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Представлено частини навчально-методичного посібника «Толока позашкільників»: Зміст. Summary. Слово до читача. Розкрито короткий зміст методичного путівника, зроблено опис етапів підготовки проекту професійного розвитку «Толока позашкільників» та його реалізації, подано навчально-методичні матеріали для освіти дорослих, зокрема ділова гра «До нас приїхав ревізор».

Для андрагогів, організаторів післядипломної педагогічної освіти, слухачів курсів підвищення кваліфікації педагогічних працівників, керівників позашкільної освіти, загальноосвітніх навчальних закладів та установ системи загальної середньої освіти, методичних служб усіх рівнів, а також усіх, хто цікавиться питаннями модернізації вітчизняної формальної, неформальної та інформальної освіти дорослих.

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Summary

The handbook «Toloka of after-school pedagogical experts: The Methodical Guide» is outlined the content and main approaches of professional development project «Toloka of after-school pedagogical experts». This project is counted for supervisors and pedagogical workers of extracurricular education institutions, as well as the experts in training of trainers (and ragogues), which are engaged in qualification improvement foreducators.

Toloka of after-school pedagogical experts is an alternative form of educators' professional development in the period between courses. Toloka is an ancient Ukrainian tradition — work in the group for fast execution of voluminous work. In modern culture, the word *toloka* is used to designate some public or mass projects.

Above all we felt joy, eagerness, desire to work in a team, energy and positive in the sounding of the «*toloka*» notion. And we believe, that spirit of toloka helps with collective mind activation for the birth of new ideas and finding non-standard solutions for solving urgent tasks.

Therefore, we inspired this definition of «**toloka**» with new senses — meetings of active, creative educators to find in the joint interaction the ways of educational activity effective management of the extracurricular education institution. Creative meetings are held on the principles of partner type of interaction, in dialogues, discussions, joint projects, business games, quests, excursions, etc.

Various routes of Toloka have been developed. Each time these routes changing, supplement, updates and variates. At the Toloka we improvise, creative, practice, teach each other on that we know and able very well, and work together to find out non-standard solutions to complex issues, etc.

The Methodical Guide describes the main stages of the Toloka and provides educational materials which educators can use in their professional activities.

There are two sections in the handbook. The first one is «Toloka's basic routes of after-school pedagogical experts». The first paragraph of the section is called «How do we prepare for the meeting? »

One of the key features of our events is that Toloka begins with a distance stage of acquaintance and joint virtual interaction, discuss organizational and substantive issues of full-time phase. It is important for us to work in a team, so a virtual acquaintance helps to get acquainted and start working together.

It is important to involve all participants in the joint preparation of the event. In this context, it is important to formulate the Toloka program jointly, discuss the organizational issues and Toloka's logistics. According to the statements of participants, after such a thorough distance training of Toloka, there is a desire come sooner and get acquainted with all during real communication.

Second paragraph: «In the flow of Toloka's after-school pedagogical experts: the path to innovations and effective changes». Here we disclose the main routes of Toloka.

The first day route — acquaintance, group integration.

Toloka events can be different in holding time. We consider the classic version for our project — it's 4 days:

1. the first day — arrival of participants (work starts at 14.00), grand opening, group integration;
2. the second day — discussed in active forms of interaction ... in accordance with Toloka's topic;
3. the third day — business games and experience exchange of participants;
4. the fourth day — round tables, excursions, departure of participants.

According to the program of professional development, it is planned to conduct four Toloka events in different cities of Ukraine during the year (Ivano-Frankivsk, Severodonetsk, Kiev, and Lviv for 2018) according to the seasons of the year, each Toloka has the name, they are Winter, Spring, Summer and Autumn Toloka. The key to successful event is in the positive mood of organizers and participants: sincere smiles, friendly words, nice music — an atmosphere that gives feeling that event is going to be useful, interesting, creative, comfortable, safe and effective.

