

CHILD CARE'S DILEMMAS IN THE PRIMARY SCHOOLS

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In the integrated lower grade public educational institutions of a small town of the great Plain during the representation of the results of the empirical research in the circle of the pedagogues who work as officials responsible for childprotection – the defining elements of the sturcture of the teachers' co-orperation who work with disadvantaged children sketch. The research which is carried on teachers by focus group interviews reveals: the social, economical, sociocultural status of the official responsible for childprotection and reflects on the professional difficulties, social responsibility of the helping pedagogues; the actual deficiency of the scholar childprotection, child care methodology. During the writing up in a qualitative way the cases that end with success and failure make possible the senseling of the responsibility of the helping work based on multidisciplinary, inter-professional co-orperation, the possibilities of the professional help sketch in kindergarten, school as an appearing phenomenon during the treatment of the social problems.

Keywords: officials for childprotection, child care in the schools, multidisciplinary, inter-professional cooperation

We can hear about the growing parental expectations that are claimed against the pedagouges and the extreme types of the filial maintaining on the stage of the public education nowadays.

Wherever the pedagogue works he can be a grade teacher or a teacher in the Hungarian public education system or a tutor in the higher education – the child and youth protection appears as a serious task on a challenge among the soical relations which isn't devoided of crisis.

The child's problems are individual and social too bantering to the personality development during the school years as they have influence on the common realitions the succesful dissection in the social groups. On the basis of the subsidiarity principal the schools as social institutions have to undertake the deal with the problems on the spot.

Besides the educational function on mezo level social political roles require serious personal and objective source of energy system.

In our essay we represent the results of the research connected with child protection that is carried out in the primary schools of the small towns of Békés county.

The purpose of the research which is performed with qualitative method (focus group interview, online survey and document analysis) is how the school can fulfil the above mentioned socialpolitical function how they manage to enforce the filial rights in a welfare pluralism.

We reveal the characteristics of their every day work of the pedagogues who work for child care in the primary schools. We also reveal the child protection possibilities and deficit in the area paying attention to the features of the cooperation between professions.

The methodological and professional limits of the school child care in Hungary

Child and youth protection responsible's place in the Hungarian child protection system at the end of the XX. century. Makai (2000) in her follow-up comparing examination, targeting the revealing of the school child care's practice in the years following the change of regime, analyses the child care culture's quality, its forms of appearance in reflection of the upbringing and teaching professionalism of the pedagogues. The summary work published on the turn of the century, reveals the cultural background of the school child protection in the years directly before the change of regime, and then in the following seven years. In our nation's forming child protection system, prior to the year 1997, number 21 child protection bills enrollment that goes about working in child protection and court of guardian conduction, the pedagogues place working in child care previously (henceforth: child care responsible).

In schools there is still an emphasis put on preventing, which is proved by the fact that the child care responsible's number and they actual work, the putting down and documentation of it shows a straight correspondence with the ratio of the pupils declared as endangered, independent of wherever the school is functioning in the capital, in county towns or in communities, and if it runs by a state or a social organization. In schools where the number of the endangered children was outstandingly high, respectively affected along the more dimensions of endangerment (environmental, belonging to personality, financial, sanitary or other...), in repeatedly endangered children's schools the concept of child care was interpreted rather extensively. They strived for the assistance of keeping the child in the family with organization of judiciary representation of interest based defense if needed, and physiologic, life-leading guidance for which they drew in the representatives of partner-professions, bearing special competence, in the procedure of professional assistance.

What describes the child care culture of the pedagogues working as child protection responsible in school, depends extensively on where, what type of community they live in, along what kind of reasons the social problems cause to children, family symptoms concentrate (Blumenfeldné, 1993). This determines the quality of the local social security net of which's woven or with holes part, the school as an institute following child care, undertakes a role. On the turn of the millenium characteristically the pedagogues working in big cities' schools show an incilination towards professional cooperation, the distancing from professional social assistance experts and institutions (from social workers, experts working in educational counseling, coworkers belonging to the child care network) appears as country, small school mentality. In bigger towns there is a claim formulating for the school physiologist's, school family attendants' and the assistants' work practiced in school, working in the field of basic sanitary provision (medic, nurse, mental hygienic expert).

