IDENTIFYING AND SATISFYING TEACHERS' PROFESSIONAL NEEDS
CONTEMPORARY DISCOURSES
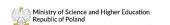
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Jan Kochanowski University,

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IDENTIFYING AND SATISFYING TEACHERS' PROFESSIONAL NEEDS
CONTEMPORARY DISCOURSES

BOOK OF ABSTRACTS

Kielce 2025

Ms. Ailén Aguinaga, Dr. María Elena Molina, Universidad Nacional del Sur, Argentina

Educational Counseling and Teaching Knowledge in the Permanent Education of Youth and Adults in Argentina

Permanent education of youth and adults in Argentina takes place in a highly heterogeneous context in terms of the educational, social, and professional trajectories of its students. Within this framework, pedagogical counseling plays a key role in understanding and supporting teaching and learning processes. This study analyzes the didactic knowledge constructed by teachers in the field of permanent education for youth and adults and its relationship with educational counseling. Teachers in this modality often lack specific training, developing their practice through experience and interaction with students. Using a qualitative approach, this study employs a research design based on in-depth interviews with teachers working in Secondary Education Centers in the city of Bahía Blanca (Argentina). The study concludes that strengthening the role of pedagogical counseling in this modality and with these teachers require enhancing context-specific training opportunities.

Keywords: permanent education, lifelong education, pedagogical counseling, Argentina
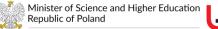
Dr hab. Jolanta Andrzejewska, prof. UMCS, The Maria Curie-Skłodowska University in Lublin, Poland

Young kindergarten teacher

During their studies, students - future teachers critically analyze the solutions of contemporary education and create their own visions of the kindergarten/school of the future. In my speech, I will focus on presenting the changes that students of preschool and early school pedagogy would like to introduce in preschool institutions at the beginning of their professional career.

Keywords: kindergarten, NQT teachers, preschool institutions

Dr Andrei Angela, University "Stefan cel Mare" Suceava, Romania

Development of a Social and Emotional Learning (SEL) Self-Efficacy Tool for Teachers in Romania

This paper discusses the findings of a survey based on questionnaire and focus-group interview with Romanian teachers. A self-efficacy questionnaire was constructed by the Romanian team in 2021-2022, by the reference to the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. The teachers have been asked to assess how they feel regarding their ability to develop certain SEL competences to their students in the classroom/school. The findings of the study indicated a number of SEL topics that need to be deepened and explored, those in which the teachers stated that they feel somewhat confident and less confident, e.g. showing empathy for the students; working with students with special educational needs (SEN); preventing the behavioral problems of the students in the classroom and/or in school, etc. The focus group findings confirmed some of the unique themes identified for Romania, like working with students with SEN.

Keywords: CASEL Framework, social and emotional learning, SEL, special educational needs, SEN

Dr Monika Bajak, mgr Renata Leśniak, The Old Polish University Kielce- Myślenice, Poland

Modern Challenges in Educational Relationships – Building a Culture of Collaboration Among Teaching Teams, Between Principals and Teachers, Teachers and Students, and in Cooperation with Parents

Interpersonal relationships in the educational environment form the foundation of effective teaching, upbringing, and the well-being of all participants in the didactic process. Modern schools face numerous challenges that require teachers, principals, and parents to consciously build a culture of cooperation based on mutual respect, communication, and engagement. Teachers' social competencies play a key role, influencing the quality of interpersonal relationships within teaching teams and fostering positive connections with students and their parents.

Keywords: educational relationships, collaborative teams, cooperation with parents

Prof. dr hab. Józefa Bałachowicz, The Maria Grzegorzewska University in Warsaw, Poland

The Needs and Challenges of the Polish School in Light of the Assumptions of the Education

The Polish education system remains firmly embedded in the paradigm of the industrial-era school, which does not adequately address the demands of accelerated globalization, the increasing pace of socio-economic transformations, and the necessity of preparing students to navigate uncertainty. The contemporary educational landscape urgently requires a profound cultural shift aimed at fostering a higher level of social trust, as well as strengthening openness to dialogue and collaborative engagement. However, the dominant pedagogical practice continues to prioritize the transmission of declarative knowledge, while insufficient emphasis is placed on fostering social cohesion, developing prosocial attitudes, and providing students with opportunities for meaningful participation that reinforce their sense of agency in collective action.

Keywords: Polish educational system, collaborative engagement, globalization challenges

Dr Ewa Bartuś, Naval Academy in Gdynia, Poland

Working with Parents of Students with Neurodiversity as Perceived by Teachers and Special Educators. Research Communication

In the school space, good cooperation in the Student-Teacher-Parent triad is one of the most important factors determining a student's educational success. Media describe events in which situations are presented where the lack of cooperation became a source of serious conflicts between the teacher's and parents of the student. Often, in the background, there were differences in the perception of the roles of the participants in this triad, especially when the student was diagnosed with: autism spectrum disorder, dyslexia or ADHD. The aim of the research undertaken is to analyse the main factors influencing the lack of agreement and effective cooperation between teachers and special educators co-organising the process of inclusive education and parents of students with neurodiversity. The analysis of the narratives also made it possible to identify the expectations of teachers and special educators of the parents of students with neurodiversity and to improving relations with parents.

Keywords: neurodiversity, special educational needs, Student-Teacher-Parent triad

Martyna Basiak, Katarzyna Czarkowska, Jan Kochanowski University of Kielce, Poland

Experiencing Violation ff Children's Rights at School

The article concerns the problem of children's rights violations in Polish schools. It emphasizes the importance of protecting children's rights in the education system, referring to the achievements of Janusz Korczak and the UN Convention on the Rights of the Child. The study was conducted among first-year pre-service teachers (focus group study) who had experienced children's rights violations in the recent past. The students' opinions show what problems they have been struggling with over the years. The problems experienced include, among others, an authoritarian model of teaching, marginalization of students and the lack of space for free speech. Among the proposed solutions are strengthening the role of students in decision-making processes, training teachers to communicate with students, introducing activating teaching methods, as well as strengthening cooperation between schools, social organizations and parents in order to provide children with fuller protection of their rights

Keywords: children's rights, the UN Convention on the Rights of the Child, Janusz Korczak
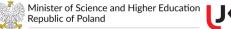
Dr hab. Beata Bednarczuk, prof. UMCS, The Maria Curie-Skłodowska University in Lublin, Poland

The sense of pedagogical success among teachers working according to the principles of Maria Montessori pedagogy in the context of their professional role

Maria Montessori developed an educational approach that supports children's development by recognizing their needs and creating a prepared environment that respects the child's natural desire to learn. The teacher acts as a facilitator and guide, ready to adjust their approach in response to children's needs, which implies personal transformation. The role of a Montessori teacher involves contradictions, especially in the context of traditional educational expectations. The aim of the research was to identify the dimensions of professional success among teachers implementing Montessori pedagogy. The results indicate that professional success manifests in various aspects, such as children's independence, progress, quality of group interactions, and a sense of professional fulfillment. A key factor in interpreting success is the consciously designed environment, and teachers' success stems from their engagement in creating learning conditions aligned with Montessori principles.

Keywords: Montessori schools, teacher's pedagogical success, professional roles

Dr Kinga Białek, The School of Education PAFW & UW, Poland

Portfolio in teacher education - a bridge between theory and practice. Nine years of experience of the PAFF School of Education and the University of Warsaw

The aim of my presentation is to show nine years of experience gained at the PAFF School of Education and the University of Warsaw - the first full-time postgraduate studies program for future teachers in Poland, which introduced portfolios as a tool for evaluation and support in student development. This program combines theory with practice, focusing on developing pedagogical competences through teaching experiences and reflection. Students collect their teaching experiences in a portfolio, documenting the course of lessons, teaching strategies and their reflections. The portfolio organizes materials and promotes the analysis and integration of theoretical knowledge with practice, helping future teachers track their professional development and identify areas for improvement. In the article, I will discuss the effectiveness of this method and present the impact of systematic portfolio management on the development of students' competences, comparing e-portfolios and paper portfolios.

Keywords: education, portfolio, pedagogical competencies

Mgr Joanna Białogońska, Private Kindergarten „Zygzak" in Kielce, Poland

When success seems impossible – experiencing success in the autoethnographic narrative of a beginning preschool teacher

In the face of growing social expectations, demands placed on teachers and various difficulties of children, it is becoming important to reflect on the concept of success among this professional group. The first part of the presentation will concern success in the work of a teacher in the light of literature - definitional approach, conditions and types of success. The next part will present the results of research on the understanding and experience of success by teachers. The presentation will be supplemented with reflections from my own pedagogical practice as a novice preschool teacher on the subject of feeling success in the face of emerging difficulties.