An important part of Toloka is reflection at the end of the day. This is an opportunity to rethink everything what happened during the day; realize important aspects that have been during the work; understand things, feelings and thoughts (their own and colleagues), with which the participant cooperates. Reflection stimulates the processes of self-consciousness. With reflection you can understand how a group perceives what is happening in a collaborative way, and you can also adjust some plans for the next day.

Andragogue (moderator, trainer or facilitator who works with the Toloka group) should motivate the participants to reflection and target them to identification and formulation of the reflection results in the form of answers to the question with making suggestions on the causes and successes of failures and further work, etc. With participants of Toloka andragogue need to be exclusively on the positions of democratic interaction for an effective reflection.

The second day route — from a democratic approach to a creative person

This second day — is a culmination content of Toloka. During the winter session there were four sessions on next problems during the day:

- Modern world challenges and tendencies of development of after-school education;
- Democratic approaches to education — myth or reality?
- Facilitated technology in the management of upbringing activities of the institution;
- Open Space facilitated technology.

Sessions consist of mini-lectures and practical exercises.

The third and fourth days of Toloka activity

At the Winter Toloka during the third day, took place the main activity of the event — the business game «The Inspector came to us» and the participants have been exchanged in their experience by presentations and speeches.

After completing Toloka, during a poll of participants, we found that 47.1% of participants considered the most valuable for themselves to perform exercises and participate in business games. Among the active exercises, 58.8% of respondents noted the business game «The Inspector came to us».

Business game «The Inspector came to us»

Aim: to recreate a situation where the director organizes the team to carry out tasks «from top» (which were given to the director authoritarily), on the basis of partnership interaction and using democratic approaches in management.

Roles

Head of the Department of Education

Director

Head's assistant

Methodist

Psychologist

Group leader

Game plan

1. Choose a sheet, which reveals the content of your role in the game.
2. Look with the contents of the sheet. This is your hero's characterization. Imagine a colleague which may look like this hero. Do you have anything in common with this hero? If not, imagine a colleague, which may look like this hero.
3. Take a «cap-crown» with the inscription of your hero's position. Put it on.
4. Reproduce the behaviour of your hero during the game.
5. Show some creativity, fantasy and daring to perform a role.
6. Be attentive and try to respond according to the situation.

Roles Content

Head of the Department of Education

You are an authoritarian manager. At a meeting of directors using the direct tone you tell that a delegation of educators from Poland comes to your city. They are intended to conclude a cooperation agreement and material assistance. You convince directors, that they are obliged to show their institution best, because the Poland colleagues not determined what kind of city it will be Ukraine yet. The funds would remain in the city if presentations are convincing. Because of this, you emphasizing that everyone has to postpone all cases and write a plan-prospectus for the presentation of the institution for Polish partners. You give a two-day term and set the time for the next meeting (in game mode it will be 40 minutes.)

You will hear the full presentations at the next meeting.

Director

1. You are a reforming director which using the approaches of democratic management. You are an experienced director and obtain the position over 5 years.
2. You received a telephone message and need to be at the meeting with the head of the education department. (location 1).
3. Visit the meeting.

4. Before meeting, invite the psychologist to conduct classes with the team.
5. Prepare for a meeting with a team. Think about how to involve the team in creating a creative plan-prospectus for meeting guests (presentation of the institution)
 Result (plan-prospectus) should be on a flipchart paper made with markers. There are deputy director, methodologist, psychologist and heads of circles in your group (names of the groups participants write themselves). Present a plan for the head of the education department (the whole group will observe the submitted report at this time)
 Report the boss's remarks to the team and customize your colleagues for finalization.
6. Complete the game with the wishes of a successful finalization of the plan and faith in success during a meeting of guests.

Head's assistant

You work with the director for four years and support the views of the reforming director who implements democratic governance approaches. But sometimes you get throwing back on authoritarian approaches, in particular at conflict situations.

methodist

You are a high-class specialist and hold your post more than 25 years. But do not share the reformist approaches of Democratic-director. Sometimes, in conflict situations, you are on the side of those colleagues who stand for the order and against democratic tyranny.

Group leader

You like, the director has a democratic position in the management of the institution. But sometimes you forget the difference between a democratic and liberal governance style, and all the rules and laws at the institution start to annoy you.

