

TEACHER WITH PASSION FOR EDUCATION

*“(...) We get to know a man by communing with people (...)”
Blessed John Paul II*

1. INTRODUCTION

Quo Vadis? At this point it is worth to consider: Can this question be given to a man at the beginning of 21st Century? I believe, yes – this question can be referred to each of us. However, not always – despite of problems in life – is brought by “homo sapiens”. Contemporary man – very often – totally forgets about his humanity, rules and values at home and school. Evidence of this are phenomena, which can be observed at those places. Especially euro-orphanhood, aggression and violence. Last years observations show that “aggression and violence is a commonly existing and tolerated problem”¹. This fact is confirmed by media reports. At this point is it worth to ask yourself another question: Where is your bios, ethos and egos? Should those mentioned components be developed by parents and school? I think these are appropriate places, which are especially responsible for a comprehensive development of a young generation. J. Delors² emphasises, that mainly family and school shape: attitude to learning, ability to reason, imagination and responsibility.

2. FEW WORDS ABOUT SCHOOL

Considering a school, at the same time, concentrating on its role in shaping children and young people I would like to bring closer this issue. Here, we should refer to the following questions: what is a school?, what tasks it fulfils?, what is it's role in educating children and youth?

School – in Greek school – as an institution it is included in a given social system, deeply authorised in a man's consciousness. System and economy changes, which have been observed in our country in the turn on nineties shaped a new structure of educational system and began the program and organisational transformations³.

1 See J. Karbowniczek, Wpływ mass mediów na agresywne zachowania dzieci, „Życie Szkoły” 2003, no. 7, p. 397.

2 J. Delors, Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji dla XXI wieku. Edukacja jest w niej ukryty skarb, Warszawa 1998, p. 117.

3 Por. M. Z. Babiarczyk, E. M. Szumilas, Zdrowotne uwarunkowania gotowości edukacyjnej dzieci siedmioletnich rozpoczynających naukę szkolną [w:] Wspomaganie rozwoju. Psychostymulacja, Psychokorekcja T 6, red. B. Kaja, Bydgoszcz 2004, p. 151.

The concept of school is an issue, which is included to the most ambiguous in Polish language. According to educators – W. Okoń⁴ i Cz. Kupisiewicz⁵ – a school is:

- an education institution dealing with educating children and youth;
- a building – where didactic classes are being held;
- a direction, a method;
- an effect – stimulating someone to harder work.

School – according to U. Kazubowska⁶ – can be analysed in two different contexts: institutional and structural. First of all, a school is a some kind of specificity in respect of program and organisation, a form of cultural message, realised in a modern society via specialised actions of teaching and learning. The process of shaping children and youth's personality is happening during communicating and assimilating elements of modern culture. In this context a school means “school education” or “formal education”. (...) Secondly, “school” is a social group, social system, organisational structure, which allows modern cultural message processes to exist. “School” is a kind of connection of the representatives of two generations – teachers and students – collective subject and group education subject. It is then a certain structural carrier for processes of schooling known as formal education.

School – from the dawn of history – have been and still is seen as an educating institution, supporting and educating children, a place, which in some sense, is a continuation of Christian education line. Literature shows that a school should not only be the fundamental link in education of young generation, but also a factor introducing students to traditions, culture and equipping in values system, skills and knowledge.

M. Śnieżyński and K. Denek – on the basis of mega trends of Naisbitt – indicate eight fundamental tasks, which should be realised by Polish school:

1. To guarantee students an integral development of all personality spheres.
2. To guarantee a priority of upbringing over education.
3. Intensification of actions in the scope of ethical orientation, prioritising, personalisation of mutual relations.
4. Improving autonomy of different types of schools.
5. Propagating the problem of health promoting in education programs.
6. Considering local needs and global trends in education in programs.
7. Better usage of contemporary mass-media in teaching and learning.

4 W. Okoń, *Słownik pedagogiczny*, Warszawa 1984, p. 299.

5 Zob. Cz. Kupisiewicz, M. Kupisiewicz, *Słownik pedagogiczny*, Warszawa 2009, p. 173.

6 U. Kazubowska, *Współczesna polska szkoła, placówka opiekuńczo – wychowawcza w okresie transformacji systemowej, a oczekiwania dzieci i młodzieży, rodziców i nauczycieli – wychowawców. Rzeczywistość i tendencje rozwojowe*, [w:] *Możliwości i zagrożenia reform edukacyjnych*, red. M. Ochmański, Warszawa 1997, p. 149.

8. Better usage of methods, which are to solve problems and to develop creative thinking and imagination⁷.

School guarantees students especially:

- teaching how to properly speak, read and write;
- getting to know the main notions,
- acquiring knowledge at such level as to enable to continue education at the next education levels,
- understanding messages,
- development of reason-effect, time and spatial relations;
- analytical and synthetic thinking development;
- treating a message in an integral way;
- getting to know the rules of social life and national and European culture heritage.

