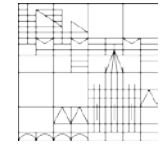




PAGOSTE

Universität
Konstanz



CONCEPT OF PEDAGOGICAL REFENDARIAT (PEDAGOGICAL INTERNSHIP)



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

Developed by:
Oleksandr Radkevych
Larysa Korvat
Vladyslav Belan



Concept



Model of referendariat



Aspects of the referendariat



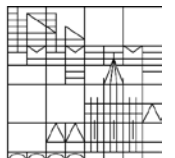
Positive elements



Negative elements

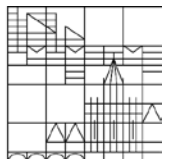


Undefined levels

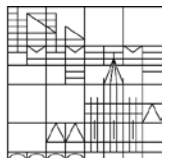
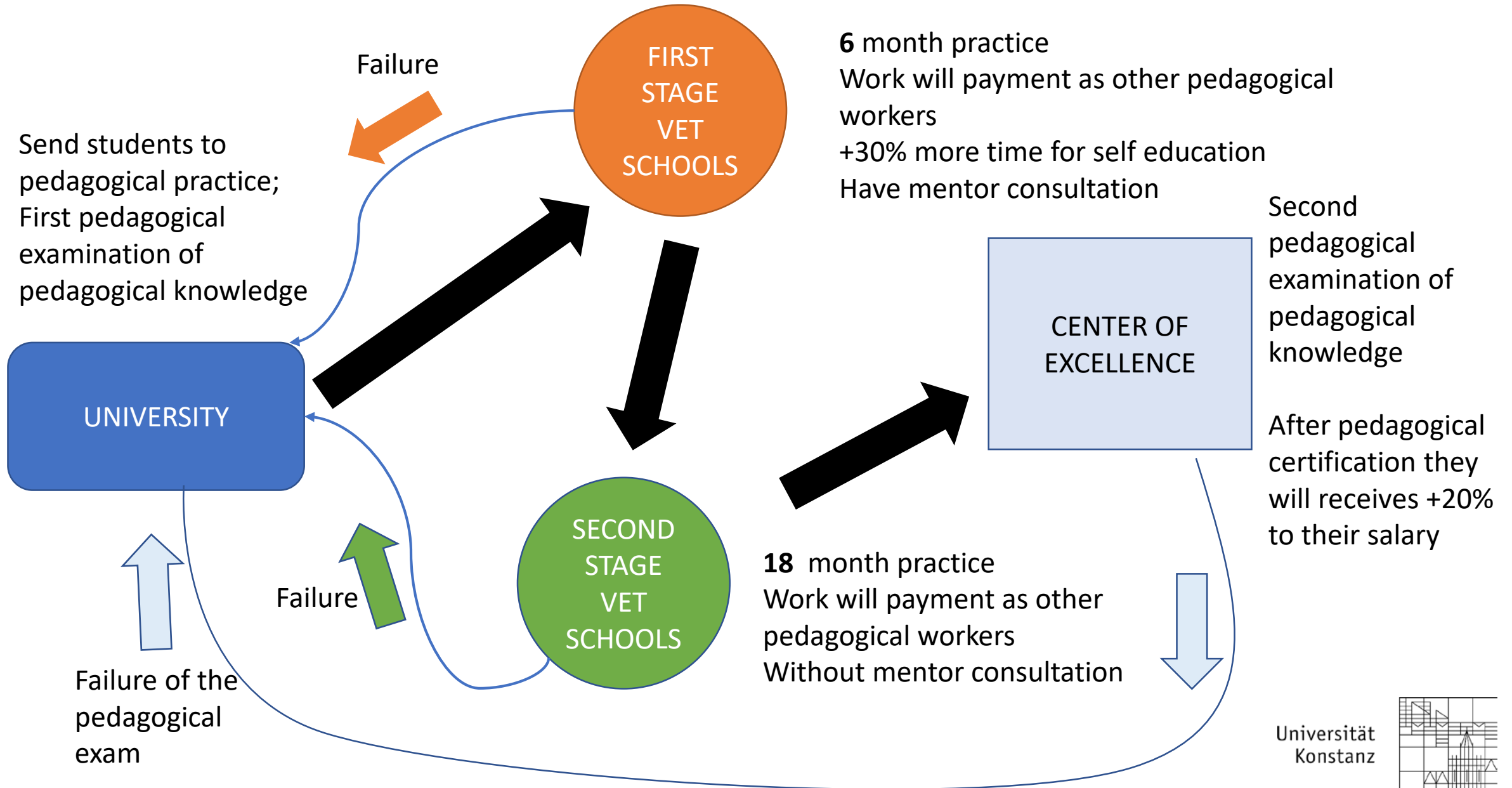


CONCEPT

The concept of the refendariat course in institutions of vocational education assumes that it lasts from 18 to 24 months on the example of Germany.



