

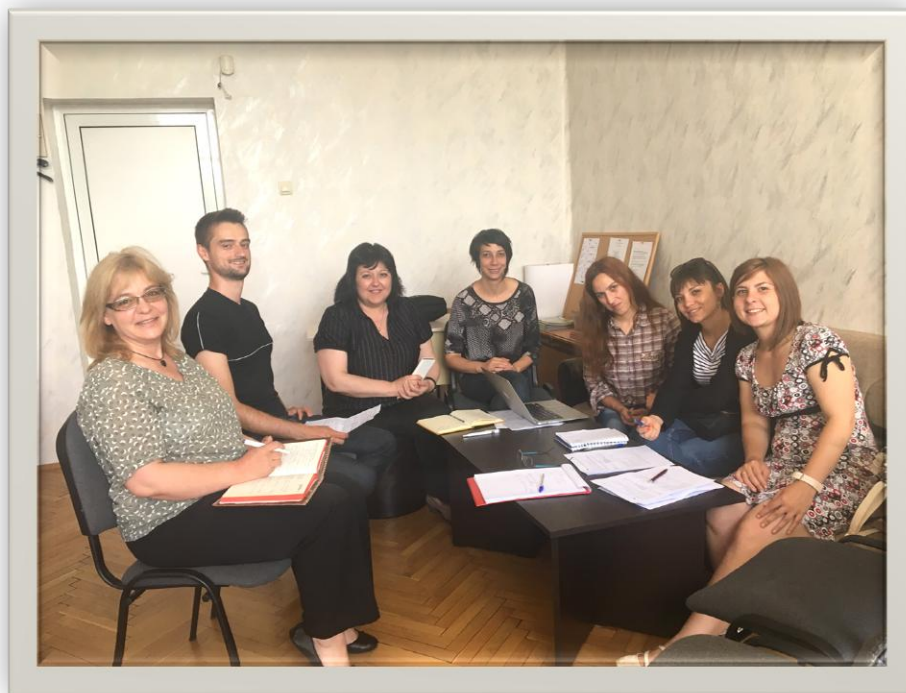


Erasmus+

TRAINEE TO TRAINED TEACHER

Case study Bulgaria

As part of the project “Trainee to Trained Teacher”, “Teach for Bulgaria” foundation present its work with one of the partner schools in order to illustrate the use of resources, how the school was supported and the overall impact on the school. This document presents more detailed information regarding the work of 30th Middle School “Miladinovi brothers” throughout the project, in connection with support and training of the newly appointed teachers in the school during the 2016-2017 school year.



Context of participating school:

30th Middle school “Miladinovi brothers” in Sofia includes all three stages of schooling from grade 1 till 12 – primary, secondary and high school. There are 890 students and 66 teachers in the school. In primary and secondary stages (grades 1 to 7), apart from the mandatory subjects, students also study English, Spanish, German, IT and Choreography. In high school (grades 8 to 12), possible majors are Bulgarian and foreign languages (Spanish, english, German and Italian) and IT is an elective.

30th Middle school “Miladinovi brothers” is situated in the central part of Sofia, capital of Bulgaria, and is one of the first schools to offer intensive study of German and Spanish – a tradition, which throughout the years has established the school as one with stable language specialization. In the 1980s, it played a leading role in the realization of the ideas of the international movement "Peace flag", hosted the Assembly of the movement, and became a standard for a mass school, according to the society's expectations at that time. The democratic changes in the 1990s force a change in the efforts of the pedagogical team, pupils and parents and developed it according to

the principles of European education. And so, as an educational center in the heart of the capital, the school has nearly 160 years of history, and today, the 30th Middle school is a modern educational institution where care for students combines deep humanistic traditions with the most advanced ICT applications. The achievements of the pedagogical team and the students place it at the forefront of the capital education system.

Support provided to Newly Qualified Teachers and Trainee Teachers before T2TT:

The support of newly recruited teachers in the 30th Middle School is part of the management strategy and element of the ethical culture of the organization. Before the school started working on the project, the support involved mainly the appointment of a more experienced colleague who introduced the newcomer into the specifics of the organizational structure, facilitated the integration of the new colleague into the school team, including communication with parents and pupils - mainly till the end of the first term. The school leadership was committed to professional follow-up and support, including through the creation of a system of mutual visits to the classrooms of more experienced colleagues in different subject areas. The follow-up comments on the visits played a role on the one hand in building positive collegial relations and on the other hand they improved the pedagogical cooperation and the exchange of specific pedagogical skills and techniques.