Contemporary school – according to W. Goriszowski⁸ – refers to fundamental rationale resulting from the sphere of human psychology, which is:

- self-realisation (development of the potential of human's talents);
- autonomy and social interdependence (ability to make decisions and to be responsible for own choices);
- a man's orientation for aim, sense of own life;
- holistic vision;
- constructing educational programs (considering developmental potential of an individual);
- self-education;
- accepting the role of feelings, observations and personal beliefs in the sphere of values;
- developing the respect towards other people's values.

3. A TEACHER – CARER OR EDUCATOR?

Who is a teacher? This question is worth attention. It is a topic of many conferences and seminars. At this point we should analyse it: Is a teacher an educator or a carer? Contemporary authors analysed this issue many times. Among others, this term was interpreted by didactics and pedeutologists. They emphasise that a teacher is a didactic, instructor, pedagogue, educator and lecturer. This issue is similarly perceived by educators. Analysis of this notion have also been raised in the works by: W. Okoń⁹ i

⁷ Zob. M. Śnieżyński, Dialog edukacyjny przepustką do szkoły jutra, [w:] Edukacja Jutra. X Tatrzańskie Seminarium Naukowe, red. K. Denek, T. Koszyc, M. Lewandowski, Wrocław 2004, p. 130.

⁸ W. Goriszowski, Humanistyczna koncepcja edukacji młodzieży na tle dokonujących się przemian społecznych w Polsce, [w:] Współczesne obszary i tendencje w edukacji humanistycznej, red. T. Strawy, Szczecin 2002, p. 26.

⁹ Por. W. Okoń, Nowy słownik pedagogiczny, Warszawa 1998, s. 255.

Cz. Kupisiewicz¹⁰. According to W. Okon a teacher is a person, which teaches others by transferring messages. Whereas, Cz. Kupisiewicz believes that a teacher is a person, who possesses appropriate qualification to run and realise didactic and educating work in the individual education institutions.

A teacher – according to M. Samujło¹¹ and Györgyiné¹² – needs a practical knowledge, referring to human's behaviours in typical and problematic situations, life experience and continuous educating. School situation demand reflexion from a teacher, searching for new solution and adapting them to present situations. A teacher should possess certain personal and professional advantages and should be characterised by:

- consequence in thinking and acting,
- rational evaluation of own predispositions and skills,
- planned action,
- openness and communicativeness,
- passion to work with children and youth,
- perceptiveness, intuition and sensitivity,
- assertiveness, empathy, tolerance, manners, friendly attitude toward other people.

A teacher – according to M. Grabowski¹³ – should be also a promoter of program reforms and the spokesman of poor. In this aspect he or she has a quite wide manoeuvre in relation to shaping and tempering spirits of individuals. It may be said that functioning of a school depends on teachers. They are an irreplaceable element in those institutions.

They decide on the process and results of education transformations. On their personality features and predispositions depends reasoning shaping of the future generations. Similar attitude is presented by a German educator F. A. W. Diesterweg. Author in his work *Wegweiser zur Bildung für deutsche Lehrer* referred to the democracy of a school. Apart from that, it should be noticed, that F. A. W. Diesterweg aimed at improving the status of teachers. Author notices, that school as a fundamental element is worth the same a teacher is worth. Presented words of the author are a confirmation of the fact the lot of future generations depend on the perspectives and possibilities of teachers (...). At the beginning of 21st Century we require from educators to be signposts for those who feel lost in everyday life. Apart from that, they should show us the right solutions to difficult situations. However, it should be pointed out, that the contribution of teachers is a fundamental thing in the process of education of children and youth. Teachers taking

10 Zob. Cz. Kupisiewicz, M. Kupisiewicz, *Słownik pedagogiczny*, Warszawa 2009, s. 113.

11 M. Samujło, *Kierunki reform edukacyjnych w odniesieniu do osoby nauczyciela*, [w:] *Możliwości i zagrożenia reform edukacyjnych*, red. M. Ochmański, Warszawa 1997, s. 191.

12 Györgyiné Koncz J. *Pályaismeret, pályaorientáció, Károli Egyetemi Kiadó*, Budapest, 2005. 138–140.

13 M. Grabowski, *Rola nauczyciela w kształceniu jednostek niepełnosprawnych intelektualnie – na przykładzie nauczania zintegrowanego*, [w:] *Príprava učiteľov v procese školských reformie*, Prešov 2009, s. 675–686.

up new actions contribute to shaping positive and negative attitudes as well in the generally accessible and integration schools.

Literature shows that teacher should be:

- a guide (standing at the head of a class, indicating students activity, initiative, cooperation);
- a counsellor and supporter, who gives advices and instructions, not imposing a ready solution;
- observer and a spectator (observes students and draws conclusions);
- participant, who participates in realisation of all education tasks;
- critical friend, who indicates weak elements students should work on¹⁴ .

A teacher realises certain tasks in his work. They are very broadly understood. Apart from many others, a teachers aims at:

- forming personality of a student,
- motivate a student to acquire knowledge,
- release creativity in a student,
- evoke cognitive curiosity.

