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Extended educational offer of school: the experience of Ukraine and Great Britain

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Abstract. The article analyzes the peculiarities of expanding educational offer of Ukrainian secondary and British extended schools. The essence of the concept of "extended school" as the centre of community development is revealed. The main attention is focused on the analysis of the Ukrainian legislation and the mechanisms of partnership between local authorities and extended schools. The article focuses on the value of extended schools in the process of improving the efficiency of partnership between parents and educational institutions, helping to improve relationships within the family and assistance in overcoming barriers in communication between parents and children. In addition, the possible ways of implementation of special support programs allow you to increase the level of pedagogical culture of the parents and, in turn, positively influence the development of a harmonious personality of the child. Perspective directions for the implementation of the British experience of extended schools are determined, among them: creating such a network of partnership, which would include various types of integrated social services, mandatory providing students with the choice of curriculum that is meaningful for the person and meets his/her individual educational needs; the development and application of educational strategies aimed at developing individual educational direction and learning style of every student; the introduction in the school staff a wide range of experts, who together with the teacher will be able to meet diverse educational needs of students and to provide social services of high quality; promoting the creation of a wide network of social partnership of the school with local community and social institutions that provide social support for families and children and thus contribute to success in learning activities.

Keywords: *extended school, educational offer, personalization, community, partnership, additional social services*

Introduction. Changes in the system of general secondary education in Ukraine are dictated by new requirements in today's dynamic socio-political and economic transformations in the country. In particular, the first priority is improving the efficiency of the educational system, first of all, the success of schools. Unfortunately, most traditional schools are not able to meet the needs of young people for lack of special support in the process of providing additional social services by integrating them into the educational system. Researchers say that the low quality of the school is often a result of both pedagogical and social factors. An example of the latter would be the low expectations from the local community, lack of support from parents, which resulted in a high turnover of students, poor living conditions and poverty of a significant number of children, their differentiation (ethnic, racial, religious and so on).

Thus, based on the above mentioned facts, there arises the need to refer to the experience of developed European countries, particularly the UK. It should be noted that with the purpose of schools empowerment, the labour government promoted the creation of such structural innovations in the system of British secondary education, as extended schools, i.e. the catalysts for the integration of social and educational services.

Extended schools have been a center to assist students, their parents and community in general for a long time. Besides, they are the most studied among foreign theorists of education at the present stage, because they best meet the needs of individuals and families who find themselves in difficult circumstances and are unable to get out of them. Activities of extended schools were extensively studied by such scholars as M. Boll, E. Dyson, J. Dryfoos, K. Kinder, E. Robson, and G. White, E. Wilkin and other.

The purpose of this article is to analyze the features of the services extension of Ukrainian secondary schools and British extended schools.

Results and their discussion. Taking into consideration the fact that the subject of our study is the British extended school, we consider it appropriate to reveal the essence of the term "extended school" from the point of

view of the British educational theorists. So, extended school is a specific type of school providing a wide range of services to meet the needs of its pupils, their families and community in general. They provide the basis for development of cooperation of the school with other social services providers for improving the well-being of individual children and the contribution to social welfare in general. Thus the same school of extended day continues to evolve, but with other structure of activities, since such activities as "Breakfast clubs" and specially organized activities after school, during which a number of services (e.g. health, police and social work) provide the necessary social services [2].

The analysis of Ukrainian regulatory framework has allowed us to form a holistic view of activities in the direction of improving the efficiency of the national educational system and general secondary education, in particular.

So, in the "National doctrine of education development", approved by decree of the President of Ukraine dated April 17, 2002 N 347/2002, it is noted that the urgent task is to ensure the availability of quality lifelong education for all citizens and further approval of its national character. There must be constantly updated the content of education and the organization of the educational process in accordance with democratic values, market-based economy, modern scientific and technical achievements. Critical is the state funding of education and science, inadequate wages of pedagogical staff and research workers.