Keywords: success, autoethnographic narrative, preschool teacher

Prof. Renata Bilbokaitė, Vilnius University, Lithuania

Proactivity of teacher's career management

The development of teachers' competences and professional development is one of the key factors for quality education. Various global, European and national practices in the context of lifelong learning are effective in initiating teachers' development and career dynamics, but teachers' self-management is also very important. The study revealed that although teachers have the desire and potential to develop and actively plan their career development and self-development, their involvement in planning long-term career steps remains limited, especially in terms of sustainability. A better understanding of career planning tools and strategies could significantly increase teachers' professional effectiveness and confidence in achieving long-term goals. Proactivity is revealed as a factor that enhances the chances of successful career management, recommending a targeted focus on strategic planning for teachers' personal careers in a rapidly changing educational environment.

Keywords: competences, teachers' professional development, lifelong learning, career planning

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Assoc. Prof. Ieva Bilbokaitė-Skiauterienė, Vilnius University Šiauliai Academy, Lithuania

Networking Empowerment in the context of inclusive education: experiences of special education centers and general education schools in the Process of Change Management

The research analyses the networking empowerment of educational organisations (Lithuanian Centre for Inclusive Education, regional special education centers, mainstream schools, the Ministry of Education, Science and Sport, schools, parents, students and other stakeholders) in process of organisation change management, when in order to successfully implement inclusive education, the structure of special education schools is being changed in terms of its structure, mission, vision, goals, objectives, tasks, school values are being reviewed, and the aim is to adapt the universal design to learning and the content of the education.

Keywords: inclusive education, networks in education, special education schools
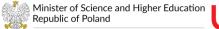
Dr hab. Barbara Bilewicz, prof. UMCS, The Maria Curie-Skłodowska University in Lublin, Poland

Pedagogical Innovation as a Response to Teachers' Professional Needs – Experiences from the 100 Worlds Project

Contemporary education presents teachers with numerous challenges, requiring not only solid subject knowledge but also flexibility, creativity, and the ability to adapt to dynamic social and technological changes. In response to these needs, pedagogical innovations have become a key element of teachers' professional development, offering them new tools, teaching strategies, and a space for reflection on their own practice. This presentation focuses on the implementation of the 100 Worlds pedagogical innovation as an example of action research supporting the development of both teachers' and students' competencies. The project was designed to explore diverse educational perspectives, engaging teachers in a creative and reflective process. During the presentation, the key assumptions of the innovation, its impact on participants' professional growth, and observed effects in school practice will be discussed. Special attention will be given to the value of independently initiated changes.

Keywords: innovation, teachers' needs, 100 Worlds Project

Dr hab. Ewa Bochno, prof. UZ, University of Zielona Góra, Poland

Is It Quiet Quitting? Young Researchers in (self)metaphor

The Author makes a higher education review using metaphors obtained from young tutors regarding their professional and scientific situation. In thesis author shows inhomogeneous and sometimes even internally contradictory character of the relations in university and relation between university and environment. The author wonders at college culture, her internal and external conditions of functioning.

Keywords: quiet quitting, university culture, young researchers

Dr Magdalena Boczkowska, The Maria Curie-Skłodowska University in Lublin, Poland

Adaptation of the Teachers' Protective Factors of Resilience Scale – Seeking Protective Factors of Teachers' Resilience

The aim of the study is to adapt and validate the Teachers' Protective Factors of Resilience Scale (TPFRS) in the Polish context and to determine the psychometric properties of the instrument. Ultimately, the study will identify key protective factors influencing teachers' resilience in the Polish educational context and formulate recommendations for practitioners and policymakers to support teachers in their daily work. In the first stage, the tool will be adapted following the back-translation methodology (WHO, 2010). Subsequently, a study will be conducted on a representative sample of teachers from different educational levels (N=512). The psychometric analysis will include exploratory and confirmatory factor analysis (EFA, CFA), an assessment of the instrument's reliability, and theoretical validity.

Keywords: resilience scale, TPFRS, protective factors, Polish educational system

Dr hab. Katarzyna Borawska-Kalbarczyk, prof. UwB, dr hab. Bożena Tołwińska, University of Bialystok, Poland

The Significance of Artificial Intelligence in the Perspective of the Idea of Education for Sustainable Development

The aim of this paper is to contribute to the discussion on the use of artificial intelligence (AI) technology in the context of education for sustainable development (ESD). The authors indicate that ESD can transform traditional teaching strategies and teacher-student relationships, necessitating the inclusion of participatory teaching methods and the development of key competencies, such as critical thinking. In contemporary ESD, the integration of AI technology is increasingly observed. AI supports personalized learning and enhances student engagement but also carries risks, such as the weakening of cognitive functions or the generation of false content. This analysis seeks to explore the question: What are the opportunities and threats associated with the use of AI tools in realizing the idea of education for sustainable development? In conclusion, the authors present recommendations emphasizing the need to develop best practices for the use of AI tools within the ESD framework.

Keywords: Artificial Intelligence, AI, education for sustainable development

Prof. Pete Boyd, University of Cumbria, United Kingdom

Teachers' Professional Inquiry: A motivational driver of research-informed practice

How can 'being a teacher' be perceived and experienced as a high-status professional role of significance? Arguably, the workplace learning environment and a distributed instructional leadership approach in schools are key factors. Discarding a 'top-down' focus on teacher performativity, a 'bottom-up' approach based on 'teachers' professional inquiry' provides a realistic alternative. Professional inquiry borrows from practitioner research, including collaborative working, ethical controls and systematic data generation and analysis. It raises the status of teachers' practical wisdom whilst insisting on critical reflection. It also requires critical engagement with research evidence and teachers' therefore need to develop a level of research literacy. Professional inquiry as part of everyday work offers a motivational balance for teachers between autonomy, competence, and relatedness and can become a key part of a distributed instructional leadership approach within schools.

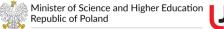Keywords: teachers' status, professional inquiry, critical reflection in lifelong learning

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Assoc. Prof. Dragana Božić, Lenard Josip, Juraj Strossmayer, University of Osijek, Croatia

The role of school counselors: challenges, opportunities and their contribution to school culture

School counselors play a pivotal role in fostering a positive educational environment and supporting students' academic, social and emotional development. This paper explores the role of school counselors, examining the challenges they face, opportunities for professional growth and their impact on school culture. An anonymous survey was conducted involving school counselors from five Croatian counties. Key challenges include balancing administrative duties with student-focused activities, addressing diverse student needs and collaborating with teachers and parents. However, these challenges also present opportunities for counselors to become central figures in promoting mental health awareness, guiding educational innovation and supporting inclusive practices. The paper highlights how school counselors contribute to creating a supportive and inclusive school culture through strategic interventions, counseling programs and fostering strong relationships within the school community.

Keywords: school counselors, student's support, counseling programmes

Dr hab. Agnieszka Buczak, prof. UMCS, The Maria Curie-Skłodowska University in Lublin, Poland

Conditions of teachers' readiness to improve their own moral competences

The aim of the study was to find out the factors contributing to teachers' readiness to participate in training in the field of improving their own moral competences. The results of research conducted on a group of 2,151 teachers from the Lublin Voivodeship regarding their professional competences and training needs were used. The analysis of the results regarding the area of moral competences showed that it is perceived by them as "important" but "not too difficult" and quite well "mastered". The surveyed teachers do not feel a strong need for improvement in this area, preferring the improvement of skills related to teaching or communication with students over moral competences. The analysis of the predictors of readiness to undertake training determined on the basis of logistic regression shows that the probability of wanting to improve moral competences increases by perceiving them as important and difficult. At the same time, it is smaller among more experienced teachers.

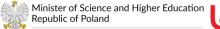Keywords: moral competences, teaching profession, professional competences

Dr Marta Buk-Cegiełka, The Jan Paul II Catholic University of Lublin, Poland

Parent-teacher cooperation - present state, prospects, expectations - research report

Family and school are the two primary educational environments for a school-aged young person. Each of them plays an important role in his integral development. The family performs a variety of functions and tasks. Among them, W. Okon (2007) points to the preparation of children for entry into society, their nurturing and upbringing, and providing them with an adequate start in life. The realization of this function is possible thanks to the cooperation of the family with other educational environments, the most important of which is the school. In December 2024, a study was carried out to determine the place of parents in the school establishment, to examine the present state from the point of view of both teachers and parents, the expectations of both, and the prospects for further development of family-school cooperation. The speech will present a report on the first part of the research, in which the respondents were parents of elementary school students.

Keywords: parent-teacher cooperation, family - school interaction, educational environments

Els Callens, Nele Mestdagh, TASC, Belgium

TASC Teacher Academy Sustainable Communication in education, a transversal competence for every teacher

The Teacher Academy Sustainable Communication (TASC) will provide future and current teachers with the necessary skills to become reflective and agile European teachers capable of preventing or eliminating violence, discrimination, polarisation, exclusion and bullying. We summarise these skills as sustainable communication skills. Bringing sustainable communication into schools will be the start of the social change we want. TASC is developing a teacher trainer manual for teacher trainers and a teacher tooling for teachers in sustainable communication and is piloting the joint training programme of 20 ECTS with fully integrated mobility models in initial teacher education and continuing professional development education in a green and inclusive way. We want to share the state of play of our academy (2023-2026).

