



Teacher as a counselor – guiding young people in an unstable world

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What is tutoring in the school context?

- ▶ Tutoring is a counseling method focused on **individual work** with students on his/her broadly understood **development**.

The aim of tutoring?

- ▶ To help young students (13-15 years old) in their development
 - ▶ Especially average „transparent” students
- ▶ To change the relationship between a teacher and a student, to make the school a „more friendly place”
- ▶ A teacher as a tutor – a new role of a counselor?

Why?

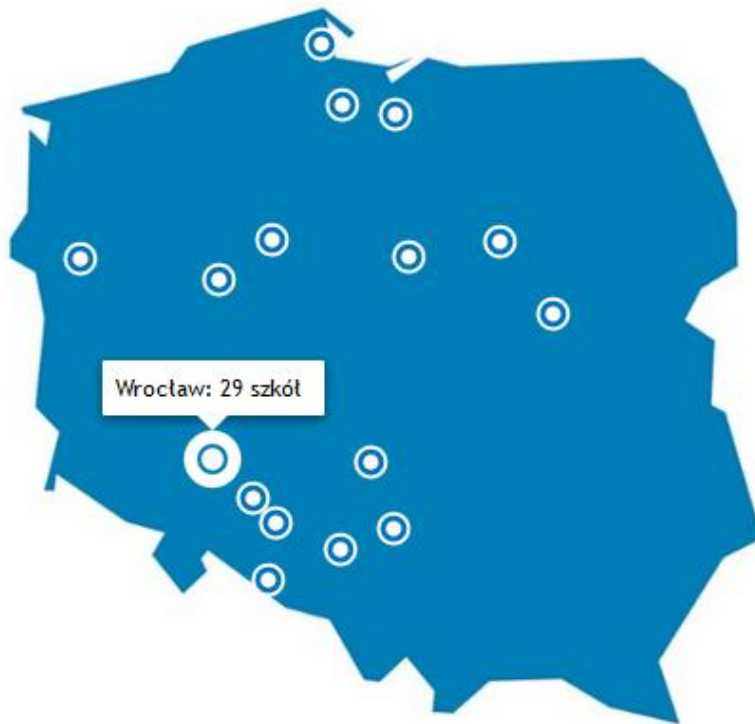
- ▶ Schools in Poland as an experimental ‘battle field’ – constant politically grounded reform systems (new government = new reforms)
 - ▶ Educational programs (curricula), new examination system
 - ▶ New teachers’ professional development system
 - ▶ Reforms of the school system:
 - ▶ Since 1999: 3-level: 6-years primary school, 3-years gimnasium, 3-years liceum (or 4-years technical school and 2-3-years vocational schools)
 - ▶ Currently: a plan to return to 2-level system: 8-years primary school, 4-years secondary school (or vocational schools)
 - ▶ Young 13-15 students put in a new kind of schools (gimnasia) – where the teachers prepared for this?

Why?

- ▶ **Broader social and economic changes in the society**
 - ▶ Deepening of the economic discrepancies – poor (transformation victims) vs. rich (transformation winners)
 - ▶ Crisis of authorities (also of a teacher) – older generation no longer being role-models for the younger generation
 - ▶ Uncertain future – unstable labour market, changes in career paths
 - ▶ What is the current value of education? Why should young people spend time at school?

Who gave the idea of tutoring?

- ▶ **Foundation College of Tutors**
(previously: College of Tutors) – concept, trainings, consultations, supervision, further development of tutors
- ▶ **City Municipality** – department of Education (financing, inviting public schools to the programme)



2008/2009

...