The purpose of the state policy on the development of education is to create conditions for personal development and creative self-realization of every citizen of Ukraine, raising a generation of people who are able to work effectively and to learn throughout life, to protect and enhance the values of national culture and civil society, to develop and strengthen a sovereign, independent, democratic, social and legal state as an integral part of European and world community [4].

According to this purpose the priority directions of the state policy on the development of education are: personal orientation of education; the formation of national and

universal values; the creation of citizens' equal opportunities in education; continuous improvement of the quality of education, updating its content and forms of educational process organization; development of a system of continuing education and training throughout life; promoting healthy lifestyles; the expansion of the Ukrainian-speaking educational space; development of pre-school, after-school, general secondary education in rural areas and vocational education; the implementation of educational innovation and information technology; the creation of the industry of modern means of training and education, full provision of educational institutions; the creation of the market of educational services and scientific and methodological support; integration of native education in the European and world educational space [4].

It should be noted that considerable attention is paid to non-formal education, namely it guarantees: availability of education in state and communal non-school educational institutions; development of a holistic cross-sectoral multi-level system of out-of-school establishments of different types and profiles to ensure the development of abilities and talent of gifted children and youth, as well as meet the needs of the population in additional cultural, educational, research, sports and recreation and other services; updating of content and methodological support, individualization and differentiation of teaching of gifted youth; establishing a system of training and improvement of professional skills of pedagogical and managerial personnel for out-of-school education and upbringing.

We consider it's necessary to emphasize that the modern system of education governance is decentralizing. It takes into account regional characteristics, the tendency toward increased autonomy of educational institutions, competitiveness of educational services.

Positive, in our opinion, is the fact that our government is making steps towards modernization of education administration, which provides: optimization of state administrative structures, decentralization of education; redistribution of functions and powers between the central and local executive bodies, local authorities and educational institutions; organization of experimental verification and examination of educational innovations; introduction of the newest management information and computer technologies; democratization of the procedure for the appointment of educational institutions managers, for their certification; improving the mechanism of licensing, attestation and accreditation of educational institutions; improving the skills of managers at all levels; greater involvement for management of talented youth, women, and education leaders in education [4].

It should be noted that in the Decree of the President of Ukraine dated 20.03.2008, No. 244 "On additional measures to improve the quality of education in Ukraine" the improvement of educational work with children, pupils and students, reducing negative impacts on the social environment, the development of relevant state target programs to address these problems are stated [5].

The basic law "On general secondary education" No. 651-XIV, with changes dated 19 December 2006, states that education of students (pupils) in secondary schools takes place in the process of curricular and extracurricular activities (article 17) [5].

Positive is also the school's cooperation with health care institutions, which are regulated by article 22 of the act. However, the mechanism of this cooperation is not sufficiently developed so that in this direction it should be appropriate to adopt the experience of British extended schools as health care services in these institutions are provided at a higher qualitative level.

We'd like to note that the management of the general secondary education system is carried out by the Ministry of education of Ukraine, other Central Executive bodies, which are subordinated to the educational institutions, the Ministry of education of the Autonomous Republic of Crimea, relevant education authorities of regional, Kyiv and Sevastopol city, district, district in the cities of Kyiv and Sevastopol state administrations and bodies of local self-government [5].

In our opinion the significant drawback of such control is the lack of autonomy of schools themselves, who are forced to change accordingly to the change of power, which significantly limits the quality of educational services. Schools just lose their competitiveness, so the experience of extended schools in the UK that operate autonomously is able to increase the level of satisfaction with quality of educational services not only to students and their parents but the local community in general.

Having analyzed Ukrainian legal system, it is necessary to refer to some government documents in the field of general secondary education in the UK.

Thus, the national program Every Child Matters (Green Paper), September 2003 aims at solving the problems of children and young people who need additional social services. The document stresses that the protection of children should not be separated from policies to improve their learning outcomes [2].

Along with that, special attention is paid to the development of the social services that should be provided to every child, regardless of whether he/she is "at risk" or not. The greatest need for these services have children from disadvantaged families and victims of family violence.