Keywords: Teacher Academy Sustainable Communication (TASC), teacher training, continuing professional development, green and inclusive education

Maria Selene Cane, Universidad Nacional del Sur, Argentina

Early Labor Market Insertion of English Teaching Program Students in Bahía Blanca, Argentina

The present work is a thesis project that will address the issue of early labor market insertion among students of the English teaching program in Bahía Blanca. The general objective is to understand the characteristics and motivations behind this early employment, as well as to identify the reasons that lead students toward this path, characterize the pedagogical challenges that arise in practice, and identify the pedagogical knowledge developed throughout the process. The research will be situated within a regional and future temporal context (Bahía Blanca, 2025) and will employ a qualitative interpretative methodological approach. The primary tools will include semi-structured interviews and document analysis, which will enable the collection of students' subjective experiences and perspectives. The study will focus on students from two local institutions: one public and one private. This study is expected to provide a significant contribution to the educational field by analyzing.

Keywords: English teachers, Argentina, Bahía Blanca, early labor market, student's induction to the profession

Dr. Virginia Capriotti, University of Bergamo, Italy

Beyond meritocracy: rethinking teacher professional development for equity in education

The increasing emphasis on meritocratic principles in education has significantly shaped policies concerning teacher evaluation and professional development. However, pedagogical perspectives highlight that meritocratic systems may reinforce structural inequalities. Teacher professional development can shift from a meritocratic model-often focused on standardized performance indicators-to meritoriousness, which recognizes and supports teachers' diverse competencies, contexts, and professional growth trajectories (Bertagna, 2020). This contribution outlines recommendations to reshape teacher education fostering an inclusive and supportive professional environment for teachers (Lim, 2018). Bertagna, G. (2020). Educare i talenti tra meritocrazia e meritorietà. Una sfida che aspetta di essere raccolta. Nuova Secondaria, 9(XXXVII), 3-8.

Lim, L. (2018). Culture, pedagogy and equity in a meritocratic education system: Teachers; work and the politics of culture in Singapore.

Keywords: meritocratic model in education, teachers' professional development, inequities in education

Dr hab. Agata Chabior, prof. UJK, Jan Kochanowski University of Kielce, Poland

Education and learning in the lives of retired teachers - a research report

There are many studies in the literature in which we find a description of educational activity as a predictor of successful ageing, most often in terms of its impact/significance on the quality of life in this period of life. Usually, this activity is presented in terms of the functions performed, and therefore the effects, in a correlation that is directly proportional to an active and therefore good, satisfying life in old age. The effect of educational activity is therefore successful ageing.

Educational activity in old age is also a strategy, a method, a way of coping with the oppressiveness of old age, which is embedded in the context of socio-civilisational changes that force us not only to be open to ageing and old age, but also to be ready for what life in the present brings. It is not without reason that the subject of the 'new' culture of ageing is being addressed, that the concepts of 'new' working methods are being introduced for the 'new', contemporary seniors.

The aim of this article is to show the educational activities of retired teachers, both in terms of effects or functions, and in terms of ways and strategies of working that equip them with new competences and skills to manage their own life in old age, so that it is successful.
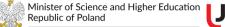
Prof. dr hab. Sławomir Chrost, Jan Kochanowski University of Kielce, Poland

Professional burnout in the opinions of university teachers

In 2019, occupational burnout was included by the World Health Organization (WHO) in the International Classification of Diseases (ICD-11 - QD85). It is an occupational syndrome that results in chronic stress in the workplace that has not been successfully dealt with. It is characterized by three dimensions: feelings of diminished or depleted energy; increased mental distance from one's work or a sense of negativity or cynicism about one's work; and a sense of ineffectiveness and lack of achievement. Professional burnout syndrome also affects university teachers. The paper is an attempt to bring closer the reality of the work of an academic teacher in the area of professional burnout - to indicate the manifestations, causes or consequences.

Keywords: university teachers' burnout, professional challenges, mental health

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Dr hab. Beata Cieśleńska, prof. AM, mgr Magdalena Braszczyńska, Mazovian University in Płock, Poland

Chat GPT in Teaching – The Perspective of English Language Teachers

The implementation of artificial intelligence in the teaching and learning process represents a significant change, leading to the adaptation and redefinition of modern education, and, according to experts from the scientific community, a key aspect of the future trajectory of education. This discourse reviews the practical applications of artificial intelligence in the work of English language teachers. Furthermore, it analyzes the benefits and challenges of using generative technologies, with ChatGPT as a representative example, and explores how teachers perceive this tool. The study findings provide insight into key determinants such as perceived usefulness, ease of use, and teachers' attitudes toward using Chat GPT, which may influence teachers' decisions regarding its implementation and application in the teaching process.

Mgr Wiktoria Cieślikiewicz, dr hab. Natalia Demeshkant, University of the National Education Commission, Poland

Teachers' attitudes towards the issue of sustainable development in the light of students' mental health

Modern education requires teachers not only to impart knowledge about sustainable development, but also to support the mental health of students in the face of the climate crisis, armed conflicts, and the lack of a stable future. The increase in psycho-emotional problems among young people raises the question of how teachers can support the well-being of students in the context of education for sustainable development. The study analyzes teachers' attitudes and their competence in integrating global topics with concern for students' mental health. Particular attention is paid to the role of teachers in coping with climate anxiety and didactic strategies supporting a sense of agency and emotional resilience. Results indicate that psychological-aware education can support the building of a more informed and resilient society.

Keywords: sustainable development, students' mental health, teaching strategies

Prof. dr hab. Agata Cudowska, University of Bialystok, Poland

The role of the teacher in creative school

The aim of the paper is to present the role of the teacher in a creative school and to highlight the importance he plays in the process of supporting students in developing creative thinking and action. The awareness of the significant role of the teacher of creative education is reflected in many contemporary concepts. The creative competences of the teacher are considered to be crucial in his pedagogical work. Creative teachers better recognize and support students' creativity than teachers with conservative life orientations. The teacher's personality is of great importance in creative teaching and upbringing, and the teacher's creative life orientation is very important for taking actions supporting students' creativity. The results of nationwide studies indicate a low level of preference for creative life orientations among teachers, as well as a lack of actions supporting the development of creative orientations in schools and in the local environment.

Keywords: creative school, creative competencies, teachers' creativity

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Prof. dr hab. h.c. Agnieszka Cybal-Michalska, Adam Mickiewicz University in Poznań, Poland

Teacher as a creator of shaping pro-development and proactive orientation of youth in the world of permanent change

The phenomenon of the modern world is cognitive globalization, which is distinguished by the extraterritorial nature of knowledge, reducing the globe to the size of a "global village" (H.M. McLuhan). The new status of knowledge whose sources are "everywhere" is associated primarily with the ability to think critically, for which a school with pro-development and responsible teachers should prepare.A teacher should be a guide and interpreter on the way of cognition.

Keywords: proactive education, critical thinking, teacher as a guide

Prof. dr hab. Maria Czerepaniak-Walczak, University of Szczecin, Poland

Teacher emancipation - empowerment - an opportunity or a barrier to emancipation

In emancipatory pedagogy, questions are raised regarding the sources of emancipatory potential—this subjective agency, rationality, innovativeness, courage, and responsibility in transcending experienced constraints, exercising rights to spheres of freedom, and transforming social structures. The identification of three concepts—empowerment, emancipation, and the experience of freedom—and their simplified understanding is evident in discussions on education. However, the essence of teacher empowerment proves to be problematic due to the process of emancipation towards new spheres of freedom. It can serve as both a facilitating factor in this process and a significant barrier. The presentation will explore both dimensions: support and obstacles in the process of teacher emancipation.

Keywords: emancipatory pedagogy, teachers' emancipation, empowerment

Dr Lidia Dakowicz, University of Bialystok, Poland

Teacher and the transmission of values in the opinion of students of preschool and early school pedagogy at the University of Bialystok

The paper presents the results of research on students' opinions on the role of the teacher in the transmission of values. The aim was to determine whether, in the opinion of the surveyed students, a teacher should convey values to his students, what values he should transmit, how and why he should convey values, and what factors may hinder the teacher's transmission. The research was conducted in 2024 among students of Preschool and Early School Pedagogy at the University of Bialystok.

Keywords: transmission of values, teachers' role, students' perspective

Dr Andrzej Dakowicz, University of Bialystok, Poland

Hope for the success of future educators at the stage of starting and completing their university education

The speech includes a presentation of the results of research on the Hope for Success Questionnaire by M. Łaguna, J. Trzebiński & M. Zięba among students of preschool and early school pedagogy who begin and complete their education at the Faculty of Educational Sciences of the University of Białystok.