Group leader

You fully support the Democratic-director and help him to realize all the intentions.

Group leader

You do not support the director. Even though it's been five years old, you still can not forget the former director. He was a true leader! That was the order! The roles of club leaders are distributed to all remaining members.

Observer

You are an independent observer.

You do not have the right to join the group.

Your mission is to watch closely how the managers and the staff of the «institution» follow democratic interactions. Make notes of especially sharp moments (when the freedom and justice in the collective most disturbed, notable authoritarian actions, intonations, gestures, etc.) You make your observations after the end of the game. Start with the positive democratic success of the team. Then, note the actions that you think went beyond the democratic process. It is advisable to express your thoughts in the form of questions. For example, turn

to the Director with a follow questions: "When you raised the tone for the team, what actions of your colleagues did you provoke to such intonations? How effective were your actions? Could you find other ways to solve the problem? Which exactly?"

The game course

Participants of Toloka united into two groups. Each participant pulled out a role for himself. Moderator of the game handed out a textual description to everyone. Each participant received a cap (crown) with the post inscription. Groups worked in two locations, which enabled do not interfere with each other to concentrate on the game.

It should be noted that the moderator set up the group for this business game from the first day of Toloka, made the so-called announcement, because it is important that the participants were motivated to seriously conduct the game, to show their actor's ability, that will ensure the maximum effectiveness of the game. Once the game has been completed and the reflection has been conducted, the participants are offered to withdraw from the role in the game format. Everyone can make an imaginary ball of snow from your cap with the role title on it, and throw them with fun. Our observations indicate that the business game promotes awareness of its own attitude to the problem and to establish itself in its own position, in particular for democratic approaches in the management of students educational activities.

The fourth day — the main event of the last day was a visit to the excursion and exploration route Yaremcha-Bukovel.

There is a known rule — only classes that are accompanied by positive emotions, perform a restorative function, whereas negative emotions that violate the monotony of everyday life routine, even if they are related to occupations, do not perform recreational functions. So, excursions become for us one of the important elements in conducting Toloka.

There are two forms of cognition involved during excursions: sensual and logical.

Like the other forms of cultural and educational work, excursion (lecture, thematic evening, readers' conference, etc.), has its own peculiarities in the organization and conducting method. Excursions, which are an important part of recreational activities, could not only satisfy, but also form the spiritual human's needs. Considering economic realities of the present time we understand that pedagogical workers mostly limited in the ability to travel frequently. For example, among the participants were those who visited the western part of Ukraine for the first time.

Thesecondsection — «Behind the Scenes of Toloka After-schoolers»

In the first section of the section, we answer the question: *«Is it possible to organize Toloka's after-schoolers «from under the stick»?»*

«Toloka of after-school pedagogical experts» — is a long-term project of professional development (the draft program is in the Annex), is a product of the Department of Philosophy and Adult Education of the SHEI «University of educational management» of the Central Institute of Postgraduate Pedagogical Education (author of the idea and project leader is O. Prosina).

But the mission extends beyond the implementation of a particular project program. It is important to attract the attention of all educational institutions to the reviewed problem. With this project, we emphasize the importance of these educational institutions in the overall system of the New Ukrainian School. This educational direction has not enough attention in many regions of Ukraine. The quality of introducing innovative approaches to these educational institutions depends from the lack of specialists who would accompany the professional development of teaching staff of institutions of extracurricular education.