Ambivalent feelings, prestige anxiety, professional jellousy described the expectation mostly in the nineties, with which schools opened up towards their colleagues representing social professionalism, or didn't. Apropos of the

attendance of the school symptoms of the cumulative social and economic hardships, the attendance of knowledge deputized by the new system was claimed in the institutes, although the issues are telling about intense mistrust. The possibilities in interprofessional cooperation were drafted in some schools of big towns (Debrecen, Csepel) that are acting with alternative guidelines: The cooperation dilates the borders of schools in the direction of official and partner organisation (local government, quardion agency, social agency, police station, childcare service, family support service, psychiatry, drug outpatient clinic) like in the direction of the civil and mercy organizations (psychological support services, militia, youth groups).

Where is the place of the pedagogue doing child care work in school? (Strausz, 1994) Are they working along inner and outer motivation systems alone as „little psychologists”, or next to the agents of social fellows professionals offering novel approximation of problems and multiple, system-approach solution-modes, without them, probably are they working cooperatively? (Volentics, 1993) Is the breaking of the pedagogue's role continuing because of modernization or is the „unitmanness” of pedagogues coming to the front who work as mentalhealth gatekeeper (Gerevich, 1997) in the XXI. century?

Did the sides approach in the last 13 years following the introduction of the child care law? Is the small town spacer, gatekeeper mentality typical? Are the child care responsables asking help in the course of their work? What kind of courses do they take part in, do they feel their verges, possibilities? Analysing the verges of childcare work we are looking for the answers.

Our essay's titel titled methodological assistance that is compiled by the Ministry of Labour and Social – determines the development of the cooperational confines with the complex child and youth protection system apparatus as the teachers, pedagogues also the ones who have qualifications as social pedagogues and social workers' whose primary task is the prevention of imperiliation with pedagogical means.

The subject represents the school child protection work methodological background also the set up of the native child protection system its working levels, service system in a comprehensive way. It puts the school in the net of the institutions that supply child care and the detrimental situation multiple disadvantage situation and it assigns the professional confines of the one who is responsible for child protection with determining the notions of the imperiliation at the same time. The public educational institutions are important parts of the child care indicator without its effective operation we can't speak about prevention and creasing of the imperiliation.

As on the secondary social stages the children spend most of the time in these institutions so there is the opportunity to observe, reveal and solve the problems. The effective preventional task provision and the developed healthy childish personality progress endangering situations' successful solution can be imagined in a powerarea that consists of professional relations.

By revealing the child care cases that happen at school an extensive professional link and a huge defensive position proves of that outspreader the one who is responsible for.

The purpose of the research, the background of the methodology

The main aim of the research that was carried out in the spring of 2010 is to reveal how the adequate child care arrangement works on the level of the rising social problems effective managing in the integrated self governing institutions of our town if the provision of low regulations are realized.

In what way and degree the teachers who are responsible for child care guide to the methodological possessing authority during their work. In our research with qualitative methodology we would like to know what similarities and differences appear in the practice of the school child and youth protection in our small town. How does the institutional medium influence the quality of performing the task? How do the personal and professional interactions develop among the joining experts on some level of the school child care work? What samples outline due to the professional work?

We made focus group interviews three times with professionals who work for child protection, children's parents, educators, the social workers who teach social work, parents and clerk from the court of the guardians.

The aspect of the institutions

The examined integrated institution's four low graded schools have the same managing as a result of the contraction in 2007. The features of the member institutions can be seized in the integrated institution's organizational and operational regulations and in the local educational program and in very syllabus besides the general profession task that expand to every school special provisional fields appear that form the face of the member institution.

