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The conference organised at the University of Lower Silesia (ULS) was a joint project, based on the European Doctorate in Teacher Education (EDiTE) and the EU Framework Programme “Horizon 2020”. It was the first international science conference for PhD candidates which took place thanks to the joint efforts of the University of Lower Silesia and the University of Innsbruck. The science supervisor was Prof. Hana Červinková from ULS. The participants were: from the Polish side, the PhD candidates and the supervisors of their dissertations prepared as part of doctoral studies at ULS and; from the Austrian side, the PhD candidates and the supervisors of their dissertations prepared at the University in Innsbruck. The topic of the conference concentrated around the idea and practical aspect of teacher training, partly focusing on official and unofficial counselling, situated in the broadly understood education processes. However, the primary goal of this conference was to bring together PhD candidates from both universities in order to allow knowledge exchange, teacher training practices and research on the education world. It was possible to achieve this goal thanks to creating a safe and friendly space for discussion on topics that interested all the PhD candidates, and creating the opportunity for the PhD candidates to share their experiences as well as hear out the mentors’ suggestions. Due to the PhD candidates taking part in the conference as young researchers, and the Professors/Doctors as mentors, the form of these meeting possessed an advisory tone: experienced researchers advised younger researchers on how to create and advance their research projects. Three busy days of conferences allowed the PhD candidates from the University of Lower Silesia and the University of Innsbruck to share their research plans and current achievements in their research as well as to hear feedback from their more experienced colleagues.

The first day of the conference was opened with a short introduction from Prof. Christian Kraler (University of Innsbruck) who presented the purpose of the

meeting. In order to encourage the participants to freely participate in discussions, he pointed out that everyone is aware that public speaking, especially in a foreign language on one's doctoral dissertation, requires conquering stress and uncertainty, and he assured the PhD candidates of his support in their further work.

A total of eleven young PhD candidates spoke about Teacher Education from different perspectives. Each one of them focused on the aspect which correlated with their personal research interests. I particularly was interested in the counselling aspect which could be noticed in many of the speeches. I shall survey the three speeches presented on that day which were the, which were to the greatest extent concerned with the idea of counselling.

The first speech which contained the idea of counselling in pedagogical research was presented by Elisabeth Hass. This PhD candidate from the University in Innsbruck, a pedagogue, presented a speech on *Successful conditions of school mentoring processes in teaching studies* (the title itself shows the presence of mentor counselling). She indicated the necessary conditions for conducting successful counselling, pointing out that without correct observation of the teacher by the mentor, supporting him may be difficult. The results of Elisabeth Hass's research, carried out in Austria, so far show that correct counselling and supporting the teacher during the education process has positive results. However, this takes place only if certain conditions are met, allowing the mentor to observe the teacher and to perform further work. It is felt during observations of teachers as well as students. It is easy to recognise that the mentor takes on the role of an advisor, supporting the teacher with his experience.

The next person to present her speech was Adriana Yüksel, a psychologist, a PhD candidate from the University of Lower Silesia in Wrocław, researching the work of psychologists in schools and more precisely the role of psychologists from the institutional and teacher perspectives (*Psychologist in School: Role of school psychologists in institutional and teacher- psychologist's perspective*). It is yet another topic that presents the aspect of counselling that takes place in school (institution). This time the role of counselling is taken on as a role by the school psychologist, who performs many tasks in order to minimize tensions experienced by students, teachers and parents. Adriana Yüksel in her work concentrates mainly on the psychologist's profession, the institutional perspective about the purpose of employing psychologists and the perspective of psychologists themselves regarding their profession. In regards to this, she mentioned many roles that the psychologist has to take on, I will point out those that had to do with taking on the role of an advisor, such as: consultations and cooperation, interventions and support in improving skills to deal with stress, interventions and services to maintain mental health, prevention services, and services concerning cooperation with family and school. The speaker pointed out that the main role of a school psychologist is to help children; however, they are often placed in a position where they have to choose between the children's needs and the pressure from the institution. Research on the psychologist

profession from different perspectives sheds light on the roles performed, according to the expectations of the institution (school), in regards to the law but mainly according to psychologists themselves. Whether a school psychologist has the possibility to take on the role of an advisor for students and support them or rather is obliged to perform the duties imposed by the institutions authorities.

