Under this law, “vulnerable groups” include all age groups, children, adults, the elderly or families who are at risk of having their basic needs unmet due to certain diseases, disability, poverty, and the Drug or alcohol dependence or other situations leading to economic and social vulnerability (Article 5). However, within the educational system, the synonym term used for “vulnerable group” is “disadvantaged groups”, which refers to students of Roma nationality, or students living in rural areas, living with disabilities, or coming from economically disadvantaged backgrounds (“students belonging to the Roma minority, students from rural areas, etc. Pupils with disabilities and pupils from economically disadvantaged communities” (Article 58) or those from environments at risk of marginalization (“from high socio-economic risk or socially marginalized”). These categories also include Roma, those who graduate from high school in rural areas or in localities with a population of less than 10 000 inhabitants (Berei, 2018).

PROPOSALS: Since the term disadvantaged or cumulatively disadvantaged students does not appear on the basis of a uniform definition in Romanian legislation, we propose the clearer, more rigorous definition of this term and the synchronization of legislation in public policies, in this regard. In other EU countries, this synchronization between the education and child protection systems already exists.

The overview of the initial training of teachers from the three countries showed that during the studies, the knowledge and courses that support equal opportunities for disadvantaged and cumulatively disadvantaged pupils, as well as Roma pupils, and in particular the training of future teachers to work with them, they often appear only as optional contents. On the subjects of compulsory subjects, this topic rarely appears - which of course does not prevent the instructor from addressing the specifics of disadvantaged children, and of Roma children in a certain course, however, the way and extent of this depends only on the given teacher, his/her perspective and experience. The subjects that deal with this target group can be found in the three countries within the optional subjects, which means that some students may not meet at all with this topic and complete their university studies without obtaining credits on such courses.

In Romania we find another, even more accentuated, inequality in the higher education curriculum: In the specialization pedagogy of primary and preschool education it is possible for students to choose such courses but the curriculum of the module psychopedagogic level I. there is no possibility to choose the subjects with content related to the education of disadvantaged and/or Roma students, although in reality most of these children are integrated into mainstream education in grades 5 to 10. Only the curriculum of the psychopedagogic module, at level II. ensures the possibility of choosing optional courses, but here is also the question of whether the higher institution offers the possibility of choice or not.

In Romania today, one of the most serious problems is the high school dropout rate of children from unfavorable backgrounds. Teaching staff must be prepared not only theoretically but also methodologically, practically for the education, teaching of these children.

PROPOSALS: During initial training, the specifics of working with disadvantaged and cumulatively disadvantaged children, as well as Roma/Gypsy children should be included in the programs. During the training, the specifics of work with disadvantaged children as well as Roma children should be included in the education plans on a mandatory basis. It is also important that they are not primarily theoretical knowledge

transfers, but methodological and field visit topics that connect theoretical knowledge with practical problem-solving opportunities and skills development that support resilience. In the case of courses on such topics, it is particularly important to train teachers in university education involved in education, as well as teachers in pre-university education and experts who receive them during the field visit. In this context, it is important to take into account the best practices recognized nationally and internationally in the field and to present them to the candidates teachers not in a theoretical form, but in a practical way, with the possibility of dominating experimentally.

In addition to the theoretical disciplines, we recommend especially in some regions of the country where we find many children from non-professional backgrounds, Roma, the introduction of pedagogical practice, especially dedicated to this topic. At the same time, the ongoing training of teachers has a very important role. In organizing these continuous training courses, it is first and foremost important that every teacher receives help in exploring and knowing the environment in which they work. Secondly, it is important to ensure the accumulation of knowledge in various fields such as theoretical knowledge, good practices necessary to maintain and develop professional resistance, education of disadvantaged and/or Roma students, etc. the accumulation of knowledge must be preceded by work centered on professional identity, goals/intentions and attitudes of the teacher (reduction of prejudices, continuous development and reflexivity, professional resilience).

