

Contract No. 2020-1-BG01-KA201-079295

## METHODOLOGICAL GUIDE

### FOR DESCRIPTION OF GOOD PEDAGOGICAL PRACTICE

*Expected results:*

- To acquaint teachers with the methodological grounds for determining a pedagogical practice as good;
- To acquire practical skills for describing author/team pedagogical practice with the use of educational technologies and resources that fit into Celestine Freinet's pedagogy;
- To learn skills for using the model for describing good pedagogical practice from the educational process in various subjects, as well as from extracurricular activities of interest;
- To increase the self-confidence of teachers that they work innovatively and can share their achievements.

### WHAT MAKES A TEACHING PRACTICE GOOD?

Given the radical change, both in the organization of the environment, as well as in the technology for organizing and conducting educational activities, realized by following the leading principles in the pedagogical concept of Celestine Freinet, it is necessary to pay due attention to the work of the teacher.

Every teacher who implements Freinet's classical ideas, supplemented and enriched in the conditions of today's highly digitized educational environment, fundamentally changes his roles and responsibilities. From a source of knowledge and organizer of the overall activity, he becomes an instructor, organizer of the environment and provider of resources, mediator, facilitator, consultant and part of a team.

The teacher, sharing the concept of freedom of choice and combining learning with work and guided by the principles of this concept, creates a creative discovery climate and shapes the

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worldview of his students in a new way. This gives strong grounds for assuming that this teacher is an innovator.

In practice, within the framework of the present project, each participant created his own package of unique products based on the knowledge and use of the opportunities provided by Freinet's pedagogical ideas on the one hand and modern educational technologies, including digital ones, on the other.

This allows to move to a higher level - sharing and popularizing what has been achieved. They are extremely useful for other teachers who would like to develop and enrich their pedagogical toolkit with innovative techniques and practices.

The professional-pedagogical activity of the teacher is creative in its essence, and therefore it is accompanied by inspiration and striving for higher achievements of both the students and the teacher himself. Some scholars tend to assume that pedagogical achievements are part of the essential socio-role characteristics of the teaching profession.

This leads to increased interest in teacher initiatives and innovations, and they begin to be more seriously investigated and analyzed.

The question arises: *What characterizes a pedagogical practice as good?*

The answer is that *it is associated with success, effectiveness, productivity, high quality, efficiency, effectiveness of the teacher's achievements in relation to educational standards.*

Therefore, ***good pedagogical practice*** means the process and product of masterfully performed tasks by the teacher, which show progress in his professional development.

These are *routine or innovative tasks for the profession, the solution of which is based on the successful application of classical and innovative scientific and theoretical concepts, technologies, methods and techniques in the specific educational and educational environment and taking into account the specifics of the learners.*

*Creative pedagogical experience* is what the innovative teacher realizes in his work.

The concept of *creative pedagogical experience* means accumulated new ideas that are introduced and tested in practice.

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Content-wise, the creative pedagogical experience is presented through *the professional-pedagogical achievements* of the teacher/team of teachers.

*Professional-pedagogical achievements* are classified depending on their functional place as a component in the overall structure of professional activity.

They can be:

a) technological and educational; technological and pedagogical; technological and didactic achievements;

b) achievements at the level of pedagogical techniques within one or another technology.

Irrespective of the mentioned two types, the professional-pedagogical achievements are of the same type: a model for/on.

A *model* is a mental and/or schematic representation of a prototype. A model can be said to be a substitute, a copy of an original.

*The practical benefits of describing a unique own and/or team good pedagogical practice* can be found in the following directions:

1) Serves for recognition and differentiated assessment of teacher achievements. Teachers achieve results at different professional-pedagogical levels. Therefore, there is a need to profile achievement levels. It can be said – to model standards for recognition and recognition of one or another profile of teacher achievements.

2) For career and professional-qualification development.

3) For personal prestige and public recognition.

4) For the prestige of the educational institution.

5) To exchange ideas and practices.

6) To participate in various educational forums at the national and international level.

7) For participation in contests for educational projects, etc.

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## MODEL FOR DESCRIPTION OF GOOD PEDAGOGICAL PRACTICE

1. Name of practice.
2. Summary of the essence of the practice. (up to 10 lines)
3. Data about the school where the internship took place - a brief description of the internal and external environment.
4. Subject/s, class; classroom, extracurricular or extracurricular form of work.
5. Time in which it was realized (period or dates).
6. Teacher or a team that implemented the practice - description of professional qualifications - elementary, by subject, pedagogical advisor, psychologist, etc.
7. Description of the group of students with whom the practice was implemented - age, gender, ethnic and individual characteristics that are significant for the training.

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8. Presentation of the main pedagogical goals pursued.

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9. A complete description of the practice, taking into account the achievement of the criteria of *innovation/originality in terms of methods, forms, techniques, technologies* , etc.

- substance;
- technology of preparation;
- implementation technology (stages);
- duration of application;
- self-assessment of innovative elements.

10. Description of achieved results, taking into account the criterion *of success/efficiency*. For example, increased motivation, increased interest, provoked new searches, enriched knowledge, formed new teachings, improved skills, enriched interdisciplinary connections, etc. in:

- the educational sphere;
- the educational sphere;
- the social sphere (e.g. work with parents, work with NGO partners, etc.)
- the emotional sphere - feelings, attitudes, changes in them during work and after it in students and teachers;
- practical results or products that have been created;
- economic (e.g. internship, project aimed at professional qualification, etc.)
- another.....

11. Advantages of the presented practice compared to standard approaches to work and training.

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12. Opportunities for application in other schools, extracurricular facilities and other institutions and organizations that implement educational activities and pursue educational goals. Consideration of the *transferability/applicability criterion* (can be applied in another context and replicated).

13. Limitations and possible difficulties.

14. *Sustainability/appropriateness* of practice. Conditions for achieving sustainability.

15. Contacts for additional information of the author or the team that implemented the practice:

- Address of blog, school website and/educational portal;
- Phone/s;
- E-mail address/es.