In addition, the paper discusses in detail the range of needs of children and adolescents, according to which in the process of providing services may be involved volunteer and community organizations, schools and health facilities. In the Green paper the importance of sharing information between different government agencies and increasing their level of responsibility for the provision of qualified social assistance to children "at risk" is noted.

Returning to the analysis of national experience in the integration of social and educational services in the general secondary education system, we should note that today in Ukraine the model of socio-pedagogical work of the school as a general model of social work in the state, is in its formative stage, our country is seeking both in theoretical and practical aspects, but this process is very slow and not always effective.

Today it is extremely difficult to define clearly the functions of a social pedagogue at school in the current situation, and therefore in different schools today social workers perform different functions, and not because their functional duties depend on the characteristics of the region or city, but because in different schools administration behaves differently to the specialists of this profile

and defines independently their functions and responsibilities. Very often social pedagogues substitute teachers teaching separate courses.

The distinction (and this is extremely important) of the functions of teaching staff and social service workers in school, in our opinion, will contribute to the change of subordination. The social services must be provided beyond the school day, they must become a division of the special center, like in the extended schools in the UK, where the school is an independent open for cooperation agency. Such a step towards improving social-pedagogical assistance to school will help in creating open socializing environment, transformation of the school into an open socio-pedagogical system, which is a necessary condition for its development.

Of course, the family is the primary and most important socializing environment of the child. But every person goes to school, and school socializing environment is no less important for the formation of the child's personality, especially in the current situation, when even in a prosperous family parents have little time for bringing up their own child, because they give it to work to support their family. Therefore, the creation of optimal conditions for the socialization of the child in the school environment is no less important task of socio-pedagogical work in the country than help to the family in fulfilling its educational functions.

In our opinion, in order to begin to correct the situation in our country we need to borrow the positive aspects of the experience of extended schools in the UK. So, we believe it is necessary to create such a network of partnership, which would include various types of integrated social services:

- preventive social services of family support;
- social support of family care, custody and facilitating adoption;
- social service of reintegration and support boarding schools graduates;
- service of early intervention (emergency response) when getting facts of abuse of children and violation of their rights;
- social support and rehabilitation of children in conflict with the law, and persons returning from prison;
- service of social support of educational institutions;
- school specialized medical centers;
- providing psychological support;
- psychological self-help centers [1].

Interesting in the UK experience is the fact that social work in the school is carried out by employees of non-school institutions. Here there is specialized service social security education. Members of this service are assigned to individual schools for which they are responsible. The responsibilities of these employees are almost indistinguishable from those functions that must be performed by social workers of general secondary schools in Ukraine. But the fact that they are not part of the teaching staff of the school radically changes the situation.

Thus, the creation of a specialized integrated social services system of education is one of the ways to improve the situation not only in school but also in the state. The solution to this issue, of course, requires a study of the experience of the integration of social and educational services in the system of secondary education in the UK.

So, identifying the drawbacks and shortcomings of the national system of providing quality educational services that would meet all social categories, it's necessary, in our opinion, to formulate recommendations on how you can improve the situation, borrowing the positive achievements of the activities of extended schools in the UK.

So, firstly, we should pay attention to the sequence of innovations, preceded by a clear, detailed mechanism of their implementation. And this is precisely what is lacking in our education system in general. The experience of educational reform in the UK is a prime example of the fact that only by providing a single logic and sequence of educational reforms for several political cycles can achieve their successful completion.

Secondly, despite the change of political ideologies in the society of Great Britain, the government managed to build a powerful and effective system of general secondary education, which became the basis for the freedom of choice of educational services, their personalization and improving the quality, by widening the range of socially necessary services.

In addition, the study of the British experience of personalization of the learning process suggests the advisability of introducing into Ukrainian educational space the transformations in the following areas:

- mandatory proving the students with the choice of curriculum, which is meaningful for the person and meets his/her individual educational needs;
- development and application of educational strategies aimed at developing individual educational areas and learning style of each student;
- introduction into the school staff a wide range of experts, who together with the teacher will be able to meet diverse educational needs of students and to provide social services of high quality;
- promote the creation of a wide network of social partnership of the school with the local community and social institutions that provide social support for families and children and thus contribute to success in educational activity.