The principal of the formation of the children number is the content and the quality of the pedagogical service on one hand that the school can offer and the geographical settling which significantly determines the circle of the students as there is the right for free school choosing within the integrated institution on the other. The school is status training as a social mobility channel – It is a lift but the programmes, the teachers' professional calling, social sensitivity can determine the lift's way through the social strata – as well as the social area where the institution work.

Four typical school samples are outlined for us by the geographical stereoscopic placing and pedagogical programmes, customs of the school which can be explained as the mark of the different ages and they also determine the social problems that depth, characteristic which get into the teachers' scope.

The „Elit School” which has historical roots try to keep the XIX. century school establisher mentality, traditional quarter and its building that is under monument protect, near to the city's tourism centre, there are several workplaces for the intellectual classes that are provided by public and private institutions (public prosecutor, police, court of justice, prison, lawyer's office, notary's office, child and teenager sanitary consultation, the integrated institution's management centre) the school is as far from that as the railway station and the public transportation's centre.

The youngest school of the town was built during the years after the change of the regime. The county hospital and town's suburbanities area, they can be divided into three parts and they are well-off parents who are highly qualified working in the public health service and after the change of regime the children of those parents who have got successful ventures at the

same time – this school takes upon to teach those who live in „state well-kept” in the huge orphans at the edge of the town. The institution’s near to the administration, service and tourist centre. This school was determined as „Meltingpot School” by us.

„House Estate School” was a following test school. The building, that bears characteristically the socialism’s architectural in outward appearance, was built in late seventies. The council estates, were built in the North-West outline of the city. It is away from the historical city, near the service centre, but they built it further from the administrative and touristic centre. Preferring communal education, the main area of realization of the community-improving aim is sport. In our essay we named it „council or house estate school”.

The North-East part of the city is „the village in the city”. Far from the administrative, service, touristic and cultural centres, the building of the school lies in ruin, in a rundown state mostly serves the needs of the immigrants arriving from little villages as first generation migrants and the residents of the city, performing agricultural production, so it’s called „village school” because of this.

In connection to the review of the rough of duties of a responsible for child care, the endangered and socially disadvantaged multiple times socially disadvantaged children’s helping appears emphasised in that professional offering, and in documents determining the limits of the daily school practice. The schooler child care’s most emphasised duties are to inform the colleagues, parents, children, to pay attention to the endangered, vulnerable and disadvantaged children on some level their pedagogical assistance if needed the basic supply of child care, to get in touch with the child welfare service’s colleagues, obligation to warn, cooperation aiming at improving the children’s life-quality.

In connection to the mentioning of the two-dimensional cases heard. During the interviews with the child care officials and pedagogues, light was thrown on the duty supplying dilemmas above and the contradiction in the professional. The informing of the parents, children happens and so it goes to waste, most of the time the availabilities and the times of the consulting hours of the specialist takes place only on the board notice.

In case the registering of the children receiving child care on the level of statistic data happens, and the scope of the responsible in child care only expands to the children, who’s here in service offering, belonging to the basic supply of child protection, care of money, of nature or/and personal caring, they easily find themselves in the trap of „the dog chasing his own tail.” Many are squared out of the system, while others get in based on statistics, although they are not in need of the help ensured with pedagogical, physiological and child care tools. To mention only a narrow social group, the living in the child care’s professional supply, children going to school from orphan, from bigger children’s homes, from foster parents, who aren’t qualified along the drafts by the pedagogues to be in need of help, paying attention to them. In their case, though the status’ social supporting system ensures their provision, but the child care official help in their mental problems rising from the lack of their family should be as important, as the reliability of the workers who deputize their family. The further educating’s planning’s consistency neither appears in the work-planning of the officials. The specialists, helping them should take part in further educating to be informed about the child care’s complex system, and this would result in a higher quality schooler child care.

