

Subject card

Subject name and code	School and teacher, PG_00190452						
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							
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	<ol style="list-style-type: none"> 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_U23] Graduates are able to use current psychological and pedagogical concepts in planning, implementing, monitoring and evaluating the teaching and education process	Graduates are able to apply psychological and pedagogical concepts in model educational situations.	[SU5] implementation of a problem task
	[PEDL3_U10] Graduates are able to use assessment and feedback to stimulate students in their work on their own development	Graduates are able to design their own career development path	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[PEDL3_U03] Graduates are able to recognise the needs, abilities and talents of students, and to design and conduct activities that support the integral development of students, their activity and participation in the process of education and upbringing, as well as in social life	Graduates is able to recognize the needs, abilities, and talents of students, and to design and conduct activities that support the integral development of students, their activity and participation in the process of education and upbringing, and in social life	[SU5] implementation of a problem task
	[PEDL3_W03] Graduates have an advanced understanding of the role of teachers or educators in shaping the attitudes and behaviours of pupils and students	The graduate knows and understands the role of the teacher in the process of educating students.	[SW4] test/exam - oral or written
	[PEDL3_W05] Graduates have an advanced knowledge and understanding of inclusive education and ways of implementing the principle of inclusion	The graduate is familiar with the principles of inclusive education.	[SW4] test/exam - oral or written
	[PEDL3_W08] Graduates have an advanced knowledge and understanding of the structure and functions of the education system – its objectives, legal basis, organisation and functioning of educational, upbringing and care institutions, as well as alternative forms of education	The graduate knows and understands the structure and functioning of the education system.	[SW4] test/exam - oral or written
	[PEDL3_K04] In terms of competence, the graduate is ready to make decisions related to the organisation of the educational process in inclusive education.	The graduate is ready to take action in the field of inclusive education.	[SK2] presentation/project/paper/report
	[PEDL3_U07] Graduates are able to work with students in a way that stimulates their interest and develops their talents, select appropriate teaching content, tasks and forms of work within the framework of self-education, and promote students' achievements	Graduates are able to formulate ethical judgements related to the teaching profession	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] 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 issues related to school as an educational institution: the social environment of the class and school, autocracy and democracy in school, the hidden curriculum, the attitudes of teachers and students, working with peer groups, creating an educational climate in the classroom and at school, educational methods and their effectiveness, issues of educational skills and difficulties, conflicts in the classroom and in the family, educational mistakes, boundaries and measures of educational influence, the crisis in schools, the principles of cooperation between the family and the school, and between the school and the extracurricular environment	[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

	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 issues related to the teaching profession: the professional roles of a teacher, role models, teaching attitude and craftsmanship, teacher duties and professional development, internal teacher training, teaching ethics, rules of legal responsibility of a guardian, teacher and tutor, the need for further training and professional development as conditions for professional advancement, the problem of stress and burnout among teachers – causes, symptoms, coping strategies, illnesses related to the teaching profession and prevention in this area	[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	<p>Lectures</p> <p>I. School and the Education System (2 hours)</p> <p>1. The organization and functioning of the education system in Poland compared to other education systems, basic issues of education law.</p> <p>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.</p> <p>3. Alternative forms of education.</p> <p>4. Student safety and health protection (combining substantive content with workshop format).</p> <p>II. Being a Teacher: Concepts, Roles, Professional Development (2 hours)</p> <p>1. The role of the teacher (including the beginning teacher), teaching professionalism and models of being a teacher. Complex determinants of teaching success.</p> <p>2. Teachers' rights and responsibilities, principles of legal liability of guardians, teachers, and educators. Teachers' professional ethics. Assessment of the quality of teacher work.</p> <p>Exercises (6 hours)</p> <p>1. Designing your own professional development path as a teacher (from novice to expert).</p> <p>2. Being a teacher: self-awareness, ambivalence inherent in role conflict.</p> <p>3. Ethical and pragmatic analyses.</p>		
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	<p>1. Used in classes:</p> <p>Szempruch J., Pedeutologia, Kraków 2013.</p> <p>Pyżalski J., Merecz D. (red.), Psychospołeczne warunki pracy polskich nauczycieli. Pomędzy wypaleniem zawodowym a zaangażowaniem. Wydawnictwo Impuls, Kraków 2010.</p> <p>Podstawowe dokumenty prawa oświatowego, w tym: Ustawa o systemie oświaty, Ustawa Prawo oświatowe, Ustawa Karta Nauczyciela.</p> <p>Szymański M., Socjologia edukacji. Zarys problematyki, rozdział 4, 5, Kraków 2013. Feinberg W., Soltis J., Szkoła i społeczeństwo, Kraków 2000.</p> <p>2. Study by the student independently:</p> <p>Żłobicki W., Ukryty program w edukacji: między niewiedzą a manipulacją, Impuls, Kraków 2002.</p>	
	Supplementary literature	<p>Day Ch., Rozwój zawodowy nauczyciela. Uczenie się przez całe życie, GWP, Gdańsk 2004.</p> <p>Chmiel T., Wizje i (re)wizje przygotowania do zawodu nauczyciela, Wrocław 2014.</p>	
	eResources addresses		
Example issues/ example questions/ tasks being completed	<ol style="list-style-type: none"> 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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