Keywords: teacher education, university, student's hopes

Dr Ewa Dąbrowa, The Maria Grzegorzewska University in Warsaw, Poland

Teachers and the Challenges of Supporting the Well-being of Migrant Students

The sudden increase in the number of migrant students in educational institutions has revealed previously unknown challenges, rooted in the complexity of migration and the specific circumstances of migrants. The presentation will be based on the results of a study conducted as part of the research project 'Supporting the Well-being of Migrant Students in Schools in Poland,' involving teachers from various types of schools in cities with the highest number of students with migration experience: Kraków, Warsaw, and Wrocław. The presentation will focus on supporting student well-being in relation to their identified emotional, social, and educational needs. This perspective is essential for facilitating the process of adaptation and socio-cultural integration. Furthermore, the presentation will explore the resources and forms of support necessary for teachers to work effectively with migrant students.

Keywords: immigration, migrant students, well-being

Dr. Jeremy Delamarter, Saint Martin's University, United States of America

People Teaching People: Education and Humanity in the Age of AI

Becoming a teacher is as much a matter of personal transformation as it is a matter of knowledge acquisition and skill development. However, personal transformation takes time, and an algorithm cannot do it for us. The great promise of AI in teacher education is that the slow and tedious elements of learning, such as creating rubrics, developing lesson plans, and making exams, can be done much more quickly by machines. Unfortunately, the great danger of AI in teacher education is that a focus on speed encourages future teachers to skip over the difficult cognitive labor that facilitates the very transformation they need. Learning to write a lesson plan, rubric, or exam is not about creating a product; instead, it is about the process of learning to think like a teacher thinks. When we outsource the cognitive labor of teaching to AI, we run the risk of bypassing transformation. For although we may be able to outsource the creation of a form, we cannot outsource the formation of a human.

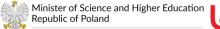Keywords: AI, teacher education, Artificial Intelligence, teacher training

Prof. Chandrika Devarakonda, University of Chester, United Kingdom

Tomorrow's teachers and inclusion: Challenges and opportunities

Inclusion in educational contexts is evolving since the last few decades. An increase in migrant population has resulted in schools becoming diverse with children belonging to different ethnic, culturally and linguistically different population. There are complex issues impacting on the school. These issues related to children, their families as well as the teachers. The preparedness and confidence in teaching children have reported low confidence in teaching children from all ethnic backgrounds and who have English as additional language. The issues related to inclusion are experienced and perceived and depends on the contexts of individual child and families. The challenges and opportunities around inclusion in the varying contexts will be discussed considering strategies and models that influence inclusion.

Keywords: children, family, teacher, ethnic background, inclusion

Roksana Dobek, Jan Kochanowski University of Kielce, Poland

Domination of Digital Technology in Education as a Threat to Teachers' Position

The main objective of this article is to analyze the benefits and disadvantages of using digital technologies in the work of a teacher and to answer the question of whether teachers can be replaced by artificial intelligence. The paper will present modern tools used in the educational process, the benefits and challenges of digitalization and the expected directions of its further development in education. The research material was collected using netnography, the analysis was carried out on 17 websites, in which the key problem was the possibility of replacing the teacher with modern technology.

Keywords: artificial intelligence (AI), challenges of AI, AI in teaching profession

Prof. dr hab. Wanda Dróżka, Jan Kochanowski University of Kielce, Poland

Axiological problems of Polish transformation teachers and new challenges and threats. The context of biographical research

The subject of the considerations made is an attempt to develop and justify the thesis that one of the most important needs and problems of teachers is the sphere of axiology. In the profession of a teacher, a pedagogue, as in other professions of the public, social sphere, such as a doctor, a lawyer, a clergyman, an army officer, a police officer, it is important to refer to the values and goals that constitute the ethos and the social role of these professions, their duty to society. Democratic social agreement on values, duties and obligations determines the rank and importance of these professions, their social standing, trust and the quality of work in these professions.

Turbulences, crises, constant changes, conflicts in the field of axiology, especially when they are not discussed and understood, when they remain in limbo, as it were, negatively affect the socio-professional condition of teachers, causing confusion of identity, which reduces motivation, sense of purpose, satisfaction and is often the reason for leaving the profession or reducing interest in studying in this field.

The above issues are highlighted in the light of data from diaries, autobiographies, letter journals, teachers and pedagogues collected in the three editions of my biographical research on teachers of the transition generation from 1989 - 2017. In the narratives of teachers from these years, the issues of values and goals that give meaning and dignity to their work and lives, which are subject to constant change in the context of the political transformation initiated in 1989, come to the fore.

The unprecedented transition from socialism to neo-capitalism and other profound ideological and political changes in Poland could not fail to reverberate in the consciousness and experience of teachers and to stimulate their biographical and generational reflections. The particular trauma of the great multiplied change was felt by the teachers of the middle generation from 2002 to 2004,

who were subjected to a kind of experimental change in the philosophy and pragmatics of the profession as a result of the great national educational reform of 1999. As a result, the field of education as a social value, which until then had operated from a humanistic, subjective axiology, found itself in the field of business ethics, mercantile, meritocratic, focused on the quality of educational services and subject to instrumental criteria.

Today, new challenges and threats are emerging, such as the fourth industrial revolution, the crisis of humanity and culture, which will force a change in the very positioning of the teaching profession and a redefinition of its professionalism.

The presentation will deal with the following topics

- Contexts of transformation of the axiological sphere of the teaching profession in Poland

 - New contexts of the role and profession of the teacher. The need to think differently about the school and the teacher

- Methodological aspects of the teaching problem.

Keywords: axiology, teaching profession, professionalism

Assoc. Prof. Onur Ergunay, Izmir Democracy University, Türkiye

Lived experiences of ELT student teachers on a revised teaching practicum syllabus

Within a centralized teacher education context, teaching practicum courses are offered during the last two semesters of the English language teacher education programs in Turkiye. The purpose of this paper is twofold: first, to present an overview of a revised teaching practicum syllabus in an English language teacher education program; second, to explore the preliminary lived experiences of student teachers pursuing this syllabus during the Fall 2025 semester. Using a qualitative research design, data were obtained from senior students (n=9) in a BA program of English language teaching at a state university through their end-of-term reflective reports on their experiences of teaching practicum. The analysis of the data provided comprehensive lived experiences of student teachers regarding their lesson planning and implementation, supervisor and mentor support, personal and professional growth, and overall practicum experience.

Keywords: practicum courses, teacher training, pre-service teachers' experience
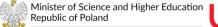
Dr Anna Falkowska, The Maria Grzegorzewska University in Warsaw, Poland

Application of IT and AI in teaching science and humanities

The use of IT and AI in teaching science and humanities is a topic that is being constantly developed by the Ministry of National Education and non-governmental organizations. During the presentation, research on the level of improving teachers' competences as part of nationwide projects will be cited. To practically illustrate the need to participate in lifelong education in the field of digital competences and critical thinking, selected applications from the field of ICT and AI will be shown. This will allow you to understand how they can be used for education in teaching science and humanities.

Keywords: Artificial Intelligence, AI, IT, teaching science, teaching humanities

Assoc. Prof. Lea Ferrari, University of Padova, Italy

Empowering Educators to Foster Decent Work and Gender Equality

Promoting decent work for all has become a central focus in career development research over the past decades. This objective is closely linked to the need to challenge and reduce gender stereotypes that continue to shape the labor market. Equipping teachers with the knowledge and understanding of these issues is crucial in fostering a more inclusive and equitable workforce, aligning directly with the Sustainable Development Goals (SDGs). Educational activities should introduce the concept of decent work, create opportunities to identify and reflect on gender biases, and explore their broader impact on professional opportunities. By doing so, they contribute to promoting a more sustainable and fair vision of the future

Keywords: career development, gender equality, inclusive workforce

Dr. Ilona Fjodorova, Dr . Marite Kravale, Dr. Eridiana Olechovnica, Daugavpils University, Latvia

Workplace Environment and Organizational Culture in Educational Institutions: Teachers' Perspectives

The COVID-19 pandemic has significantly impacted the workplace environment in education, influencing work conditions, relationships, and overall well-being. This study examines key factors that make educational institutions attractive workplaces, as perceived by teachers and school leaders, within the context of sustainable education. A survey revealed that relationships, job fit, and security are the most valued workplace factors. Conversely, 'responsibility' and 'location' were seen as less significant. The findings highlight the importance of both an innovative culture (risk-taking, creativity, and challenge) and a supportive culture (cooperation, encouragement, and recognition of personal freedom). Statistically significant differences emerged in how teachers and leaders value aspects like contribution, recognition, innovation, and responsibility. These insights can help shape more engaging and sustainable educational workplaces.

Keywords: organizational culture, educational institutions, educational workplaces

Dr hab. Paulina Forma, prof. UJK, Jan Kochanowski University of Kielce, Poland

Teachers' attitudes towards alternative forms of teaching

The article covers the issue of challenges facing contemporary teachers. It refers to selected alternative forms of teaching and their use in planning work. It shows good practices and recommendations for education staff.