During the interviews the further educations mentioned by the specialists can be hinted mostly to the theme of the schooler health protection. The

claim to the trainings about the child care base and professional supplying and the mentioned problems' professional treatment's possibilities.

Behind assuming the children care's task there are outer and inner motivational facts

With the „elit school”, „melting pot”, house estate school” and „village school” fantasy names there are four basic institutions where the part institution's principal and the faculty suggest who could be the trustee teacher who do the children and teenager protection tasks. People, who were asked, say that it's very common to change of that person who does this job because in most cases firstly the number of hours which decides who could be the right person and not the outer and inner motivational facts, habit and affinity.

„I have been teaching in that school far than 10 years but I only started to work here in this year as child care official, I was glad to assume it, though it's not lucky that in the last 4-5 years in our school the person of the child care official was changed every year, because they don't orient to the individual specialities but to get the number of hours though there are a lot of children, in detrimental situation, disadvantaged status in our school.” (village school)

The fantasy names of schools are also talkative. Despite of the teachers who quality the children who are endangered and fighting with drawbacks, how they define the categories, it turned out that in the „village school” the most children are who need help. However it's a very interesting inconsequence that in this institution where the person who help changes every year. It can cause problems in the continuity of the child care work and deeping the professional too.

At the schools where those who took the task of child care officials after the change of the system, because of the break off the Russian education, during the motivation background stood out forcibly.

„After the change of the regim I applied for a youngster care and I was glad that the government appreciated and let me be the person. I have got proposition to this firstly I was born in a village which is taken far from a town where I grew up among gypsy. I mean most of my classmates were gypsy. After the school leaving exam I taught in my village where the quarter of the class was gypsy. That time I considered it was a big task. Later I established at a Youngster Care Program with a professor's assistant and I became the studentleader.” (house estate school)

„Besides teaching language and being the acting manager I was also earlier the responsible for the childprotection, now I have been doing this job for many years. I feel that children care has always been an important part of teaching but nowadays it's more important.” (melting pot school)

There was an associating game where they called kids „treasure” and „seedling”, while others thought about the subject of the teaching as they heard child word.

Delegates of the schools agreed that in the last decades the number of families and children who need help are rising. During doing their job they meet the wide range of social problems. There are two exaggerated part of solving problems as teachers said. In most of their time they handle the parents low or high social state. It could cause personality improvement so danger for socially disadvantaged status, the lack of money, controlled chance to satisfy the basic needs and well-educated, even those parents

shortage who belong to the local social, economy, lack of the cultural elit's time.

In every school irrespectively of localization and the groups of the society, the number of children who have problems with learning (SNI), or with their behaviour (BTM), is gradually rising probably it's in contact, with the revealing of the originating background and with their standard of living.

„If we regard the 20% SNI and the 20% BTM children, it means that teacher have to pay more attention for the 40 % of students. Beside these children, there are imperiled pupils too, so almost every second child get into our range of vision.” (house estate school)

„We are a bit psychologists, because more and more children look us up with their problems. Lots of times I spend my worktime with children from the best social background, they get everything , but their parents aren't behind them emotioanlly, in caring, so the problem is not with children from poor families.” (melting pot school)

„Grow up a parent generation, which proper maladjustment is feeding their child, dress them up, put up their bag, smack their bottom in the case to go to school, and that was the cultural nursing, civilization, the experiencing of the good life. Parent expect, that the teacher has to do everything – even more than the nursing of the school can give –because parents feel like „I work all day”, and they live in this circle, where the children do their own exercises, and if not, parents haven't got enough time, to upbringing their child, so in the end they don't know their child. It's proved by vocational quidance where 17 parents from 30, don't know anything about their child's future plans. Parents say, „let's write the latin language too, because if you fail as a hairdresser, you can be a doctor” ...and it's an excellent example.” (elit school)