Therefore, even upon completion of the Toloka project it could be visited at any corner of Ukraine to help draw local governments and services to the problems of outsiders, as well as mastering new technologies, methods, during joint interaction in Toloka and share experiences, support to each other, inspire new creative ideas, accomplishments, etc. The main thing in Toloka is a democratic approach, so during the organization of the event you need a desire and skills to create conditions for a democratic, personally-oriented interaction of participants on a partnership basis. The stick will not help to organize Toloka. For organization of such alternative forms of development of professional pedagogical skills it is recommend that you will attend this event and undergo training within the framework of the author's training program for advanced training in the Central Institute of Postgraduate Pedagogical Education of SHEI «UEM» of NAES of Ukraine «Alternative models for improving the teaching staff qualification of out-of-school education institutions» for methodologists of Postdiploma Pedagogical Education, (R) MC's, which are supervised by specialists of out-of-school educational institutions. In fact, all the recent innovations announced in the Ukrainian educational space are known for more than a decade, but real changes are included in pedagogical and managerial practice very slowly. The domination of authoritarian approaches feels in upbringing, learning and in management. The traditional model in education still occupies a dominant position. *What should be changed, to get real changes?*

One of the important conditions is the training of managers and educators for innovations implementation. But it's also important to start changing the staff that improves the qualifications of educators — andragogues, Methodists and institutions of postgraduate pedagogical education teachers. If educators do not feel the impact of modern approaches, forms and teaching methods, it would be difficult for them to implement innovations qualitatively.

Therefore, we strongly say: «NO!» to artificiality, double standards and Soviet stereotypes in Toloka. Freedom, creativity, sincerity, frankness and professionalism is important for us. We destroy our own stamps and move to the dream of freedom and creativity. Everyone in Toloka is responsible for what is happening, the success of the interaction depends on the activity of the participants. *How not to leave such beautiful, correct phrases on paper, how to get started?*

The key and important factor is the presence of motivation before implementation and mastering in innovations, formation of modern habits, mastering of new skills and changing the own behavior.

The second paragraph of the second section is about the functions of the project implementers of professional development, and methods of conducting «Toloka of after-school pedagogical experts» are opened here. The Central Institute of Post-

graduate Pedagogical Education of SHEI «UEM» of NAES of Ukraine is the initiator and customer of the «Toloka of after-school pedagogical experts» project. This section outlines the functions of the main project implementers: initiator, customer, project manager, moderator, facilitator and trainer. There is also highlighting methods for conducting toloka, such as the Walt Disney Method, brainstorming and others.

In the third paragraph of the second section, we are talking about group dynamics and team spirit.

People say in common «Nome nest omen». We have preferred the notion of «Toloka» when choosing a project name because we feel in the understanding of its specified conceptual value, the opportunity to strengthen the importance and sense of team spirit, because long time ago people worked voluntarily, actively, in coordination and with fun on toloka.

During Toloka, participants often jokingly emphasized that the success of their team work depends on the name of our project.

The fourth paragraph — the use of information and communication technologies for the Toloka organization. One of the key issues that we looked at the Winter Toloka was the democratization of upbringing activities system in extracurricular education institutions. The best way to change the system is to start from yourself, therefore it is important for us to use the information and communication technologies which will promote the implementation of democratic approaches in the process of Toloka's organizing and holding. We used different tools: cloud technologies, possibilities of an electronic board «Padlet» and created a closed communication group in a social network, where discussed organizational issues (it has detailed discussion in the first section).

Separately I would like to emphasize the value of using the QR-code — (from engl. quick response) — matrix (two-dimensional) code, developed and presented in 1994. QR-code — is the easy recognition by non-professional equipment scanning (using a phone camera, tablet or laptop with a video camera that has an installed QR reader).

QR codes contain a large amount of data and are visually represented in the form of black and white squares, that reminiscent of the maze. You can go to Padlet by following code:



Our Facebook page:



Toloka's first steps are confident and powerful. We observe the great interest of the project participants in joint activities. Through an anonymous questionnaire, found that 94.1% were liked to participate in Toloka and some of them have already registered to participate in the next project activities.

СЛОВО ДО ЧИТАЧА

Про яку освіту ми мріємо для наших дітей?

Мабуть, про таку, яка буде готувати їх до життя, успішної реалізації в професії і соціумі. Важливим для нас є те, щоб діти були замотивовані та з радістю навчались, відкриваючи щодня світ та усвідомлюючи своє місце й призначення в ньому.

Для того, щоб дітям було цікаво неперервно навчатися, важливо, щоб педагоги були щасливі, із радістю виконували свою справу, були професійні й відповідальні, творчі й наполегливі, інноваційні й впевнені у своїх силах.