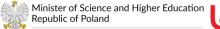Keywords: alternative teaching, teachers' challenges

Dr Agnieszka Gabryś, The Maria Curie-Skłodowska University in Lublin, Poland

Resilience, self-efficacy and flourishing in teacher education students – the moderating role of passion

Increasingly in the literature, attention is being paid to the category of passion and its importance for people's daily functioning. The purpose of the presented study is to analyze the relationship between resilience, self-efficacy and flourishing in teacher education students, taking into account the moderating role of passion. The study involved 665 students who completed the Brief Resilience Coping Scale (BRCS), the Prosperity Scale, the Self-Efficacy Scale (GSES) and the Self-Report Passion Scale (SRPS). The study used correlation and moderation analysis. There were statistically significant positive and negative correlations between resilience, self-efficacy, flourishing and passion in the researchers. The results obtained from the study indicate the moderating role of passion in the relationship between resilience, self-efficacy and flourishing in the surveyed students. An increase in the level of resilience and self-efficacy accompanied by an increase in the intensity of flour

Keywords: resilience, self-efficacy, education students, passion, flourishing

Dr Anita Garbat, Jan Kochanowski University of Kielce, Poland

Virtual commemoration of teachers on selected websites of the oldest secondary schools in Poland – researcher's reflections

The aim of the speech is to show the complexity of the process of commemorating teachers in the virtual space of the school and to share reflections on research conducted using virtual ethnography.

Keywords: virtual commemoration, websites, the oldest secondary schools

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Dr Paweł Garbuzik, Jan Kochanowski University of Kielce, Poland

The inclusive nature of selected assistive technologies for people with disabilities

This article presents selected assistive technologies that designed to respond to the needs of people with disabilities and support their functioning in all areas. The article presents the great potential of assistive technologies in empowering people with disabilities and their importance as a key to independence, self-reliance and full participation in society.

Keywords: disability, assistive technologies, inclusion, exclusion, education.

Dr hab. Teresa Giza, prof. UR, Casimir Pulaski Radom University, Poland

Differentiation of teachers' attitudes towards the education of gifted students

The purpose of the paper is to present the results of a study on the variation of teachers' attitudes toward the education of gifted students. Teachers' attitudes help to understand the relationship with gifted students and explain the work undertaken to develop abilities. The study used the STATETS questionnaire (Giza 2022). The scale makes it possible to diagnose two types of pro-talent attitudes and one anti-talent attitude. Analysis of the latent profiles made it possible to distinguish three groups of teachers: those with a dominant anti-ability attitude, those with a dominant methodological attitude, and the largest group, in which the intensity of the three attitudes was equal. Statistical analysis showed no significant relationships between sociodemographic variables and the distinguished profiles. The research has theoretical significance in terms of typology of teachers' attitudes and their differentiation, and practical significance - for the field of teacher education.

Keywords: gifted students, teachers' attitudes, teacher education

Dr hab. Bogusława Dorota Gołębniak, prof. DSW, DSW University of Lower Silesia, Poland

Rethinking the introduction of the issue of teachers' well-being into their education in the broad sense

Relating the questions of the conference (what do teachers expect in terms of taking care of their well-being) to the discourses conducted in Poland today: theoretical, research and practical in the field of broadly defined teacher education, and drawing attention to the disharmony (discrepancies) between what is considered desirable and partially declared and insularly realized, could be a starting point for rethinking the "competencies of the future" of this group of professionals in the scope outlined by the conference theme.

Keywords: teachers' well-being, teacher education, competencies of the future

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Aleksandra Gonciarz, Jan Kochanowski University of Kielce, Poland

School burnout among students - a worrying educational phenomenon emerging at earlier and earlier stages of learning

Modern school places high educational demands on pupils from the very first years of schooling. The pressure to achieve, the constant rush, the stress, the multitude of extra-curricular activities become the daily routine for pupils from the very first years of their education. In the midst of such an intensive lifestyle, there begins to be a lack of space for relaxation. This picture of education can carry the risk of school burnout. The presentation will present the current state of knowledge on the determinants of school burnout, the possible consequences of this phenomenon and the risk of the emergence of this syndrome in early childhood education. In addition, attention will be paid to the teacher's role in creating a classroom climate that can prevent educational burnout in students.

Keywords: school burnout, educational crisis, early childhood education

Dr Renata Góralska, dr Małgorzata Kosiorek, University of Lodz, Poland

Civic Competencies and Their Importance in Teacher Education: Critical Analysis of the Curriculum

The project focuses on the issue of civic competences of teachers, which are a strategic and at the same time critical link in teacher professionalism. We understand civic competences as an active attitude of teachers based on the values of democracy, solidarity, tolerance, respect and equality, as well as the ability to effectively engage in public activities. The research method used is qualitative, thematic content analysis. The source of data is the Regulation of the Minister of Science and Higher Education of July 25, 2019 on the standard of education preparing for the teaching profession. The analysis suggests that civic competences in the teacher education program are only slightly present, which results in superficial involvement of teachers in public activities and insufficient readiness for constructive participation in activities at both local, national and European levels.

Keywords: civic competencies, democracy, solidarity, tolerance, respect and equality, standards of education

Dr hab. Jacek Gralewski, prof. APS, The Maria Grzegorzewska University in Warsaw, Poland

A creative boy and a creative girl in the eyes of the math teacher and the language teacher

The aim of this study was to investigate how teachers assess the creativity of male and female students and whether these assessments differ depending on the subject (math vs language) and students' gender. The study used a random selection of 2025 high school students (1241 females and 784 males; Mage = 17.68; SDage = 0.52) and their 219 teachers (110 math and 109 language) from 110 different schools. The results obtained that teacher of mathematics and language rate the level of creativity potential of boys higher than girls. Moreover, during structural equation modelling, mathematics teachers do not notice the creativity of girls ($B = .05$; $p > .05$), although they are able to recognize the creativity of boys ($B = .11$; $p < .001$) and language teachers notice the creativity of all students, but they are much better at recognizing the creativity of girls ($B = .23$; $p < .001$) than boys' ($B = .14$; $p < .001$).

Keywords: students ' creativity assessment, male vs. female students

M.A./M.Sc. Ina Grasmane, Prof. Pipere Anita, Dr. Raščevskis Vitālijs, Daugavpils University, Latvia

Effectiveness of a psycho-pedagogical intervention on spiritual intelligence, happiness, and spiritual well-being for primary school children: a non-randomized controlled trial

This experimental study aimed to determine the effect of psycho-pedagogical intervention on spiritual intelligence, happiness, and spiritual well-being of primary school students in Latvia. Three measurements (pre-intervention, post-intervention, and three month follow up) were administered for 83 children (n=41 experimental group; n= 42 control group). The experimental group participated in intervention sessions that met once per week for 10 weeks. The results indicated that participation in the intervention programme led to a statistically significant increase in spiritual intelligence, happiness, and spiritual well-being in the experimental group compared to the control group. Integrating spiritual development into the primary school curriculum nurtures a harmonious and mentally healthy personality, which is one of the main goals of education.

Keywords: spiritual intelligence, psycho-pedagogical intervention, primary education, students' well-being

Dr Paulina Grzelecka, WSB Merito University in Gdansk, Poland

Creating the workshop by kindergarten teachers - case studies

In my speech, I intend to present the preliminary results of research conducted as part of the preparation of my doctoral dissertation entitled "Constructing work workshops by kindergarten teachers - a pedagogical ethnographic study." I believe the concept of the workshop and the process of its construction is a starting point for considerations on the professional development of kindergarten teachers, relatively independent of formally understood professional advancement and not always consistent with theoretical models of teacher development. The process of teachers creating their workshop was reconstructed on the basis of ethnographic observation, supplemented with an open, in-depth interview. I will present the research-based strategies for building a work workshop by teachers, their motivations and ways of understanding this process in relation to their professional development.
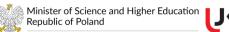
Keywords: kindergarten, preschool, workshops

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Michiel Heinen, Marnix Academy, Netherlands; The Association for Teacher Education in Europe (ATEE)

Challenges in European teacher education

In the context of changing socio-economic and political landscapes, the importance of quality education is only increasing. The role of the teacher in this is crucial. Several initiatives at national and European levels have an impact on strengthening this role and thus empowering teachers. Some of these initiatives and their impact will be addressed and explained as examples of good practices.

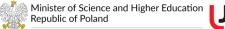Keywords: quality education, empowering teachers, European level

Assoc. Prof. Manuela Heinz, University of Galway, Ireland

Teachers' Needs Beyond the Surface: Exploring the Experiences and Needs of Teachers from Minoritised Backgrounds

Achieving greater teacher diversity remains an unresolved challenge internationally. In this presentation, Dr. Heinz, co-editor of Diversifying the Teaching Profession: Dimensions, Dilemmas, and Directions for the Future, addresses the persistent challenge of achieving greater teacher diversity. Drawing on her research in Ireland with teachers from various minoritized groups, Dr. Heinz explores the teacher diversity paradox, highlighting the tensions between the desire and policy support for diverse representation and the pressures to conform to dominant cultural norms. She advocates for a shift beyond quantitative and policy measures focused predominantly on recruitment, emphasizing the importance of addressing normative institutional cultures and practices to foster authentic representation, affirmation and meaningful participation, ultimately creating inclusive environments that value and empower diverse student and educator voices.