Training, impact and implemented measures:

The participation of the the 30th Middle School "Miladinovi brothers" in the project facilitated the creation of a work model towards an important goal - integration and adequate inclusion of a newly appointed pedagogical specialist in the school environment. More specifically this means a faster and quality entry into a 'working mode' of the new teacher. Each of our four newly appointed teachers gained experience in classroom management, overcoming different obstacles in their own work. Through formal and informal structures for support, the new teachers acquired more confidence and motivation to work. They learnt to plan lessons effectively, to use feedback as an instrument, to evaluate according to criteria adopted by the school. They have considered their role as teachers in the context of key relationships in the school community: with students, school leadership, parents, pedagogical counselors, and colleagues. Our newly appointed teachers have been included in school life since the beginning of the school year. They attended the lessons of more experienced colleagues and were observed. They shared what they saw and felt, they assessed themselves and listened to the recommendations of their colleagues.

With the updated wish for self-assurance, with the help of their mentors and the school principal-leader, the newly appointed young teachers implemented projects that gained the trust and love of their pupils and their parents: a copy of the important for the Bulgarian nation text "Slavic Bulgarian History" in the 10th grade; production of school newspaper in 8th grade; simulation of electoral campaigns and parliament elections in 11th and 12th grades; two lessons on the territory of the Sofia City Court with the participation of prosecutors and judges with the 10th, 11th and 12th grades; joint lesson with the mentor.

Communication with the project coordinator, her specific guidance on the use of relevant tools and practices, student visits and subsequent professional discussions played an important role in further supporting the motivation and professional self-confidence of newly recruited young colleagues. Apart from the school management, the mentor and the other teachers, the role of the coordinator as a kind of "external" to the school factor played an extremely valuable role for the young teachers, who in this case had a varied but unidirectional pedagogical orientation. This also led to the desire of some newly recruited teachers to be form-masters during the new school year.

Support provided to Newly Qualified Teachers and Trainee Teachers after T2TT:

As a participant in the T2TT project, the team of 30th Middle school "Miladinovi brothers" in Sofia achieved the set goals. Ideological and practical project resources have been mastered and transformed into a durable mechanism for the integration of newly appointed teachers. Thanks to the full dedication of the two mentors and the four newly appointed teachers involved in the project, the highly professional and multi-directional support of the school principal as a leader, the entire school leadership and the pedagogical staff, the four young teachers wished to continue working in the school. Today they are motivated and ready to face new professional challenges on their own. The created model for supporting newly-appointed teachers in our school has established itself as a working mechanism, and the team is ready to adapt it for support of newly recruited teachers.

During this school year, mutual lesson observations are planned to enhance the pedagogical and collegial interaction; joint lesson planning in professional communities; the alignment of pupil assessment criteria and the enrichment of motivational assessment methods; enriching classroom management techniques and tracking student progress; the inclusion of newly appointed teachers in the planning and realization of general school activities. The experience gained during the project is a reliable basis for continued mutual support in the formal and informal structures of the school organization. In particular, we foresee common activities to improve the classroom management and feedback processes. Undoubtedly, the experience from the work on the project has expanded the professional horizons not only of the mentors and newly appointed teachers, but, thanks to the organizational culture created in the 30th Middle School, of the whole pedagogical staff and it will contribute both to the improvement of the quality of education in our school, as well as for higher professional satisfaction.

School's vision for the future

The encouraging, development and realization of each student's strengths and talents, the formation of key competences and skills of the 21st century, motivation for lifelong learning, as well as the formation of active civic position are the main goals of the team of the 30th Middle School "Miladinovi brothers".

- The particular efforts for the development of 30th Middle School are in the following directions: use of educational innovations to develop key competences in native and foreign languages as well as digital and civic competences for successful personal realization and socialization of students
- Improvement of the pedagogical staff's professional skills for applying new technologies in the classroom, mastering interactive educational practices and skills for the full integration of children with SEN, as well as towards the overall support of students
- Ensuring quality education for all students, equal access to all extracurricular and out-of-school forms for expression of the personality of the students