MODEL OF REFENDARIAT



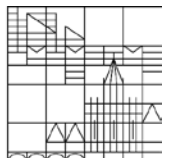
POSITIVES ASPECTS OF THE REFERENDARIAT FROM THE SIDE OF UNIVERSITIES



Providing employment for graduates

Conceptual renewal of the system of teacher training

Providing the contingent of the master's program

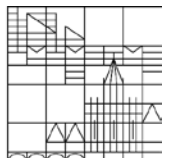


POSITIVES ASPECTS OF THE REFERENDARIAT FROM THE SIDE OF VOCATIONAL SCHOOLS

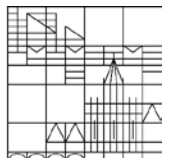
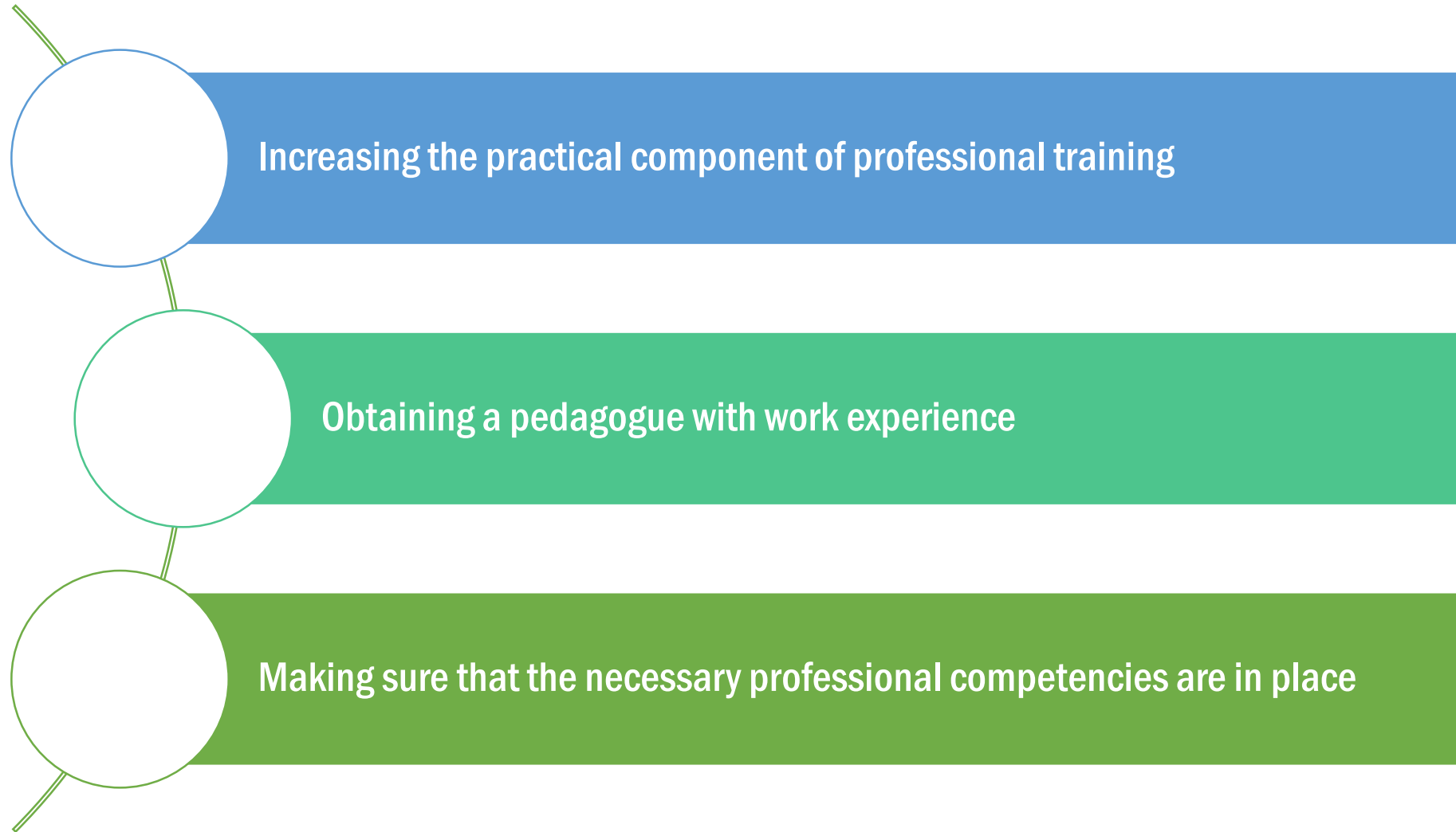
Humanization in the methods and content of teacher education