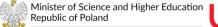Keywords: teachers' needs, minorized groups, diversity in education

Dr. Marie Huxtable, Prof. Jack Whitehead, University of Cumbria, United Kingdom

Identifying and Meeting the Professional Needs of Teachers with Living Educational Theory Research

A Living Educational Theory Research approach to professional development will be presented. Professional-practitioners use this approach to research their practice to understand improve it and generate evidence-based, values-laden, explanations for their educational influences in their own learning, in the learning of others and in the learning of the social formations within which their practice is located. The conference questions about teachers' expectations, their satisfaction levels, and the consequences of unmet needs, will provide a framing. The importance of recognising the relationship between a teacher's embodied professional values of human flourishing, the contextual pressures they experience, and how they can productively work with those tensions to improve education, will be highlighted. Research accounts will be drawn on to illustrate how this approach helps educators in Europe, and worldwide, to identify and meet their professional needs, and help others do so too.

Keywords: professional development, teachers' professional needs, Living Education Theory

Mgr Anita Jagun, Jan Kochanowski University of Kielce, Poland

ICT in Language Education: A Netnographic Analysis

This presentation aims to discuss the results of the research on teachers' online discourse regarding the integration of information and communication technologies (ICT) in language education. The study examines posts and comments published by members of selected groups for Polish and English educators on social media platforms. The analysis includes the identification of the key topics related to ICT in both L1 and L2 education. Additionally, it addresses specific benefits and threats that teachers associate with the implementation of ICT in these educational contexts. The survey shows that teachers who are active on social media generally see the potential of digital tools, willingly sharing their ideas and positive experiences related to using them. Nevertheless, there are also critical voices on this issue - some teachers show aversion to technology, emphasizing the superiority of traditional methods, and drawing attention to problems related to the use of particular tools.

Keywords: ICT, language education, netnography

Mgr Kamila Jaśkowska, Jan Kochanowski University of Kielce, Poland

Digital technologies in teachers' work

There is no denying that that digital technologies currently play a fundamental role in education and that their constant development is a key factor of conducting classes. The variety of educational applications, Internet tools and supportive resources has undoubtedly become an incredible challenge for teachers whose everyday further training and willingness to broaden technological horizons is inevitable in order to cope with increasingly rapid advances in the field of digital technologies. Due to the fact that extensive research on digital technologies has been carried out, in the following paper I would like to present major conclusions which has so far been outlined, categorizing digital technologies as a blessing in teacher's work and but also as a boon and a threat. Finally, the purpose of this paper is to review recent research already carried out into some practical issues concerning costs, availability of technologies mentioned.

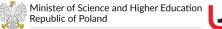Keywords: digital technologies, internet tools, teachers' profession

Barbara John, WSB University, Poland

When a parent becomes the aggressor: violence against teachers in the light of their experiences and opinions

The aim of the presentation is to analyze the problem of violence experienced by teachers from their pupils' parents. The research problem was related to the experiences of the surveyed teachers in the context of this phenomenon. The research method was a diagnostic survey conducted via a questionnaire. The research sample included 72 teachers. Research has shown that teachers most often experience behavior from parents that involves attempting to contact them privately, questioning their competences and filing unfounded complaints with the principals. Teachers respond to this type of behavior by trying to communicate with the parent on their own, but they also pay attention to the role of support from other teachers or management. The respondents believe that the main factor determining violence against teachers is the lack of respect for this profession. The results indicate a clear need to educate teachers in recognizing violence and how to respond to its manifestations.

Keywords: teacher and parent interaction, violence against teachers, aggressive parents

Dr hab. Hanna Kędzierska, prof. UWM, University of Warmia and Mazury in Olsztyn, Poland

Teachers' learning in the workplace

For many employees, the workplace is an important place for learning. A growing body of empirical research supports the idea that effective professional development is based on a process of learning at work that is continuous, active, social and connected to practice. Drawing on my own research into teachers' everyday learning at work, I argue that the key sites of everyday learning at work are the intersections of workspace and social space. The 'in-between' spaces, which are neither professional nor private, allow for more effective communication and generate new forms of collaboration.

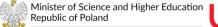Keywords: teachers' lifelong education, professional development, collaboration

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Dr Barbara Klasińska, Jan Kochanowski University of Kielce, Poland

The existential sense of the teacher's work

The existential sense of the teacher's work is of great importance, and it continues to grow immeasurably, because the contemporary teacher works in a complex reality - full of challenges, anxiety, uncertainty, unpredictability, ambiguity, risk and constant change, in which the individual does not once have the benefit of enduring values and norms of behaviour. In this situation, it is expected to teach the growing generation to live, to search for answers to existential questions of how to live, how to be, who to be, where to go? to prepare for phenomena that bombard the vision of an ordered world, for unexpected spontaneity and dynamism. Moreover, such a teacher does not presuppose a predetermined change of the individual and the group, but explains and interprets reality, facilitates its understanding, teaches the self-reliance and resourcefulness needed for life.

Keywords: teachers' profession, existential sense, contemporary challenges

Dr Marta Koplejewska, Andrzej Frycz Modrzewski Krakow University, Poland

The use of augmented reality in the communication of a child with ASD as an innovative approach in child education

Speech plays a significant role in human functioning, as it is a way of communicating with the environment. Through speech, we signal our needs, opinions, and observations about the surrounding world to our conversation partners. In individuals with autism (ASD), language skills often surpass communication skills. However, children on the autism spectrum struggle with effective communication, both verbal and non-verbal. This presentation serves as evidence of the need to apply modern methods when working with individuals with ASD in order to improve speech and communication. The lecture will present research findings on the effectiveness of VR in addressing specific cognitive areas of preschool and early school-age children.

Keywords: augmented reality, Virtual Reality (VR), ASD, autism

Assoc. Prof. Erika Kopp, Eötvös Loránd University, Hungary

Professional Capital development in Teacher Networks: a comparative analysis across seven countries

This study examines eight teacher associations founded by Hungarian teachers in seven neighboring countries. We explore their role in developing professional capital and how varied educational policies influence this development. Currently, 20% of Hungarians in the Carpathian Basin live outside Hungary, maintaining schools with Hungarian instruction. These associations, with over 200,000 members, support teachers' professional development where local policies may fall short.

Research questions:

1. How do these organizations support teachers' professional learning?

2. What similarities and differences exist in professional capital development across organizations?

Using Fullan's theory of professional capital (2012), we surveyed 2,013 members across human, social, and decision capital domains. Findings show consistent social capital support across organizations, but significant differences in human and decision capital due to varying policy environments.

Keywords: teacher associations, schools with Hungarian instruction abroad, teachers' development

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Mgr Aneta Korycińska, „Baba od polskiego Aneta Korycińska", Poland

Transcultural strategies in teaching Polish language: Sienkiewicz and the Young Adult literature, "Dune" and "Dziady" ("Forefathers' Eve") – the preventive value of shared cultural codes

There will be presented methods that not only stimulate students' creativity and involvement but also enhance teachers' innovation and professional satisfaction. The aim of their introduction was to increase interest in the subject, improve concentration in students with special educational needs and engage both students and teachers in developing learning competences. Practical applications of video games, Young Adult literature, films, animated movies and contemporary music in implementing the core curriculum of the Polish language will be discussed, as well as their analogies with the classics, which is useful in preparing for state exams. The provided examples are preventive in nature: they prevent burnout because they engage students in the process of learning and co-creating activities, which helps build a good atmosphere and emphasizes the cooperation in student-teacher relations and space is created for developing competencies for the future while maintaining respect for tradition.

Keywords: transcultural strategies, innovation, students' burn-out prevention

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Prof. dr hab. Piotr Kostyło, WSB Merito University Torun, Polish Educational Research Association (PERA), Poland

The value of liberal education and conciliatory competences

The last decade has shown that the traditional model of liberal democracy is facing enormous challenges, and the world order built after World War II is being shaken. Procedural democracies, which were supposed to achieve a global dimension, are now in retreat, giving way to the pressure of identity democracies. In extreme cases, there are even wars between countries - one of them is taking place behind the Polish border in the East. Given this development, educators are obliged to remind societies that the desired model of education is liberal education, which teaches students the ability to think independently. At the same time, they remind us that what we think is equally important. By promoting such education, educators are also obliged to convey conciliatory competences to their pupils and students. Having these competences is a necessary condition for reaching an agreement in the world of value pluralism.

Keywords: liberal education, educators' conciliatory competencies, democracy

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Aleksandra Kotwica, Anna Lizis, Jan Kochanowski University of Kielce, Poland

Education for the profession of a preschool and early school education teacher in the opinions of students of the Jan Kochanowski University in Kielce

The aim of the article is to present the results of research on the preparation for the profession of a pre-primary and early childhood education teacher at the Jan Kochanowski University in Kielce. We present how school and primary education have changed over the years, as well as key competences that will support the process of coping in society and entering the adult world. We will address the current way of educating students, including formal and informal education. We will characterize the difficulties faced by students of a Pre-primary and early childhood education in the contemporary, unstable world. The research method used in the article is a diagnostic survey, the technique is a survey, and the tool is a questionnaire. The final part will be devoted to discussing the results of research related to education in the field of pre-primary and early childhood education of UJK, including the elements assessed positively and negatively by the surveyed students, especially in the context of fears and anxieties regarding taking up work in a kindergarten or school in the future.

