

## **The social rehabilitation pedagogue in institutional space**

When discussing the conditions of the process of institutional social rehabilitation, it is worth mentioning the important role that the educator - social rehabilitation pedagogue has in this process. The issue gains its significance in the situation of the stratification divisions existing within institutions, which we have been dealing with in social rehabilitation centers practically since "always". Thus, a legitimate question arises about the personal and professional profile of a social rehabilitation pedagogue, who should rather be competent in integration and inclusion oriented efforts than in the segregation and exclusion oriented ones.

Almost all experts on the issue agree with the thesis that the success of social rehabilitation is determined by three factors: professional competence, professional experience and personal skills of social rehabilitation pedagogues. The same factors determine also the level of quality and effectiveness of the social rehabilitation process in the environment of educational institutions, juvenile detention centers and penitentiaries.

The pedagogical competences in the field of social rehabilitation are the result of several factors. On the one hand, they are of educational nature, so they depend on the level and model of education during pedagogical studies (the quality of transmitted theoretical knowledge, the number and quality of methodological solutions, biographical practical experience, etc.), and on the other hand they are personal factors such as motivation to learn, intellectual activity, willingness to focus on studying, personal-social and identity predispositions to practice the profession, etc.

The premise which determines the effectiveness of the social rehabilitation process is also the practical experience of social rehabilitation pedagogues, generally defined as information gained through observation and experience, knowledge of life, things and people. Therefore, we can say that such an understanding of experience suggests that it may be an individual

and social product, subjective and objective at the same time. Here, we refer to the category of personal individual and social experiences, subjective and objective, which is aimed at solving the problems of people exhibiting the syndrome of social maladjustment and staying in penitentiary institutions. In this regard, the most important feature of professional experience understood in this way is not its length, but the level of the educator's commitment to solving the problems of his/her pupils.

The category of practical experiences and the category of professional competences undoubtedly have an impact on the shaping of a personal profile of the social rehabilitation pedagogue. Simplifying it, we can assume that out of many structural parameters and components of the personal profile of pedagogues, the key factors in creating the process of social rehabilitation are: skills, intelligence, temperament, and character.

It is highly probable that the professional qualifications of social rehabilitation pedagogues consist of axiological attitudes oriented towards humanistic and anthropological values, recognizing the priorities of personal and social development of people socially maladjusted, physical and mental health as factors allowing for perseverance in achieving a goal as well as theoretical and methodical knowledge treated as the instruments of specific social rehabilitation efforts implemented in penitentiary space.

Competent substantive preparation to conduct social rehabilitation activity in the institutional system environment is characterized by general and specialist pedagogical knowledge, thinking in terms of pedagogical categories and pedagogical efforts. Broad pedagogical knowledge consists of many years of achievements of pedagogical and related sciences in a narrower or broader scope.

Separate, specialist knowledge in the field of social rehabilitation education performs cognitive, innovative, diagnostic and re-educational functions. Knowledge is also an essential element of thinking in pedagogical categories.

This specific model of thinking is based on the creation of thought cause-effect relations aimed at supporting the comprehensive personal-social as well as identity development of the pupils, and in the understanding of traditional rehabilitation education - at correcting those functions and personal structures that have been inhibited or distorted. Specialist qualifications can be defined as the sum of personal abilities and expertise that make up educational success. This means on the one hand, a specific set of personal traits that

predestine to perform specific activities and endeavors (perseverance, intelligence, the ability to abstract, innovativeness, creativity, perceptiveness, reflectivity and others), and on the other hand, knowledge and skills in specialized methods of interactions.

Methodical social rehabilitation activity in institutions and facilities requires appropriate pedagogical and specialist qualifications, which constitute essential conditions for the success of this type of interactions. While we can assume that the qualifications obtained during trainings and courses conducted as part of internal specialized trainings are sufficient to undertake activities in the field of "managing" pupils and convicts in a facility, they are not sufficient to conduct a competent social rehabilitation process that is based on the shaping of cognitive, creative, personal and social development of pupils.

Social rehabilitation interactions interpreted as a process of supporting personal and social development of the socially maladjusted include characteristic features determining their objective and subjective scope. The objective scope defines the conditions in which the process occurs and its boundary limitations. The subjective scope, on the other hand, refers to the role and function of the socially rehabilitated people in this process. The institutional social rehabilitation process can only take place within a specific formal and organizational framework.

We distinguish four basic groups of factors enabling its implementation. Firstly, the personal conditions - professionally prepared people who are in charge of this process, must be fulfilled. Secondly, there should be a favorable social atmosphere in the institution where social rehabilitation is to take place. This concept can be defined as a structure of interpersonal relations and mutual ties between educational and administrative staff, as well as other people from the closest environment, which is conducive to innovative and unconventional pedagogical activity.

Thirdly, there must be legal-administrative grounds for conducting such activity (the statute and regulations of the institution, more general provisions, etc.). Fourthly, infrastructural and architectural solutions should make it possible to carry out specific classes, which sometimes require specialist premises.

Important prerequisites of social rehabilitation activities apply to the role and functions of pupils in this process. This concerns their attitudes (active or passive) towards certain tasks and substantive activities, as well as individual and personal cognitive skills. An important

factor is the developmental advancement of the structures of cognitive and creative processes, and the represented level of social maladjustment in all its structural dimensions. These factors are important for the process of institutional social rehabilitation, making it possible, hindering or preventing its course.

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