

Subject card

Subject name and code	Welfare in the German Language Teaching Profession, PG_00209377						
Field of study	German Studies						
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	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Magdalena Rozenberg				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	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	15		1.0		9.0	25
Subject objectives	The aim of the course is to develop knowledge and skills that support the psychological, emotional, and professional well-being of teachers of German as a foreign language. The course is designed to raise awareness among students -future teachers of German - of the importance of consciously caring for their own mental health, maintaining a balance between professional and private life, and preventing excessive workload and the phenomenon of Burnout in their professional practice.The course enables students to become familiar with the mechanisms of occupational stress characteristic of work in the school environment and to develop emotional and social competencies essential for the teaching profession. Particular attention is given to the specific nature of the work of teachers of German as a foreign language, including conducting communicative language classes, classroom management, and creating a supportive and safe learning atmosphere that fosters effective language learning.The course also aims to prepare students to apply practical strategies that strengthen both their own well-being and the well-being of their students within the school environment.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_W10] They know and understand the basic social, ethical, economic and legal conditions of professional activity requiring knowledge of German, as well as the basic principles of creating and developing various forms of entrepreneurship useful in planning a career as a German language specialist	[CKN_W03, CKN_W07, CKN_W11, CKN_W12] Knows and understands the basic social, ethical, economic, and legal conditions related to the profession of a German language teacher and is able to apply fundamental principles of creating and developing various forms of professional activity in planning their own career path. Understands the factors involved in making informed professional decisions that support psychological well-being and work-life balance, as well as the ethical and legal consequences of everyday professional practice. Understands the role of the teacher and educator in shaping students' attitudes and behaviors and recognizes students' educational and emotional needs on the basis of pedagogical observation in the teaching process. Knows and understands occupational health and safety regulations in educational institutions, as well as the legal responsibility of teachers in this area, and has basic knowledge of first aid principles. Understands the processes of interpersonal and social communication, including their regularities and possible disruptions, which enables them to build a safe and supportive learning environment conducive to learning the German language.	[SW1] oral statement/ conversation/discussion

	Course outcome	Subject outcome	Method of verification
	[FGL3_U03] They can apply knowledge of humanities and social sciences useful in the work of a German philologist	[CKN_U01, CKN_U03, CKN_U05, CKN_U06, CKN_U10, CKN_U11, CKN_U12, CKN_U15] Is able to apply knowledge from the humanities and social sciences, particularly in the fields of Health Psychology and Positive Psychology, in order to support their own psychological and professional well-being, recognize the mechanisms of stress in the work of a German language teacher, and create a supportive learning environment in the language classroom. Is able to observe didactic and educational situations in German language lessons, analyze them based on pedagogical and psychological knowledge, and propose appropriate solutions to educational and developmental challenges. Can identify the needs, abilities, and talents of students and design and implement activities that support their language development, engagement, and participation in the learning process and school life, thereby promoting students' well-being. Is able to create didactic and educational situations that motivate students to learn German and work on their personal development, analyze their effectiveness, and modify activities to achieve the desired educational and developmental outcomes, supporting both student well-being and the teacher's own well-being. Can use assessment and feedback processes to stimulate students' language and social development and monitor their progress and participation in school life, fostering positive emotions. Is able to work with students with special educational needs, including those experiencing adaptation difficulties related to migration, cultural diversity, or limited proficiency in Polish. Can use Polish correctly and employ subject-specific terminology, as well as German language terminology, appropriately for the age of the students.	[SU2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[FGL3_K05] They are ready to responsibly perform professional roles in various areas of German Philology, including complying with professional ethics and intellectual property protection rules and requiring the same from others	[CKN_K01, CKN_K02, CKN_K03, CKN_K05, CKN_K06] Is prepared to responsibly perform the role of a German language teacher, particularly with regard to supporting their own well-being and that of their students, adhering to professional ethical principles, and creating a safe and supportive educational environment. Is prepared to apply universal ethical principles and standards in the work of a German language teacher, acting with respect for every student and promoting both their own psychological well-being and that of their students in the teaching and learning process. Is prepared to build relationships based on mutual trust among all participants in the educational process, including students and their parents or guardians, and to involve them in activities that enhance the effectiveness of German language teaching and support student well-being. Is prepared to communicate with individuals from diverse social and cultural backgrounds and with varying emotional conditions, as well as to apply dialogic strategies for conflict resolution and to create an atmosphere conducive to open communication in and beyond the language classroom. Is prepared to make informed decisions regarding the organization of the teaching process in inclusive education settings, taking into account the needs of students with diverse abilities and experiences, thereby supporting their well-being and active participation in learning German. Is prepared to recognize the specific characteristics of the local environment and to engage in cooperation with its stakeholders in order to support student development and foster an educational environment conducive to well-being. Is prepared to design didactic and educational activities aimed at improving the quality of school work and creating an environment that supports the well-being of both students and teachers, including fostering a positive atmosphere in the process of teaching German.	[SK2] presentation/project/paper/report

Subject contents

Course Content Implemented as Exercises:

1. Introduction to Teacher Well-Being

- The concept of psychological and professional well-being
- Differences between stress and occupational overload
- Work-life balance: the importance of balancing professional and personal life

2. Positive Psychology in Teacher Work

- Selected concepts of positive psychology supporting well-being
- Positive emotions, psychological resilience, and a sense of purpose in teaching
- Techniques to strengthen psychological resilience

3. Coping with Stress and Preventing Occupational Burnout

- Mechanisms of occupational stress in the work of a German language teacher
- Strategies for stress management and burnout prevention
- Practical exercises: relaxation, mindfulness

4. Interpersonal and Social Communication in Teacher Work

- Processes of interpersonal and social communication
- Building a supportive classroom atmosphere
- Managing communication disruptions and conflicts

5. Working with Diverse Groups of Students

- Students with special educational needs
- Adaptation difficulties in students with migration experience
- Teaching in culturally and linguistically diverse classrooms

6. Creating an Environment Supporting Teacher and Student Well-Being

- Designing motivating didactic situations
- Using assessment and feedback to stimulate student development
- Strategies to support both teacher well-being and student well-being

	Connections of the course with linguistics: • Language communication in the classroom: applying knowledge of the structures of the German language and its communicative functions to ensure effective and supportive teaching practice. • Student language development: designing activities that support the improvement of language competencies while considering students emotional and educational needs Connections of the course with General Academic Profile • Interdisciplinarity: combining knowledge from the humanities and social sciences with didactic and educational practice • Social and communication competencies: developing skills for working in a diverse educational and cultural environment • Autonomy and reflection: developing the ability to critically analyze teaching processes, monitor ones own work, and support students (language) development		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Language and communication in discussions/presentations	51.0%	20.0%
	Application of knowledge in projects/presentations/reports	51.0%	30.0%
	Student activity	51.0%	20.0%
	Contribution to Glottodidactics	51.0%	30.0%
Recommended reading	Basic literature	Nowak, S.A. (Hrsg.) (2026). <i>Well-being in EFL Education. Diverse Contexts and Perspectives</i> . Göttingen: V&R unipress.	
		Rozenberg, M. (Hrsg.) (2025). <i>Ziel Gesundheit: Gesundes Lehren und Lernen von Fremdsprachen</i> . Göttingen: V&R unipress.	
		Sambanis, M., Ludwig, C. (Hrsg.) (2025). <i>Positive Fremdsprachendidaktik</i> . Tübingen: Narr.	
	Supplementary literature	Thematic articles in selected journals: • Języki Obce w Szkole • Zeitschrift für Interkulturellen Fremdsprachenunterricht • Neofilolog • Roczniki Humanistyczne	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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