2015/2016

The Programme of the Department of Education of the City Municipality in Wrocław:

„TUTOR IN THE WROCLAW SCHOOL”

29 schools now



International conference "Career and life design interventions for sustainable development and decent work",
Wroclaw 6-8.06.2016, UNESCO Chair on Lifelong Guidance and Counseling

Tutoring in Wroclaw schools (2009-2016)

- ▶ Since 2009 (from 3 schools to 28 schools now)
- ▶ Trainings – 60-120 h in 9 months
- ▶ Each teacher-tutor works individually with app. 10 students
- ▶ Secondary schools of 1st level (*gimnasia*), later also a few secondary schools of 2nd level (*licea*)
- ▶ Consultation system, supervision for tutors
- ▶ Supportive/development opportunities – PoRT (Tutors' Self-Study Meetings), case study seminars

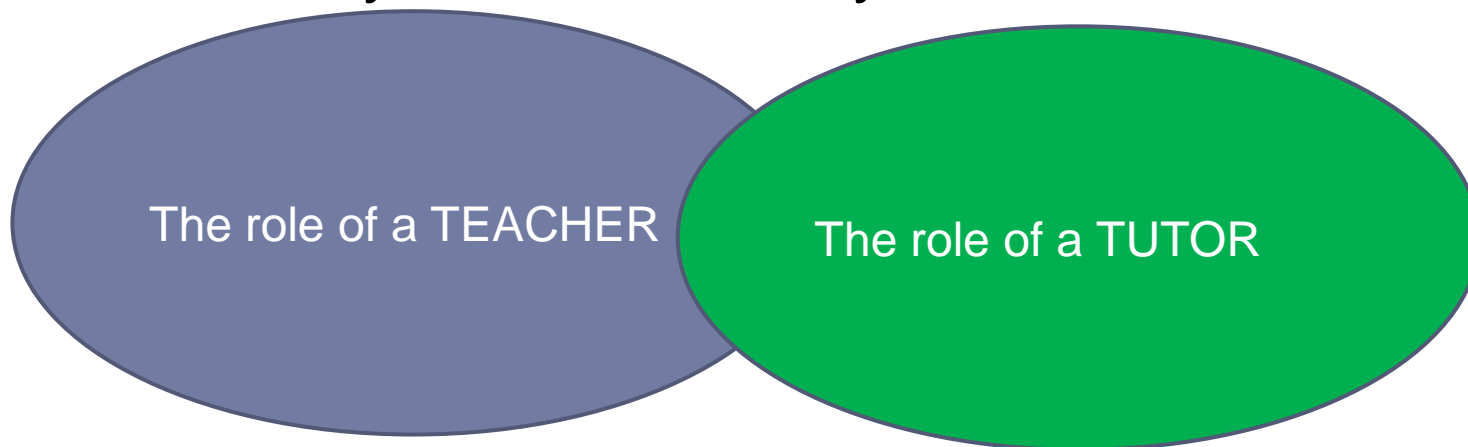
Research grant 2015-2017

Title: „The relationship of collective and individual action patterns in the role of teacher-tutor: Professional development in the binary activity system”

- ▶ Sławomir Krzychała, PhD – a head of the research
- ▶ Agnieszka Zembrzuska, PhD – a reserach team member
- ▶ Doctoral students – research team members
- ▶ Program: OPUS 8, National Science Centre, Cracow (grant No. 2014/15/B/HS6/03116)
- ▶ Duration time: August 2015 – November 2017

Objective of the research

- ▶ To reconstruct the process of professional development of a teacher entering into a new role of a tutor.
- ▶ Both roles require different actions in the binary system (collective and individual). Different goals, methods and patterns of action when acting individually and collectively.



Between the collective and the individual – a binary system of activity

- ▶ **Collective challenge** – a **teacher** working with a group of students (a class). What is important – achievements of the class. Overburden of administrative work.
 - ▶ Teacher dependent on commonly-shared cultural and organizational practices.
- ▶ **Individual challenge** – a **tutor** working with an individual student according to a very loose plan (if any plan at all). What is important is students' own development and the relation – **meeting, discussing, getting to know each other**.
 - ▶ Teacher-tutor dependent on individual motives and 'own' experiences.