Constant renewal and provision of staff and pedagogical reserve

Implementation of innovative pedagogical technologies and competency-based approach to professional training of referendarians



POSITIVES ASPECTS OF THE REFERENDARIAT FROM THE SIDE OF EMPLOYERS



POSITIVES ASPECTS OF THE REFERENDARIAT FROM THE SIDE OF REFENDARIES

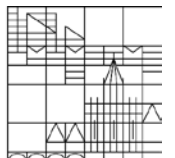
Degree of professional training (compulsory completion of a referendariat course after receiving a "master's" diploma)

Guarantee of pedagogical experience

Practice-oriented pedagogical skills and abilities

Formation of a network of professional and personal connections

Formation of professional identity



NEGATIVE ASPECTS OF REFERENDARIAT



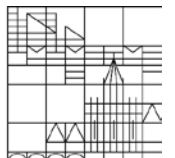
Resistance to the concept of referendariat on the part of society



Increase in funding of pedagogical staff training



Partial social insecurity (place of residence, medicine, kinship)



THE IMPLEMENTATION OF THIS CONCEPT SUITS ALL PLAYERS

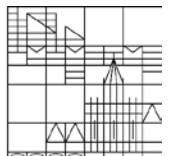
1. Universities – has place to their graduates in vocational education institutions. This strengthens the teaching staff of vocational education institutions.



2. Vocational schools receive motivated young teachers, who stand a good chance of returning to vocational schools in the future.

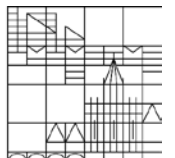


3. Employers - qualified pedagogical workers train qualified workers for a specific area of the economy.



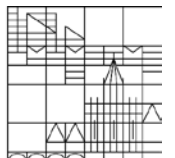
POSITIVE ELEMENTS

- ✓ Reducing the number of incompetent and casual educators;
- ✓ Reducing the cost of training educators due to increased requirements for enrollment;
- ✓ Improved quality of higher and vocational education;
- ✓ In the long term, economic growth due to improved quality of teacher training;
- ✓ Strengthening the concept of dual education through the pedagogical practice of refendariats;
- ✓ Increasing the importance of pedagogical workers in society;
- ✓ Increased credibility of professional education in society.



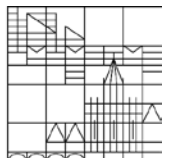
NEGATIVE ELEMENTS

- Additional costs for the training of qualified pedagogical workers.
- Increase in the training time of pedagogical workers;
- Reducing the number of teaching staff in the education system of Ukraine;
- Low social orientation to the profession of a pedagogical worker



UNDEFINED ELEMENTS

- ❖ To the pension fund and social insurance funds the corresponding contributions accrued to the payroll will return 22% of the amount spent on the training of pedagogical workers;
- ❖ The local budgets will be replenished with revenues from the payment of tax on the accrued income of pedagogical, scientific and pedagogical and scientific workers, who will receive a salary increase;
- ❖ The state budget will also recover funds from the payment of personal income tax, as well as the military levy;
- ❖ The amount of subsidies from the State budget of the Pension Fund will be reduced and both local and state budgets will be replenished;
- ❖ Low interconnection with employers;
- ❖ Problems in the non-state labor market;
- ❖ Low impact on the social sector;
- ❖ Social orientation;
- ❖ Meritocratic logic in the choice of educational direction





PAGOSTE



Thank you for attention!



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