After school, after school programs are very welcome in those communities, where we find a large number of students from unfavorable backgrounds. Within these programs it is important in addition to preparing children, adolescents for a successful school career and their personal development, developing motivation for learning, attending school, group/class development, Community development. For successful work, the cooperation of several specialists is essential: Teachers, youth workers, social workers, psychologists.

4 Career choice, professional resilience

4.1 Professional resilience of the participants in pilot training courses

In answering our questions about professional resilience, more than a third of participants indicated that they would prefer to manage conflicts more effectively. This desire resonates with an important finding in the literature: Figula's research (2000) draws attention to the fact that "people with repressive personality tend to choose the teaching profession" (Figula 2000, p. 79). The repressive teacher is "characterized by an interpersonal, dependent attitude and the suppression of aggression," seeks harmonic interactions, is tolerant and sociable, but at the same time rejects his own negative impulses. The need for empathy, affection and patience, as well as conflict avoidance, strongly characterizes this group of respondents in the sample. As part of resilience is the ability to be assertive, its lack is also a serious disadvantage in terms of professional endurance.

PROPOSALS: Initial teacher training should include reinforcement of assertive behaviors and awareness of self-efficacy, as well as conflict management. Sociability and loving behavior are necessary in the teaching profession, however, effective self-affirmation is also essential, partly because the teacher also serves as a model for students, and partly because of solving problematic situations related to pupils and parents. Further training on assertiveness is also welcome.

4.2 Career choices

In our empirical research, based on motivation in choosing a career, we were able to separate six groups. These are the following:

- the possibility to work with children

- the desire to help
- the role model present in the earlier period of life
- the attractiveness of the status of teacher
- the forced career changers
- those who choose a career without a prior formed vision.

Relatively few people have been included in the last two groups, and it is difficult to make general proposals that apply specifically to these situations. Our proposals to strengthen professional identity can also improve the resilience of these two groups.

There is a strong commitment among those who choose a pedagogical career because of their intention to take care of children, but at the same time the professional goals they formulate are missing, for example, the transfer of values, the provision of models, the establishment and support of objectives, these could also be included in the professional tasks. Particularly striking is indecision, lack of conflict resolution skills, which would be an essential component of professional resilience. In the course of metaphorical analysis, passivity in dealing with difficulties most often arose in this group.

Those who enter the educational field from the desire to help, form their career skills on a much wider spectrum than the members of the previous group, and among these skills are mentioned at least stress management and essential vision. It is dangerous that only a third of respondents set a goal related to their own career or professional plans. Others, if they focus exclusively on children/customers, can easily approach burnout. However, from the point of view of supporting the resilience of the children they work with, it is positive that their development and support is the most important professional objective for the respondents of this group. Analysis of the metaphors in this group showed that images reflecting passivity are more common compared to challenges. Compared to previous responses, these results confirm that there is a risk of exhaustion for the respondents of this group.

The responses of those who have chosen the pedagogical career under the influence of a teacher's previous model regarding professional challenges, goals and development

opportunities show that it is beneficial for professional resilience if the respondent's career choice is motivated by one or more professional models. These professional models, according to the answers, are multidimensional models that can be followed and evaluated from many points of view. Here they emerged besides the importance of supporting children or an atmosphere of trust, even the freedom to make mistakes, to fail, because the spoiled situation can be corrected later.

On the positive side, the skills to be developed explicitly include professional goals. This also suggests that there is a reflection about your own activity. Compared to the first group, the situation of self-affirmation and coping with professional conflicts also seems to be more favorable, although a third of respondents in this group said that this area can be improved. The analysis of metaphors did not confirm the power of reflexivity, but compared to professional challenges, it was the only group whose members did not write passive images of inertia. Metaphors that reflect challenges difficulties, on the other hand, often came from members of this group of respondents – which, however, can also be a perception of reality if they really had to deal with serious problems in learning and/or entering the teaching career.

