

Subject card

Subject name and code	School and teacher, PG_00186725						
Field of study	Pedagogy						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	2		ECTS credits		3.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of the History of Science and Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Szymon Dąbrowski				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	14.0	6.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	20		0.0		55.0	75
Subject objectives	1. Familiarizing students with the education system, its legal framework, and social conditions, including the theory of the hidden curriculum. 2. Expanding students' knowledge of various concepts of being a teacher and the determinants of teacher success and professional development. 3. Developing the ability to consciously approach one's own professional development, formulate ethical judgments, and reflect on the complexity of the teaching role. 4. Raising awareness of the application of ethical principles and norms and responsibility for the quality of work in the school where the teacher is employed.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDL3_W11] Graduates know and understand the principles of occupational health and safety in educational, childcare and welfare institutions, as well as the legal responsibilities of teachers in this area, and the principles of first aid	Graduates know and understand the role of a teacher and the concepts of teaching: professional ethics for teachers, teaching pragmatics – teachers' rights and obligations, rules of legal responsibility of guardians, teachers, tutors and for the safety and health of students, the subject of assessing the quality of teachers' work, rules designing a path for their own professional development, the role of a novice teacher in the school environment, the conditions for success in the work of a teacher, and illnesses related to the teaching profession	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[PEDL3_W04] Graduates have an advanced knowledge and understanding of the standards, procedures and good practices applied in educational activities (pre-school education, teaching in primary and secondary schools, technical and vocational schools, special schools and special departments, and in various types of care and educational centres and continuing education)	Graduates know and understand the education system: the organisation and functioning of the education system, basic issues of education law, national and international regulations concerning human rights, children, pupils and persons with disabilities, the importance of the school as an educational institution, the functions and objectives of school education, models of the modern school, the concept of the hidden school curriculum, alternative forms of education, the issue of internal school law, the core curriculum in the context of the teaching programme and educational and preventive activities, and the subject of assessing the quality of the activities of a school or educational institution	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
Subject contents	Lectures I. School and the Education System (6 hours) 1. The organization and functioning of the education system in Poland compared to other education systems, basic issues of education law. 2. The school as an institution: the goals and functions of school education, the concept of the hidden school curriculum, internal school law, and quality assessment of school or educational institution activities. 3. Alternative forms of education. 4. Student safety and health protection (combining substantive content with workshop format). II. Being a Teacher: Concepts, Roles, Professional Development (6 hours) 1. The role of the teacher (including the beginning teacher), teaching professionalism and models of being a teacher. Complex determinants of teaching success. 2. Teachers' rights and responsibilities, principles of legal liability of guardians, teachers, and educators. Teachers' professional ethics. Assessment of the quality of teacher work. Exercises (6 hours) Designing your own professional development path as a teacher (from novice to expert). Being a teacher: self-awareness, ambivalence inherent in role conflict. Ethical and pragmatic analyses.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	The condition for admitting a student to the final exam is attendance at classes and active participation in exercises, as well as correct completion of all tasks performed during exercises.	100.0%	0.0%
	The level of knowledge of the program content and mastery of learning outcomes, expressed by the range of correctly answered tests (at least 51% of correctly answered answers).	51.0%	100.0%

Recommended reading	Basic literature	1. Used in classes: Szempruch J., Pedeutologia, Kraków 2013. Pyżalski J., Merecz D. (red.), Psychospołeczne warunki pracy polskich nauczycieli. Pomiedzy wypaleniem zawodowym a zaangażowaniem. Wydawnictwo Impuls, Kraków 2010. Podstawowe dokumenty prawa oświatowego, w tym: Ustawa o systemie oświaty, Ustawa Prawo oświatowe, Ustawa Karta Nauczyciela. Szymański M., Socjologia edukacji. Zarys problematyki, rozdział 4, 5, Kraków 2013. Feinberg W., Soltis J., Szkoła i społeczeństwo, Kraków 2000. 2. Study by the student independently: Żłobicki W., Ukryty program w edukacji: między niewiedzą a manipulacją, Impuls, Kraków 2002.
	Supplementary literature	Day Ch., Rozwój zawodowy nauczyciela. Uczenie się przez całe życie, GWP, Gdańsk 2004. Chmiel T., Wizje i (re)wizje przygotowania do zawodu nauczyciela, Wrocław 2014.
	eResources addresses	
Example issues/ example questions/ tasks being completed	1. Organization and functioning of the education system in Poland - a comparative analysis 2. School as an institution - a structural analysis. 3. Alternative forms of education - an analysis of "good practices." 4. The role of the teacher (including the novice teacher) - a case study. 5. Teachers' rights and responsibilities - an analysis of legality.	
Work placement	Not applicable	

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