The last speech relating to counselling was my presentation of research results regarding the problems of hearing children with deaf parents, and problems with them using different education systems (*Hearing child of deaf parents in education system. The roles and challenges of the family and school in face of hearing disability*). I pointed out the different roles the hearing child of deaf parents has to take on when being a student. I highlighted that the “school aspect” is one of the many in that child’s reality/everyday life, in which they are a negotiator, a link between the world of the hearing and the deaf, a translator, not only of words but also of the general culture which includes the educational culture and the existing norms and behaviours. Taking on all these duties which come along with the mentioned roles, the child becomes an unofficial teacher-counsellor for the parents, teachers and other students. It is not rare for the child to become an advisor for the family as it’s the only member that has contact with the world of the hearing and as the only one, knows that world perfectly, therefore, when assisting their parents he/she can make that world more familiar for them. I pointed out that putting a hearing child of deaf parents in such a position, creates many problems, misunderstandings, and often distortions. During the discussion which followed the speech, I explained that the areas of school and education are not the only ones I’m interested in regarding this topic.

During the first day of the conference, other PhD candidates from the University in Innsbruck and the University of Lower Silesia presented their speeches which covered such topics as: pedagogical knowledge, teacher reskilling, unofficial education, integration of disabled children and even mathematical modelling/structuring. However, they were concerned with the issue of counselling on a much smaller scale. All of the speeches can be found on the official website of the University of Lower Silesia at: <http://www.iisce.org/>

The second day of the conference was devoted strictly to counselling, as it began with a two part speech from Prof. Teresa Bruś from the Institute of English Philology/English Studies (University of Wrocław), who in her speech titled *Academic Presentation and Writing Session/Akademicka prezentacja i sesja pisanie* presented the most common mistakes of scientific speeches, dissertations and gave many guidelines on how to give a good and captivating speech in front of a larger audience, how to encourage the listeners to a discussion, how to write an interesting article. ProfBruś as an expert, gave a lot of practical advice, thanks to which the participants were able to enrich their knowledge about writing dissertations, which they will certainly use when working on their next conference speeches or articles.

After the speech, the PhD candidates headed to individual consultations with professors from both Universities. Each of the participants was matched to experienced researchers according to their personal research interests so that they could gain as much as possible from the professors' support. These consultations allowed to once again briefly present your idea on your doctoral dissertation, to obtain the professors' opinions and information on how to proceed with your research and where to look for sources of information. Each of the PhD candidates received information and advice which they will probably use in their thesis.

The last day of the conference was a workshop day. It began with a speech from Prof. Lotar Rasiński (University of Lower Silesia), titled: *Socratic Education Today/ Sokratejska edukacja dzisiaj*, followed by a discussion. The workshops took place after this, run by Prof. Christian Kräler, who engaged both the young and experienced researchers, presenting tasks one by one to be performed in small groups. He encouraged the participants to reflect on their own research topic but also on the research topics of the colleagues from the group. As the last task of the conference the participants were asked to set themselves a small goal in the form of a "small step", which they would take immediately after the end of the meeting, which would also have to strictly do with their dissertations.

Almost all of these informative activities, greatly suited dialogue counselling. During the entire conference I had the impression that the professors took on the role of counsellors. Although I have referred to the professors who counselled the PhD candidates as "experts", I believe that their attitude and way of giving counselling can be – according to Alicja Kargulowa's classification, further expanded by Bożena Wojtasik – compared to the attitude of a consultant-advisor. Each of these experienced researchers listened closely to the person presenting their research accomplishments, asked precise questions, suggested what to concentrate on, never imposed their own opinion, or ordered the young researchers to change their research idea. The great respect and acknowledgment shown to the young researchers confirmed our conviction that the undertaken research direction is correct, and the performed work will contribute to the development of knowledge on education, school, the engagement of teachers, students, parents in education processes and construction of support.

Translated by Monika Żurawska