Methodology

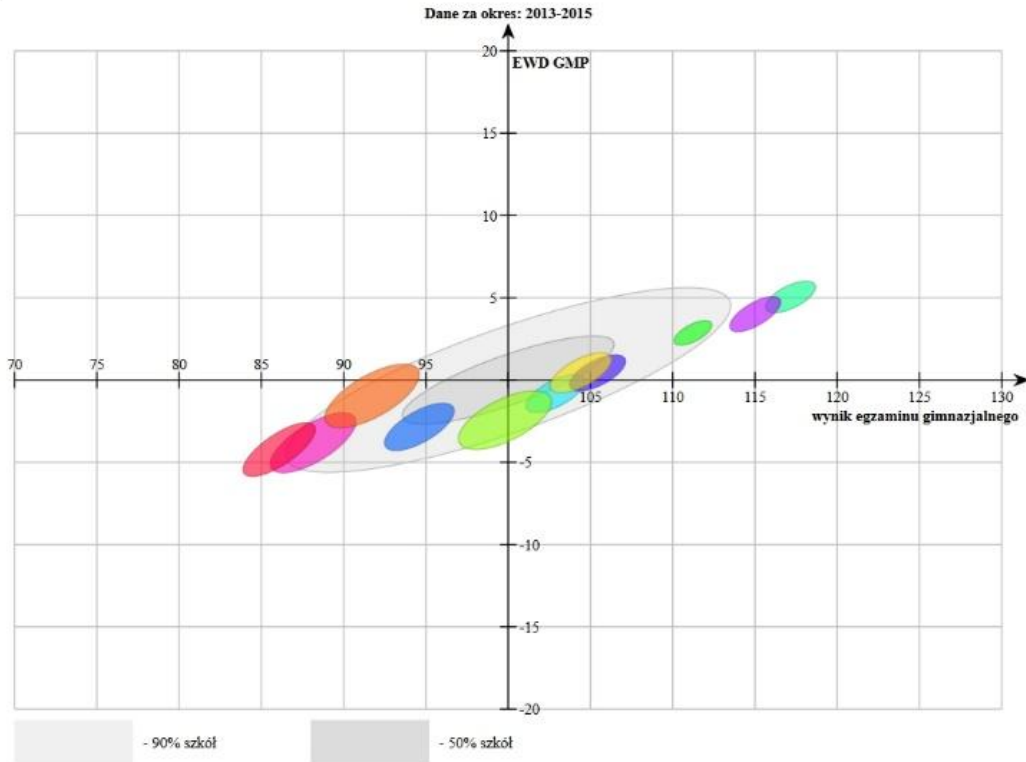
- ▶ **Qualitative research**
- ▶ **Vygotsky, Leontiev** – the historic-cultural perspective of patterns of activity
- ▶ **Mannheim, Bohnsack** – the socio-genetic perspective of patterns of activity

- ▶ **Reconstructive research** – the theory is reconstructed by describing the processes of creations and performance of both roles (teacher & tutor):
 - ▶ How teachers-tutors construct their professional roles?
 - ▶ How they perform these roles?
 - ▶ How they describe these roles?

- ▶
- ▶ **Research material:**
 - ▶ 12 group interviews
 - ▶ 48 individual interviews
 - ▶ school descriptions

3 groups of schools in the research

- ▶ Longer experience with tutoring (more than 4 years)
- ▶ Initial experience in tutoring (1-2 years)
- ▶ Without tutoring but having other forms of individual work with students
- ▶ Current stage of the research – beginning of the material analysis (interviews, school descriptions)