From our point of view, increasing the level of satisfaction with educational services would help the autonomy of schools, that is, the output from the jurisdiction of municipal and district departments of education. Such school-based management would contribute to the creation of a competitive educational environment that would lead schools to work at their image and do everything possible to ensure that service consumers did not lose the need for their services. Confirmation of the foregoing may serve the structural reforms in the system of secondary education in the UK, in particular, decentralization of management authority, namely delegation of a wide range of powers of local education administrations (LEA) directly to the schools (introduction of a school-based management).

Special attention deserves the experience of extended schools in the UK, which was the subject of our study. Promising for application in Ukraine we consider the following areas of provision by schools of social services: organization of leisure of students and adult community members; adaptation of curricula to the needs of society; activities that stimulate communication with communities; organization of pre-school children groups; the in-

volvement of parents in the school; the provision of medical services; the creation of youth sports, creative centers; library services to the population; activities of volunteer organizations; organization relations with the police and so on.

Also deserve attention significant improvements in unsuccessful schools, where the vast majority of children came from ethnic / racial minorities or from families of low social status. Focusing attention to the health of students, organization of their leisure time after school and vacation time, and most importantly, increasing the participation of parents in school life not only improves academic achievement and behavior of children in school, but also unites the local community around the school.

The conclusions. So, having analyzed the features of the expansion of educational supply of native secondary schools and British extended schools, we have identified a number of problems that arise before the Ukrainian stu-

dents, parents and community. These include, primarily, the lack of medical personnel in most schools, the absence of organized leisure of students in rural areas, low involvement of parents to school life and so on. Taking into consideration all the above mentioned we can conclude that extended school as the unit of society, working in the autonomous mode, can increase the efficiency of interaction between parents and educational institutions, to contribute to the improvement of relations within the family, help to overcome barriers in communication between parents and children. Furthermore, the implementation of special support programs allows to increase the level of pedagogical culture of the parents and, in turn, positively influence the development of a harmonious personality of the child. It is therefore appropriate, in our opinion, to implement the positive achievements of extended schools in the UK in the Ukrainian space of general secondary education.

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Вознюк В. Расширенное образовательное предложение школы: опыт Украины и Великобритании

Аннотация. В статье проанализированы особенности расширения образовательной предложения услуг украинских общеобразовательных и британских расширенных школ. Раскрыта сущность понятия «расширенная школа» как центра развития общины. Главное внимание сосредоточено на анализе украинской законодательной базы и освещении механизмов взаимодействия между местными образовательными администрациями и расширенными школами. В статье сделан акцент на значении расширенных школ в процессе повышения эффективности взаимодействия родителей и учебных заведений, содействию улучшению взаимоотношений внутри семьи и оказании помощи в преодолении барьеров в общении родителей и детей. Кроме того, определены возможности внедрения специальных программ поддержки, которые позволяют повысить уровень педагогической культуры родителей, а также, в свою очередь, положительно влияют на становление гармоничной личности ребенка. Перспективными направлениями для внедрения британского опыта деятельности расширенных школ определено создание такой сети партнерства, в которую бы входили различные типы интегрированных социальных служб, обязательное предоставление учащимся возможности выбора учебного плана, который является лично значимым и удовлетворяет индивидуальные образовательные потребности; разработка и применение учебных стратегий, направленных на формирование индивидуального образовательного направления и учебного стиля каждого ученика; введение в штат школы широкого круга специалистов, которые вместе с учителем смогут обеспечить развитие разнообразных познавательных потребностей учащихся и оказывать качественные социальные услуги; содействие созданию широкой сети социального партнерства школы с местным обществом и социальными институтами, которые обеспечивают социальное сопровождение семьи и ребенка и таким образом способствуют успеху в учебной деятельности.

Ключевые слова: расширенная школа, образовательная предложение, персонализация, общество, партнерство, дополнительные социальные услуги