Keywords: pre-primary and early childhood education, UJK

Dr hab. Sławomir Koziej, prof. UJK, Jan Kochanowski University of Kielce, Poland

Artificial intelligence in education: tool, threat or inspiration for the teacher?

This presentation addresses the role of artificial intelligence (AI) in education, analysing it from a teacher's perspective. AI is increasingly being used in schools and universities as a tool to support the teaching process, including systems to personalise learning, analyse student progress or create learning materials. On the one hand, this creates new opportunities - relieving teachers of routine tasks, helping to diagnose learning needs, or providing access to innovative teaching methods. On the other hand, there are significant challenges and risks: the fear of losing professional autonomy, the replacement of interpersonal relationships by technology, or the risk of dehumanising the teaching process. The aim of the presentation is to reflect on whether AI in education is primarily a tool to serve the teacher or a potential threat to the teacher's role. Concrete examples of AI applications in education and the ethical and pedagogical challenges involved will be presented.

Keywords: artificial intelligence, AI, innovation, new technologies, teaching, education

Dr Agnieszka Kozłowska, Adam Mickiewicz University in Poznań, Poland

Environmental awareness of early education teachers in Poland

The study aimed to diagnose the environmental awareness of pre-school and primary school teachers in Poland who teach children aged 3 to 9 in an integrated way. The study was based on an online survey including the 15-item NEP scale. A mixed sampling method was used, stratified cluster sampling (N=227) and quota sampling (N=292), in total N=512. Descriptive statistics showed that the mean scores for both samples (sample 1, M=3.60 or 72.0%), and sample 2, M=3.72 or 74.4%) differed significantly (p=0.01). The Cronbach's alpha reliability coefficients for both samples were 0.82 for the random sample and 0.83 for the quota sample. The results suggest that although teachers show greater support for NEP than for DSP, they are still not fully convinced of the value of NEP, which may be a challenge and should be addressed in the context of the SDGs and of the Ministry of National Education's announcement to increase the presence of environmental and climate education in the core curriculum

Keywords: environmental awareness, early education teachers, NEP Scale, New Ecological Paradigm, environmental education
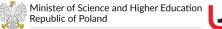
Mgr Anna Krawczuk, Natalia Milewska, University of Bialystok, Poland

Social media as a tool for elementary school teachers' professional development

Social media play a significant role in teachers' professional activities, such as: supporting and facilitating their continuous development; communication with teachers, parents, students; and the organisation of their teaching work. This survey-based study of n=38 elementary school teachers aimed to determine in which areas of their professional practice they use social media, and to identify the benefits and challenges they perceive it to bring. The results indicate that the platforms most frequently used by the teachers are Facebook, YouTube, Instagram, and TikTok. In terms of benefits, the participants reported finding the platforms useful for obtaining teaching materials and searching for pedagogical innovations. In terms of challenges, they highlighted the radical variation in resource quality and their own lack of digital competences. The paper ends by offering some implications regarding the use of social media as part of elementary school teachers' professional development.

Keywords: social media, teachers' development, online platforms

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Doskonała Nauka

Dr Małgorzata Krawczyk-Blicharska, Jan Kochanowski University of Kielce, Poland

Job satisfaction of female academics in adulthood

Work is a value that represents an important aspect of human life and development. Work is an activity that an individual carries out over a long period of time - more than 40 years of life. Job satisfaction plays an important role in the individual and professional development of each person. Job satisfaction is a state of being, which means that it is not something temporary that changes quickly but is stable and enduring over a long period of time. It is related both to a sense of professional fulfilment and to working conditions, which are two different but related sources of satisfaction. It is a state related to the individual's perception of the extent to which needs, opportunities and expectations related to work are met, or not met, or inadequately met.

The issue of job satisfaction of female academics in adulthood is an important one that needs to be analysed from different perspectives, taking into account multiple factors and the specificity of the teacher's work. The article addresses the issue of job satisfaction of female academic researchers in adulthood in the light of the research conducted and the analysis of the results obtained.

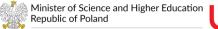Keywords: job satisfaction, female academics, adulthood

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Jan Kochanowski University

Doskonała Nauka

Dr Ewa Kulawska, Cardinal Stefan Wyszyński University in Warsaw, Poland

Teachers` self-efficacy on the basis of empirical research

Teachers' self-efficacy is the individual's belief in their own ability to plan, organise and carry out activities aimed at achieving educational goals understood as promoting learning among students. A number of international studies have shown that higher levels of teachers' self-efficacy are associated with higher levels of commitment and job satisfaction, lower professional burnout and lower tendencies to leave the teaching profession (Gilbert i in., 2014; Klassen & Chiu, 2010; Klassen i in., 2013; Saricam & Sakiz, 2014). A study was conducted among 44 Polish teachers of primary education. The results of the study indicate that teachers are most effective in their parenting skills and least effective in their contacts with parents and their ability to create a safe, stimulating working atmosphere in their relationships with students, other teachers and school staff.

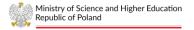Keywords: teachers' self-efficacy, professional burnout, teachers' skills

Dr Monika Kupiec, The Maria Grzegorzewska University in Warsaw, Poland

In the dyad of improving teaching - reflections of the participants of "Latająca Szkoła Praktyk" ("Flying School of Internship") on reading practices in the classroom space

The Flying School of Internship project at APS in Warsaw assumes accompanying an academic teacher in the professional practice of a student of preschool and early school pedagogy in grades 1-3 and reflecting on the jointly experienced reality of the school in the area of, among others, reading practices. The results of the qualitative analysis of the content of reflective diaries and visual material (photos) reveal the current picture of reading practices in selected schools from the perspective of the dyad: a student and an academic teacher. The collected record of reflection on reading practices in the classroom reveals the need for direct and active participation of the academic teacher in interpreting educational events related to reading, thanks to non-deferred reflection and sharing in the classroom space. The presented traces of common experiences in a specific school environment may contribute to the didactic improvement of both entities of academic education.

Keywords: reading practices, "Latająca Szkoła Praktyk" ["Flying School of Internship"], improvement of education

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Doskonała Nauka

Dr. Deniz Kurtoglu Eken, Sabancı University, Türkiye

Analyzing teachers' professional development needs and interests

This presentation will discuss a model for analyzing teachers' professional development needs and interests in in-service contexts in order to design and develop professional development schemes to best cater for teachers' needs and interests while also enhancing professional development practices in the institution.

Keywords: in-service teachers, teacher's professional development, teachers' professional needs
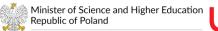
Dr hab. Kinga Kuszak, prof. UAM, Adam Mickiewicz University in Poznań, Poland

Identifying and providing teachers' vocational needs through the example of Adam Mickiewicz University's UAM dla Najlepszych (AMU for the Best) team

The paper discusses the activities of the UAM dla Najlepszych (AMU for the Best) team, aimed at helping various types of schoolteachers. It will examine ways of identifying teachers' needs and selected conclusions from the team's actions and their previous activities.

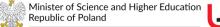Keywords: activities, teachers' needs, team action, professional needs

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Dr Agata Jopkiewicz, Jan Kochanowski University of Kielce, Poland

Gender stereotype in education a challenge for teachers

Gender stereotypes have a profound impact on the career aspirations of both women and men. The internalisation of stereotypes can limit aspirations to what is traditionally perceived as 'appropriate' for a particular gender, determining the choice of educational pathways and, ultimately, work. The process of self-selection reinforces stereotypes. Education plays a key role in shaping perceptions and attitudes from an early age. Observations on educational strategies reveal that the implementation of gender-neutral teaching materials and curricula based on new technologies can significantly influence children's perceptions of gender roles.

Keywords: gender stereotype, education, teachers

Mgr Agnieszka Dominika Laskowska, University of Bialystok, Poland

The Value System of Preschool Teachers

Preschool teachers play a key role in the upbringing of the younger generation. As significant figures for their students, they serve as role models. They not only impart knowledge but also convey moral and social principles that influence the children's further development. Therefore, it is important to understand what is significant to them and what guides their lives. What would they like to pass on, and what do they communicate through their own behavior to their students? Understanding and nurturing values in a teacher's work is crucial for the effective upbringing of young people, shaping their personalities, and preparing them for life in society.

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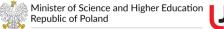Jan Kochanowski University

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Prof. Laurinda Leite, University of Minho, Portugal

In-service primary school teacher training in Guinea-Bissau: What can we learn from it?

