157 – The Role of Team Work Experience, Reflection and Team Supervision in the Professional Development of 1st and 2nd Cycle Students of Teacher Education

Alenka Polak

University of Ljubljana, Slovenia

From the content, organisational and human resources’ point of view, school life is very complex and based on the interdependency of competences of different persons: school administration, teachers, special education teachers, psychologists, social workers etc. In current educational practice the quality and interdisciplinary oriented teaching as well as working with students cannot be assured without a team approach. The teamwork of pedagogical workers involves team planning, team implementation of school-based activities (team teaching) and team evaluation.

Effective teamwork leads to the creation of a collaborative culture in the working environment, which at the same time encourages further teamwork. To assure teamwork-oriented skills of future educators, required in the area of education, we need to involve all future pre-school, primary education, lower-secondary and special education teachers in systematic team work education. They have to develop skills needed later in professional life during their current study time. At the Faculty of Education, University of Ljubljana, – specialising in teamwork education – Bologna study subjects and curricula were designed to allow vertical upgrading of students’ skills and competences in the area of teamwork by systematically setting up a team approach to undergraduate and postgraduate studies.

In the presentation, some content and didactic components of these study subjects will be presented, substantiated by empirical research data and written personal reflections and evaluations. To gather the empirical data, an open questionnaire was designed and quantitative and qualitative data were collected. The main purpose of the study was to research the role of the personal experiences of teamwork in the professional development of 1st and 2nd cycle students at the Faculty of Education in Ljubljana. Strategies of systematically promoting reflection and professional development in the context of the team approach will also be presented in the poster presentation. On the basis of the results, some conclusions and recommendations about the team work skills will be made in the context of higher education.

Key words: team work, reflection, team work skills, students, professional development