

Subject card

Subject name and code	Teacher's care work, PG_00166481						
Field of study	Mathematics						
Date of commencement of studies	October 2026	Academic year of realisation of subject				2027/2028	
Education level	Bachelor's studies	Subject group				Obligatory subject group in the field of study Optional subject group Humanistic-social subject group	
Mode of study	full-time studies	Mode of delivery				at the university	
Year of study	2	Language of instruction				Polish	
Semester of study	3	ECTS credits				1.0	
Learning profile	academic	Assessment form				credit	
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Paweł Śpica				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	16.0	4.0	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		1.0		4.0	25
Subject objectives	<p>Familiarizing students with: educational theory and the fundamental areas of a teacher's care and educational work, classroom processes, teacher collaboration with students' families and their social environment, and the problems of neglected and socially at-risk students.</p> <p>Developing skills in the basics of teacher assessment and building relationships with students considered challenging to educate.</p> <p>Developing awareness of the social problems of children and youth and the role of educators in addressing them.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
		<p>CKN_W1 The student knows and understands: (B.2.W.3.) education in the context of development: the ontological, axiological and anthropological foundations of education; the essence and functions of education and the educational process, its structure, properties and dynamics; the importance of cooperation between the student's family and the school, and between the school and the community outside of school.</p> <p>CKN_W4 The student knows and understands: (B.2.W.4.) the principles of a teacher's care and educational work: the teacher's responsibilities as a class teacher; (B.2.W.4.) the school class as a social group; the social processes occurring in the classroom.</p> <p>CKN_W6 The student knows and understands: (B.2.W.4.) the problems of neglected and unaccompanied children and the school situation of children with migration experience; the issues of children in crisis or traumatic situations; Threats to children and youth: aggression and violence, including electronic aggression, and addictions, including those to psychoactive substances and computers, issues related to informal groups, youth subcultures, and sects.</p> <p>CKN_W7 The student knows and understands the practical usefulness of teacher diagnosis of students, especially socially neglected and addicted students.</p>	<p>[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW5] implementation of a problem task</p>
		<p>CKN_U1 The student is able to: (B.2.U.5.) recognize situations of threat and addiction among students, (B.2.U.4.) establish cooperation with teachers and with the community outside of school.</p> <p>CKN_U12 The student is able to work with children with adaptation difficulties related to migration experience, from culturally diverse backgrounds, or with limited knowledge of the Polish language.</p> <p>CKN_U13 The student is able to assist in organizing the student's school and extracurricular activities, according to the student's needs, while respecting their right to rest.</p>	<p>[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work</p>

	Course outcome	Subject outcome	Method of verification
		<p>CKN_K2 The student is ready to build relationships based on mutual trust between all stakeholders in the educational process, including the student's parents or guardians.</p> <p>CKN_K3 The student is ready to (B.2.K1.) show empathy for students and provide them with support and assistance; communicate with people from different cultures, including students with migration experience.</p> <p>CKN_K5 The student is ready to recognize the specifics of the local environment and collaborate for the benefit of students.</p> <p>CKN_K7 The student is ready to collaborate with teachers, educators, specialists, parents or guardians of students, and other members of the school and local community.</p>	<p>[SK1] oral statement/conversation/discussion</p> <p>[SK5] implementation of a problem task</p> <p>[SK8] observation of student's independent or team work</p>
Subject contents	<p>Lectures (16 hours):</p> <p>I. The Teacher as a Classroom Teacher (8 hours)</p> <p>1. Fundamentals of pedagogy and teacher education, conceptual framework, and research fields.</p> <p>2. Education in the context of development: ontological, axiological, and anthropological foundations of education; the essence and functions of education, and the educational process, its structure, properties, and dynamics.</p> <p>3. Principles of a teacher's care and educational work: the teacher's responsibilities as a classroom teacher, the teacher's responsibilities in the face of social processes occurring in the classroom, and adherence to occupational health and safety regulations in the teacher's work.</p> <p>4. The teacher's collaboration with the community outside of school and with the student's family, establishing collaboration with other teachers and the community outside of school.</p> <p>II. Working with Students at Risk and at Social Risk (4 hours)</p> <p>1. Introduction to theories of understanding crisis, presentation of intervention models, and basic methods of implementing interventions for students at risk and at social risk.</p> <p>2. Aggressive and self-aggressive behavior in students: familiarization with the characteristics of the phenomenon; suicide attacks as a specific form of crisis.</p> <p>III. Working with students with migration experience (4 hours)</p> <p>1. The school situation of children with migration experience (the consequences of migration and refugeeism and the process of adapting to the educational environment in Polish schools, the special educational needs of students with migration experience, the legal basis for educating foreigners in the Polish education system).</p> <p>2. Working in a multicultural classroom, tools for teaching and educational work with students with migration experience, the teacher as an integration facilitator.</p> <p>Exercises (4 hours)</p> <p>1. Methods for recognizing phenomena such as physical, psychological, and sexual abuse, and neglect. Principles of building educational relationships with neglected and socially at-risk students.</p> <p>2. Addiction (including behavioral addiction), recognizing student addictions; children and adolescents in informal groups, youth subcultures, and sects.</p>		
Prerequisites and co-requisites	Choosing a teaching specialization in the field of study.		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	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%
	The condition for a student to be admitted to the final exam is attendance at classes, active participation in exercises, and the correct completion of all tasks performed during the exercises.	100.0%	0.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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