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The activity of school social pedagogue in Lithuania and Germany: results of comparative analysis

In the last decades social educational orientation of European schools systems can be observed. It means that the modern school is not capable to guarantee the optimal socialisation conditions for children and needs for its organisation the representatives of social professions. Moreover, SSW becomes the motor of school changes process (Lanig, 1999), not only the task of educational institution and instrument of social or educational policy (Drilling, 2004).

These problematic aspects presuppose the following paper questions:

1. *What structural components of activity of SSP could be observed in the different contexts?* 2. *Is it possible to construct the structure of activity of SSP with equivalent elements from the different contexts?* 3. *That theoretical constructs could form the theoretical basis of the activity of SSP on different levels?*

The object of the paper is the activity of school social pedagogue. **The aim** of the paper is to identify the structure components of the activity of school social pedagogue which could be applied independently from the social cultural context according to Lithuanian and German experience, and to ground them theoretically.

In this paper the original model of the activity of SSP is presented. The structure of activity of SSP is based of the analysis made earlier – theoretical and empirical. However, the most components were dictated by the results of empirical research which were again related to the scientific assumptions.

The empirical qualitative research allowed revealing following components of the activity of SSP:

a) In Lithuania: In the level of SSP's interaction with partners of interaction, communication and cooperation emerged the interaction with partners of direct social interaction, interaction with partners of professional communication in school and interaction with the partners of professional communication outside the school; the variety of activity fields by addressees was identified, the nature of the activity of SSP was defined. The professional portrait of SSP is constructed from following components: the roles of SSP, his personal features and attitudes, principles and specific characteristics of the activity. The process of SSP is characterized by plenty of work, volume and dynamics of the activity. The main elements of the activity are planning, daily activities, applied methods, hierarchical controlling and research for identifying the activity results.

b) In Germany: The interaction of SSP passes in three levels: interaction with institutions and colleagues, interaction with addressees, interaction with pedagogues and interaction with parents.

The nature of the activity of SSP is characterized by the terms of prevention, multicultural work, help, problem solving, professional orientation and integration. The activity fields of SSP include activities in the school, which (1) are realized in organizational level; can be differentiated (2) towards its realization in the time, (3) according to applied methods. Activity outside organisation is mainly understood as home visiting of students and their families. The roles of SSP as the part of the whole portrait of SPP are subdivided in two levels – intrapersonal and school level. The competence of SSP is characterized by personal features, obligated for the professional activity of SSP, attitude and knowledge. The main principle of the social pedagogical activity, used by SSP- humanism ideas, in the work with the main category of addressees - children are important such principles as nearness to the students, voluntarism, respect and tolerance. The main characteristic of the process of the activity of SSP is the combination of singularity and periodicity. The main elements of the activity process are planning and documentation phases.

c) After the completion the comparative analysis of empirical revealed structure components of the activity of SSP, the “social neutral” structure components were highlighted. The big part of common features came from category of SSP interaction with his interaction, communication and cooperation partners, by characterizing the fields of the SSP’s activity and its nature, as well as drawing the professional portrait of SSP. Common for both social cultural contexts are the category of direct interaction with the addressees, professional communication in the school and outside the school. The common nature of the activity makes the terms “problem solving” and “help”. The common elements of the professional portrait of SSP are his roles, personal features, attitudes and principles. For both countries typical feature of activity of SSP is its plenty and diversity. The common elements of the activity process are planning, daily activities, methods, documentation phase and result.

d) The structure of the activity of SSP, constructed on the basis of empirical results and theoretical assumptions consists of the main three parts: 1) **Basis of the activity of SSP** including *the basic competences of social pedagogue* with professional knowledge, social and ethical competences, personal features and *the basic professional competence of school social pedagogue*, based on “sub-competences”: basic competence, work field and balance competences. 2) **Differentiation of activity of SSP** into direct interaction with the addressees, activity outside the organization and activity in organization (in school community and in school as organization); 3) **Context of activity of SSP**- the factors, by which the activity of SSP is directly influenced. Such factors are addressees, legal-institutional and social cultural conditions as well as factors rising from concrete social pedagogical situations.