The group of people who choose work according to status or prestige, have perceived the pedagogical career and present a mixed image in terms of professional resilience. Attention to the role of the educator as a whole, and not just to one aspect, such as the role of facilitator or the opportunity to cope with children, can support self-reflection, taking into account your own career and professional goals, and the latter can also play a role in the role of the educator. an important role in preventing burnout. Dissatisfaction with oneself, on the other hand, can also indicate – in addition to real reflexivity – maximalism, which is unfortunate, especially if this statement is applied against children. In this case, one-third of the group indicated a lack of firmness, which would be essential in stressful situations and conflict resolution. The existence of reflexivity indicated in the answers is also confirmed by metaphors in that only this group has provided an adequate picture of its own changes. In connection with professional challenges, they often chose active metaphors that show people and phenomena in difficulty.

PROPOSALS: It is important in addition to the initial assessment of the motivation to choose a teaching career and the initial assessment of the skills and abilities that are necessary in the teaching career, a continuous monitoring during the initial training. Practice and practice reflective thinking through journals, guided discussions can reveal for each group of students above mentioned strengths and weaknesses that need to be developed. Self-knowledge, real self-esteem, is a source of professional resilience.

4.3 Professional challenges

The profession of a teacher, but also that of social worker, youth worker is becoming increasingly stressful from a psychological point of view, there is an increasing need for an “effective” presence of the personality. Research on this topic shows increased stress levels (Lubinszky, 2013; cited by Balázs & Szalai, 2017; Lole, 2021). The system of relations that provides support and accepts support is devoid of reciprocity (Bordás, 2010): being a teacher is mainly a one-sided relationship – even though working with children can be a source of much joy in itself, the subordination relationship manifested in the roles of adult-child and teacher-pupil leads to inequality. This is stressful for personality in all similar professions, mainly support ones.

The pressure caused by the growth of the curriculum and expectations creates a structure in which there is no time for teachers and students to meet as human beings so that the true interests and personality of the student can develop (Balázs & Szalay, 2017). On the other hand, the teacher must "establish his authority from his own internal resources" (Balázs & Szalay, 2017: 72), because this authority can no longer be fed by the positive status of the teaching career (Balázs & Szalay, 2017). Besides all this, the tension between expectations toward teachers, professional possibilities and the decline of the prestige of the teaching career in the last decades creates a crisis situation (Andor, 1980 (2006); Bordás, 2020).

The analysis of participants’ metaphors showed that respondents experienced professional challenges as serious but solvable. The emotional scale turned out to be

quite large: At one end we find difficult but interesting images (for example, "difficult puzzles"), while at the other end we find extreme challenges that can hardly be overcome (for example, "Mount Blanc"). Most images show your own activity and no full vulnerability is indicated.

Some of the metaphors that relate to the role of one's own have described lost state, exhaustion, or a child role (for example, "a Duracell bunny with a half-exhausted battery"), and another part has portrayed the warrior, active character (for example, the "climbing because i don't give up and keep climbing."

However, images of one's own professional development are more positive, indicating development and enrichment, although this development is also painful in some cases (for example, "applause that warns of change, problems, joys, feelings"). Four of them described an image from nature that shows that this evolution has begun but is not yet affected by the respondent.

PROPOSALS: A common motivation when choosing a teaching career is the 'love of children', the possibility of caring for children, and the opportunity to help. However, these narrow choices affect the perception of the professional role of the candidate teacher. Group members who choose their teaching career because they follow a model and/or choose according to the status of the profession are in a more advantageous position in terms of professional resilience: They formulate their own goals on a wider spectrum, they are characterized as being more active in stressful situations.

For this reason, during teacher training, a greater emphasis should be placed on the analysis of professional models (analysis of teacher activity after hours actually viewed, analysis of teacher models in films, etc.) and on exploring how this fits into the individuality and professional role of the future teacher, supporting the development of the professional identity of those who have not previously had an appropriate model.

It is necessary to strengthen the prestige of the teaching career and future teachers to be sensitized, empowered during the initial training that they, as teachers, will occupy a leading position (evaluator-qualified-information transferor) in a certain class. It is

important to deal with this role of power consciously, because neither giving up nor abusing it supports the resilient behavior of children or teachers.

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