Multidisciplinary professional partnership – Community support levels

Beyond the digestion of their task-pledge's who are responsible for child care and their professional, social, economic status, the degree of their acceptability in the faculty outlines among the parents and children. Before we would cite the thoughts opening up these questions, we analyzed what they think about the responsables of child protection. In the course of the game of association we got there answers, the responsables of child protection think that they are the „ones listening to everyone”, „a little bit psychologist hens”, „who had the schoolchildren by the hand.”. Along their answers two different supporting levels appear to consider their managers' and colleagues' approach. In the schools, where the same pedagogues fill in the function of the child care official for years and if she appreciates the charge hard but joyful profession, responsible of up with motivations could connected to certain stages of this walk of life (childhood, background of parentage) acceptability and her supporting of leaders are also higher level. It roots from their congruence their higher level of acceptibility, personal and professional walk of life.

„My colleagues' attitude to my work is absolutly positive, it works very well. They sign every problem towards me, if I can, we solve them together, if I can't, I sign to the child-welfare service.” (melting pot scool)

„It is very interesting but when I do this work and take it, my colleagues look at me as an „anointed”. They came with all the matters. I'm expected to do those well. They look at people with a sort of respect and this is good, because I don't know what would take forward ones even besides the inside motive power, in this very self-sacrificiry work, when the one shares his soul, gives it gives it, she lifts her child's soul.” (house estate school)

„I'm looking for my place. I don't think that the person of the childcare official should be changed every year. I don't think that my other colleagues don't do the work very well. Everybody is enough empathic, it isn't problem, but everybody has to start from the beginning and deepen in the matters year by year. Everybody feels, that the responsibility is high, just than the financial award is little, the colleagues make an effort to sign all the problems, that's in own form-masters' authority they can do and many people have no idea what this is, this is on felt the searches are constant, for example „come! You haven't got lesson, organize the theatre, order this and that...write the statistic instead fo me...etc, of course, one helps with pleasure, but you can't imagine how much work is added from this helf of sphere of activity.” (village school)

We shall conclude from the above mentioned lines and what we heard in the interview, in the schools where the person of the childcare official isn't constant the acceptance of helping part and admisson on lower level, where the management has recognised for years that children, parents, form-masters and subject teachers alike can make a profit, although considering the qualification no social worker, but a pedagogue who is in practice as a professional helping, can't be forced between worktime limits from her work.

Without reference of the motivation background came up until now, the differences in the professional supporting, every respondent said she felt more and more loaded herself, she does the administrative work connecting to the work accomplishment at home, in her freetime, in the most care they struggle for days and weeks inside to treat the children with hard lines, however it's sensible that they have excluding negative stereotype to the helpers without pedagogue qualification for example the social workers or social pedagogue. The situations within named, are both from pedagogues and specialists with social qualifications who work in the protection of children and not at schools, open up and make the revolusions cappable, which are present at both sides of the trade. The scene of the meetings between the trade are confined to the conferences of the marking system. Then there are present the delegates of the trades offering basic accomodations of protection of children, and the professionals insuring protection of family, working at authorities.

As the memebers of the marking system, the interviewes rated the following professionals:

„...pedagogues at kindergarten and school, responsables of child care, familytender of the service of children welfare, family doctors and pediatricians, psychologists, generative pedagogues of the pedagogical advisory, districk nurses, staff of the drugdepartment, policemen, agent of the children's law, head of the children welfare service, performer of quardian matter.”

If we analyze the agents' of the trades mentioned above qualifications, it's evident that at only a little section can we support social qualifications, so social workers and social pedagogues are missing in this area.

It seems from the answers mentioned in the interview, that the responsables of child care are not contriving it is as a deficiency. They didn't recognize the possibilities and advantages of the cooperation, they're on the level of refusing of which cause social specialists in lack of information about the profession, in half information, lack of information, in lack of professional training about special childcare can be caught as in the feelings of the teachers working at a school with gradually decreasing child-number, even if they protest against this in their declarations.

