

Magdalena Zmysłowska

Faculty of Social Sciences
University of Warmia and Mazury in Olsztyn

zmyslo@poczta.fm

THE PROFESSIONALIZATION IN CHILD CARE INSTITUTIONS

In recent years the issue of professional activity is undertaken on the basis of social pedagogy and social work. Until recently, on the one hand, the indicator concept of profession has been developed. It examines the issue of professionalism in formal aspect.

In this perspective, features such as: education, activities for the common good, having an autonomy in action and the organization of guarding the monopoly of the profession are particularly important (Urbaniak - Hare, 2006, p.6). In other theories the attention is paid to non-formal aspects of professional action.

The conception of these may include interactive approach of professional dimension in social work (Granosik, 2006), the concept of reflective practice of Donald Schön (Schön, 1983), a theory built on the concept of professionalism of the professional opinion of David Tripp whether the concept of professional artistry of Della Fish.

Professional performance within the profession of social results is tied in a number of professional activities, requiring responsibility for another human being, respecting fundamental norms and principles governing life in society and the functioning of the organization. Special importance ethics, which in the case of the social, must be one of the essential factors shaping the profession.

Ph.D. thesis project revolves around the fields:

- What is the image of professionalism in the educator`s minds?
- How do educators interpret their professional development?
- How do educators view themselves as professionals?
- How do they understand the professional competences?

The project is set in the interpretative paradigm, which deals with theories focusing on the functioning of individuals in the social world, in the world of education and its perception.

The author of the project focuses on the study of individual, personal, subjective understanding of professionalism in professional activities, striving to understand the meaning of professional educators, capturing the subjective consciousness of professional activities including the time perspective and the context in which such persons exist.

In the project the basic technique of data collection is a qualitative interview in two varieties: open depth interview and the interview focused on the problem.

In research the child-care educators are included, who make a reflection on their professional activities. They tell stories about their previous work, make a reflection on possible ways of becoming professionals and their understanding and experience of individual professional development, improving prospects for the emergence of the characteristic perception of professionalism, ways of solving problems, values that are important and the kind of knowledge, which in this subjective sense is essential for educators.

The data collected will be analyzed according to grounded theory

References:

Urbaniak-Zajac, D. 2006: „Wskaźnikowy” model profesji i jego ograniczenia, „Problemy Opiekuńczo-Wychowawcze”, nr9, s. 3-10

Schön, D. 1983: The reflective practitioner. How Professional think In action, New York: Basic Books

Granosik, M. 2006: Profesjonalny wymiar pracy socjalnej, Katowice: Śląsk,