Contemporary teachers task should be also to “educate a young person in such a way to be better prepared to the newest achievements of science and technique and not to forget about the basic value hierarchy”¹⁵. It is a fundamental component in educating children and young people, at the same time becomes an important spectrum in shaping the appropriate development of the youngest.

At present, teachers have to realise three functions:

- didactic (connected with transferring of knowledge, development and skills improvement),
- educational – shaping social skills, values system and personality,
- caring (consisting in caring to satisfy biological and psychical needs of students, guaranteeing safety)¹⁶.

Teachers recently become are a subject to the system of professional promotion. It was presented with details in the Ministry of National Education (MENiS) regulation (dated on 1.12.2004). Based on this regulation they receive the following titles:

- trainee – beginning a training from the moment of being employed (9 month training, commission acceptance),
- contract teacher (two years and 9 months of training, commission acceptance),
- appointed teacher (two years and 9 months of training, exam),
- certified teacher (according with the rules achieving this title is not obligatory)
- honorary education professor (this title is given to a certified teacher, who has at

14 I. Dzierzowska, *Jak uczyć metodami aktywnymi*, Warszawa 2005, p. 16.

15 Zob. J. Karbowniczek, *Ocena opisowa w interpretacji rodziców uczniów klas I – III. Wnioski z badań*, „*Nauczanie początkowe*” 2002/2003 nr. 4, p. 23.

16 K. Appelt, J. Kleczewska, *Powinności wychowawcze nauczyciela*, „*Edukacja i Dialog*” 2001, nr 8, p. 12.

least twenty years of teaching experience including ten years of working as a certified teacher and who has significant achievements in his or hers professional work,

Teachers work – apart from set aims and tasks – is based also on rules. In their educational work they follow a rule of:

- all-round and harmonious development of a student,
- activeness,
- dialogue,
- creativity,
- educative teaching.

4. CONCLUSIONS

From the up to now works we may conclude that a teacher with a passion is a teacher who is characterised by the following features:

- is authentic, emphatic, creative, tolerant and reliable,
- bases on knowledge,
- improves own practical and moral competencies,
- participates in own education (improves professional qualifications),
- cooperates with other specialists,
- used innovative teaching methods,
- realises expressed views in life,
- evokes positive features in students,
- is in favour of integrating disabled children with the not disabled.

*Prof. dr hab. Jolanta Karbowniczek
Jesuit University of Philosophy and Education Ignatianum in Cracov*

BIBLIOGRAFIA

- Appelt K., Kleczewska J., Powinności wychowawcze nauczyciela, „Edukacja i Dialog” 2001, no 8.
- Babiarz M. Z., Szumilas E. M., Zdrowotne uwarunkowania gotowości edukacyjnej dzieci siedmioletnich rozpoczynających naukę szkolną, [w:] Wspomaganie rozwoju. Psychostymulacja, Psychokorekcja T 6, red. B. Kaja, Bydgoszcz 2004.
- Delors J., Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji dla XXI wieku. Edukacja jest w niej ukryty skarb, Warszawa 1998.
- Dzierżgowska I., Jak uczyć metodami aktywnymi, Warszawa 2005.
- Goriszowski W., Humanistyczna koncepcja edukacji młodzieży na tle dokonujących się przemian społecznych w Polsce, [w:] Współczesne obszary i tendencje w edukacji humanistycznej, red. T. Strawy, Szczecin 2002.
- Grabowski M., Rola nauczyciela w kształceniu jednostek niepełnosprawnych intelektualnie – na przykładzie nauczania zintegrowanego, [w:] *Príprava učiteľov v procese školských reformie*, Prešov 2009.
- Györgyiné Koncz J., Pályaismeret, pályaorientáció, Károli Egyetemi Kiadó, Budapest, 2005.
- Karbowniczek J., Ocena opisowa w interpretacji rodziców uczniów klas I – III. Wnioski z badań, „Nauczanie początkowe” 2002/2003, no 4.
- Karbowniczek J., Wpływ mass mediów na agresywne zachowania dzieci, „Życie Szkoły” 2003, no 7.
- Kazubowska U., Współczesna polska szkoła, placówka opiekuńczo – wychowawcza w okresie transformacji systemowej, a oczekiwania dzieci i młodzieży, rodziców i nauczycieli wychowawców. Rzeczywistość i tendencje rozwojowe, [w:] *Możliwości i zagrożenia reform edukacyjnych*, red. M. Ochmański, Warszawa 1997.
- Kupisiewicz Cz., Kupisiewicz, M., Warszawa 2009.
- Okoń W., Słownik pedagogiczny, Warszawa 1984.
- Okoń W., Nowy słownik pedagogiczny, Warszawa 1998.
- Samujło M., Kierunki reform edukacyjnych w odniesieniu do osoby nauczyciela, [w:] *Możliwości i zagrożenia reform edukacyjnych*, red. M. Ochmański, Warszawa 1997.
- Śnieżyński M., Dialog edukacyjny przepustką do szkoły jutra, [w:] *Edukacja Jutra. X Tatrzańskie Seminarium Naukowe*, red. K. Denek, T. Koszyc, M. Lewandowski, Wrocław 2004.