„I feel a kind of tension. It came out at more meetings in the office of quarden, where the colleague suggested that in the school the childcare work should be

done not by the teachers but by the social workers. I think, that having a social worker among the children in the break wouldn't be easier than leaving a child care official. A teacher, who has empathic ability and knows the children could do as much for the children as a social worker who maybe can not understand the problem in the breaks. But a school psychologist is missing because there are more and more children who have soul problems and they can not discuss about them with their parents because they are always busy." (melting pot school)

„It was heard several times that a child can not turn with trust to the teacher and that the task of the teacher is to teach and not deal with such things." (elit school)

„I worked so I lead a social worker on practicing for about 2 months. We did good things together so that, I told to him what to do. But he was a stranger, ...sorry." (house estate school)

And the other side...

„No, I have never got in connection with childcare officials from schools. I, if I had got only with form-master, college-leader or director. So I have never seen a childcare official. I think that these authority-limits aren't clear. If there is a problem with the child, I put it in quotation marks, nowadays the characteristic was that the director was calling. I don't know if they are taking our children in register and if, in what form." (leader of an orphanage)

„Last year we started researching where we could find social workers at the schools. The situation is disappointing, in most places they solve the problem that they have somebody by the child care welfare service for one or two hours a week or they finance from competition money for one or two years. They don't work very well. It would be great if there was a school social worker because the present ones who are responsible for child care protection are pedagogues and the pedagogues' task is to teach the child, show example, and not control when she feels ill or if she's a drug user or when her internal injuries became." (social worker, tutor of an university)

„Anywhere else there is the person who is responsible for the child care but beside there is the social worker, too. They complete each other. The person who is responsible for the child care, I think, handles the problems as individual cases. But she probably doesn't think about, how many parts this social job has and how deep she can reach and how much she can aim her hands. They don't get training, the principal told her that the person who's responsible for the schooler child care has got retired and I thought of you that you could be the new one and you'll get this and this and so on you have fewer lessons than who teaches Hungarian, so do you take it? And then she'll say yes. But most of them don't have information knowledge about the child care system, child care professional provision." (social worker from the local child care welfare service)

The opinions of the specialists, working in the area of child care presently, too, with social qualification, also prop up and justify the tension generating between the professions.

Summary

As the result of our research done with qualitative methods, we get answer to our questions, composed during the aim of the research. The inner motivating background, helping habit of the pedagogues, from the responsables in child care working in the first grade educational institutions of the examined town, working as „mental hygiene-gatekeepers" (Gerevich,

1997), enjoying bigger support on the level of professional and multidisciplinary relationships can be perceptible in a higher degree.

The training of the responsables in child care with pedagogue qualifications, is a white stain in training systems, centuries ago. In spite of the fact, that the training contents, assembled as the result of the cooperation of the educational and social profession, could help the schooler care work, our research results justify that secret problems may remain unsolved, or can appear later, on the level of the duties belonging to special child care, and in the scope of the institution system.

Similar to the results of the research charting the national practice in the years near the change of regimes (Makai, 2000), in case of the responsables in child care, working in the town examined by us appear the ambivalent feelings, jealousy in profession, pointing in the direction of the colleagues, representing social expertise, in which background may stand the lack of information about the partnerprofessions, half-information, lack of information, the lack of the professional higher education, that can be attached to the special child care. How could standpoint be down near? Maybe the approaching of the problem is wrong, because nowadays, when the school is more likely the scene for the impact of violence, the question isn't, why is a „half-shifter” pedagogue qualified responsible in child care in school, but then why isn't a social worker next to the pedagogue, who is created to help in habit and is feeling commitment for that, too. The specialist, who could fill an active part in, among others, community-building, beyond single treatment, and so the pedagogue and the helping specialist with social qualification could make the preventive schooler child care well, more experts, more efficient, together, along the general and special scope of duties.

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