Тож як навчати дорослих, щоб захопити їх хвилиною інновацій, щоб закружляти їх у вирії сучасних ефективних освітніх технологій, методів і підходів, щоб замотивувати до створення умов для гармонійного розвитку кожної дитини? Пригадайте: коли Ви відчували себе піднесеними після навчання, щоби хотілося відразу кинути все й, не відкладаючи на потім, розробити новий цикл занять чи віднайти нові підходи для вирішення освітніх (управлінських) завдань, відшукати спосіб, за якого педагогічний колектив буде замотивований до пошуку й впровадження освітніх інновацій. Мабуть, такий творчий стан буде не після відвідування довгих та змістовно нецікавих лекцій, нудних конференцій чи семінарів. Задля неперервного професійного саморозвитку й самовдосконалення зачасту шукаємо форми інформальної освіти дорослих, які сприятимуть активному творчому спілкуванню з колегами, вивченню передового педагогічного досвіду, опануванню нових ідей і здобутків, обговоренню труднощів тощо. На сьогодні на українському ринку освітніх послуг педагогу можна віднайти цікаві науково-методичні розробки й ефективно навчатися впродовж усього життя. Такими формами професійного розвитку можуть слугувати тренінги, вебінари, онлайн-курси, майстер-класи тощо. Інституції післядипломної педагогічної освіти пропонують багатоваріантні освітньо-професійні програми категорій слухачів курсів підвищення кваліфікації, авторські і тематичні курси, альтернативні моделі професійного самовдосконалення, що відповідають потребам і запитам замовників освітніх послуг. І спонукає до цього відчутний в освітньому повітрі дух конкуренції та необхідності стратегічних модернізаційних змін у системі підвищення кваліфікації педагогічних працівників.

Така альтернативна модель підвищення кваліфікації була розроблена нами у формі проекту професійного розвитку під назвою «Толока позашкільників».

Толока є давнім українським звичаєм — праця гуртом для швидкого виконання великої за обсягом роботи. У сучасній культурі поняття «толока» вживається для позначення якихось громадських чи масових проектів.

«Толока позашкільників» — у цій сполучці понять ми відчуваємо радість, завзяття, бажання працювати в команді, енергію, позитив, оскільки саме *толочний* дух допомагає активізувати колективний розум для народження нових ідей, консолідувати зусилля задля ефективного вирішення професійних завдань. Ми надихнули дефініцію «толока» новим змістовим наповненням:

стріч активних, творчих освітян для знаходження в спільній взаємодії шляхів ефективного управління виховною діяльністю закладу позашкільної освіти. Такі творчі зустрічі проходять на засадах партнерського формату взаємодії шляхом діалогу, дискусії, організації спільних проектів, ділових ігор, квестів, екскурсій тощо.

Розроблено різноманітні освітні маршрути, які щозустрічі видозмінюються, доповнюються, оновлюються, варіюються залежно від суб'єктного досвіду, запитів, потреб, мотивів їхніх замовників. При цьому ми імпровізуємо, практикуємо, навчаємо один одного тому, що гарно знаємо і вміємо самі, та спільними зусиллями віднаходимо нестандартні рішення складних професійних питань тощо.

Обрана форма подачі матеріалу — *методичний путівник* — допомагає простежити основні етапи діяльності Толоки, запропонувати освітянській спільноті розроблені й апробовані навчальні матеріали, які можна використувати у професійній діяльності.

Автор висловлює щире подякутим освітянам, які зацікавились, повірили та взяли участь у першій організованій нами Зимовій толоці позашкільників. Ми разом апробували технології, методи і прийоми, виробляли спільні підходи для проведення Толоки, коригували зміст, розробляли програму спільних дій та відпрацьовували альтернативні підходи до підвищення кваліфікації освітян. Ви залишаєтесь активними та небайдужими, наші зв'язки щодня міцнішають, ми мотивуємо один одного на впровадження інновацій та адекватно реагуємо на нові освітні виклики.