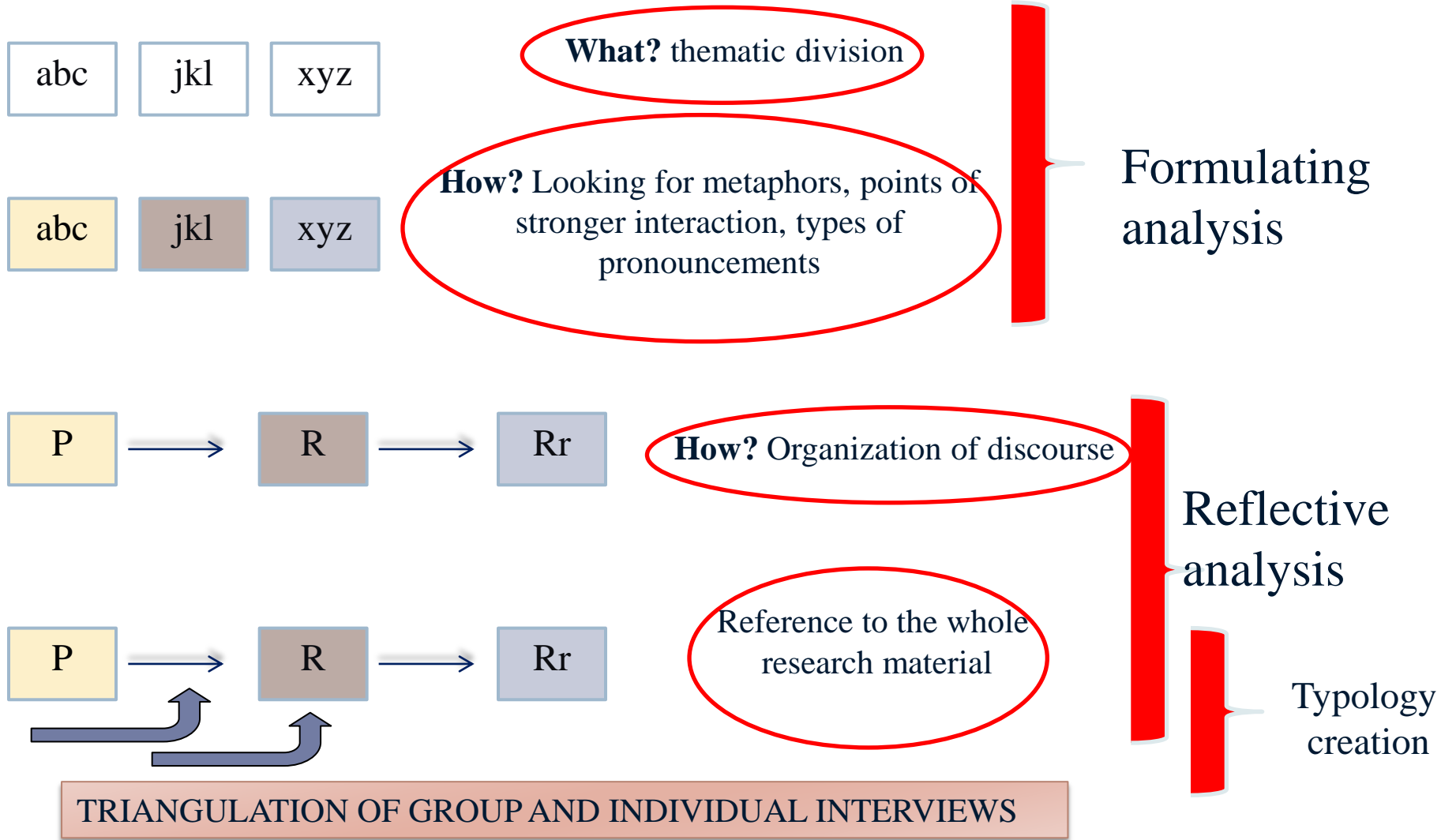


Educational added value
in Wrocław secondary
schools (*gimnasia*)

12 Wrocław secondary schools (*gimnasia*) – diversified:

- Level of innovation advancement/change
- Ways of tutoring performance
- Level of educational achievements
- Level of social diversity of students/schools

Documentary text analysis



Issues outlined in the interviews

- ▶ *How to be a counselor in an unstable world?*
- ▶ *What are we preparing the young people for?*
- ▶ *How to negotiate between the needs of the (educational) system and the individual needs of a student? (being a teacher vs. being a tutor)*
- ▶ *Do I need any tools to work with the students on his/her development? Is the use of tools of any worth? Does it give us an 'objective' portrait of one's potential?*
- ▶ *What if I touch the problem, I'm not prepared to solve? (domestic violence, drug addiction ...)*

▶ Thank you for your attention!

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Picture used on the 1st slide by A. Zembrzuska