Guinea Bissau is an African country that became independent from Portugal in 1973. After independence, it suffered from internal fights that caused political instability, economic and social crises, and the departure of qualified personnel. In the education sector, together with poor school conditions, there was an outdated curriculum, a lack of school textbooks and teachers' guides, and many underqualified teachers. In 2015, the country initiated a comprehensive basic education curriculum reform (supported by UNICEF, WB, and FCG, having the technical support of UMinho). It included teacher training in three key disciplines, which was organized in a cascade, starting with the training of teacher trainers who afterward trained teachers. Teacher development was assessed using a pre/post-test approach. Trainers assessed the training using an opinion questionnaire. Results suggest that when teachers feel the need for training, they engage deeply and take the most from it.

Keywords: in-service teachers training, Guinea-Bissau, curriculum reforms, teacher education

Dr. Rachel Lenihan, Dr. Joanne O'Flaherty, University of Limerick, Ireland

Navigating Discomfort: Preparing Teachers for Socially Responsive Pedagogy through Global Citizenship Education

This self-study explores how integrating Global Citizenship Education (GCE) into English pedagogy supports pre-service teachers' (PSTs) professional learning and development. Using 'witnessed' reflective practice with a critical friend, the study examines a teacher educator's (TE) experiences designing and implementing a GCE-focused unit within Initial Teacher Education (ITE). Findings highlight English pedagogy as a powerful vehicle for fostering critical thinking, empathy, and social awareness, yet reveals challenges such as educator discomfort, limited prior knowledge of GCE, and time constraints. The study emphasises the pedagogy of discomfort as a means to encourage critical engagement while balancing ethical responsibilities in teacher education. Insights contribute to contemporary discourse on preparing teachers for socially responsive, justice-oriented pedagogy.

Keywords: Global Citizen Education, GCE, pre-service teachers, teacher education, pedagogy of discomfort

Dr hab. Joanna Łukasiewicz-Wieleba, prof. APS, dr Alicja Baum, The Maria Grzegorzewska University in Warsaw, Poland

Teachers' experiences in working with athletically gifted students

The aim of this presentation is to showcase the experiences of teachers working in schools and classes with a sports profile, based on research conducted in educational institutions in Warsaw.

The specificity of working with athletically gifted students requires teachers, who are not sports coaches, to be flexible in implementing the core curriculum and to motivate students to dedicate time to subjects other than sports. The research findings reveal the multifaceted and challenging experiences of teachers. They highlight both opportunities and achievements, as well as the difficulties they encounter in working with athletically gifted students and their parents, particularly in the context of fulfilling school subject requirements and fostering the development of non-sports-related talents.

Keywords: athletically talented students, sports schools, teachers' attitudes

Dr Anna Łukaszewska, WSB Merito University Torun, Poland

Preschool Teacher – Perceived Image vs. Actual Image Opinions and Reflections from the Perspective of a Kindergarten Director

In Poland, after 1989, preschool education became an essential and the first stage of formal education. This paper provides an overview of opinions and reflections regarding the profession of a preschool teacher. It will present the results of selected studies on the perception of teachers and their socio-professional position, as well as the perspective of kindergarten directors, based on interviews conducted by the author. The purpose of this presentation is to portray the true role of the preschool teacher as a multi-specialist, supporting the holistic development of the child. Additionally, the paper aims to emphasize the need to enhance the importance of preschool education and to acknowledge the significance of the preschool teaching profession. Understanding the crucial role of preschool teachers during the early years of a child's life should be reflected in the actions of local and state authorities. The era of the 'kindergarten teacher' has passed.

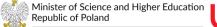Keywords: preschool teacher, kindergarten teacher, perceptions

Prof. Ann MacPhail, Assoc. Prof. Ann-Marie Young, Dr. Ciaran O'Gallchoir, University of Limerick, Ireland

Guerrilla Teacher Educators: Who are the School-Based Teacher Educators in Ireland?

The intense focus on teacher quality has raised questions internationally about "who" should be considered as a teacher educator and "where" is best suited for education across the continuum. The school-based turn has focused attention on those referred to as school-based teacher educators (SBTE) and the work they do across the continuum in their first order-settings. However, Ireland is an interesting case as the role of a SBTE is not formally constructed at a policy-level, additionally the identification of a teacher educator, has been confined to those working within the academy on initial teacher education programmes alone. Drawing on the Irish data set from an international 12-country survey, we set out to understand who may self-identify as SBTEs in Ireland and what activities they engage in that provides meaning to their identities. We frame the paper from an identity perspective and given the officially unrecognised role, we introduce the novel idea of a guerrilla identity.

Keywords: teacher education, school-based teacher educators, guerilla identity

Assoc. Prof. Francesco Magni, University of Bergamo, Italy

The new profile of the qualified secondary school teacher in Italy: competences and professional standards

Law no. 79/2022 has introduced a new initial secondary teacher education system in Italy, with an innovative approach that involves collaboration between schools and universities. The curriculum integrates educational sciences and subject-specific teaching disciplines (Bertagna & Magni, 2022). The reform defines a "new profile of the qualified secondary school teacher" which outlines the competences that every qualified teacher is expected to acquire by the end of their initial teacher education (Magni, 2024). After presenting the contents of this new teacher profile in detail, the paper offers a preliminary critical reflection on it, highlighting its strengths and weaknesses based on the first year of the reform's implementation.
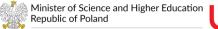
Keywords: secondary teacher education, Italy, secondary teachers' qualification, teacher training

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Dr Daria Majcher, dr hab. Anna Zamkowska, prof. Urad, Casimir Pulaski Radom University, Poland

Peer conflict resolution strategies of teachers in an inclusive preschool unit: a systematic review of research

The aim of this article was to analyse the state of research on how teachers resolve peer conflict in inclusive preschool units. A systematic review of research results published in the scientific journal databases Scopus, Web of Science (WoS), Ebsco and Google Scholar between 2000 and 2024 was conducted using the PRISMA scheme. The results indicate that teacher intervention using different strategies (6 articles) and programmes to develop children's social skills (4 articles) are the main ways to develop conflict resolution skills in preschool inclusion units. None of the studies analysed describe ways for children with disabilities to resolve conflicts on their own. It can be concluded that teachers equipped with conflict resolution strategies can significantly influence preschool children's ability to resolve peer conflicts.

Keywords: peer conflicts, inclusive preschool, conflict resolution strategies
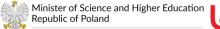
Prof. Gregoris Makrides, Prof. Tomasz Szemberg, Dr. Justine Szpond, University of the National Education Commission, Poland

Re-thinking and Facilitating the Learning in the Future: the STEAME approach

As one of the key factors supporting the development of competences and skills in school students, especially in grades 6-12, as well as in Higher Education students, is the known interdisciplinary and multi-science project-based learning activity. At the Higher Education level it is leading to challenge-based-learning. In the last 20 years we have seen the development from STEM to STEAM and now to STEAME (Science, Technology, Engineering, Arts, Mathematics and Entrepreneurship) becoming the subject set that through project-based learning activity, is considered the kinetic energy for producing the creators and innovators of the future. The catalyst in making this a reality are the subject teachers, service teachers and schools and student teachers completing HE programmes leading to school teaching. These people, who we call STEAME teachers or future teachers need to develop related competence and skills. The project STEAME Teacher Facilitators Academy is providing a solution for this

Keywords: development of students' competences and skills, interdisciplinary projects, STEM, STEAM, STEAME, teacher education for STEAME

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Dr. Gloria Marsay, Prof. Maretha Visser, Ms. Mudalo Ndou, University of the Free State, South Africa

South African teachers experience of a Social Emotional Learning Intervention

South Africa is a multi-cultural society living in different contexts. Recent research in South African schools shows the difficulties faced by teachers and their students. Although training in Social Emotional Learning (SEL) equip teachers and learners to effectively deal with many challenges, it is not currently implemented in South African public schools. Several short-term training programmes for teachers were implemented to promote the use of SEL. In 2024, a study explored the perception of a group of South African teachers who participated in an online SEL intervention. Data for this qualitative study were collected from participants using online semi-structured interviews. The main themes identified were the value of SEL training; challenges in implementing SEL skills in schools; and strategies to promote implementing SEL skills in public schools. The results showed the value SEL can add to education. These findings can be used to advocate for SEL training in schools.

Keywords: multicultural education, Social Emotional Learning (SEL)

Dr Gloria Marsay, University of the Free State, South Africa

Developing hope for teachers and learners in South African schools

Youth in South Africa face many adversities. Jobs are scarce and youth have difficulty making the transition from education to earning a living. Likewise teachers face major challenges: the impact of poverty and inequality; overcrowded classes; and lack of resources in their classrooms everyday. There is a pervasive feeling of hopelessness and helplessness. It has become imperative to equip teachers and learners with skills for resilience. Documented evidence illustrates hope as a major factor for resilience. Noteworthy studies in South Africa conclude how instilling hope creates personal agency. This presentation highlights the importance of adopting a pedagogy of hope, explained by Freire, for the benefit of both teachers and learners. Recommendations are made regarding how teachers can instill hope in themselves and in their learners so that they all can become purpose driven, develop personal agency and look forward with confidence to a more hopeful future.

Keywords: pedagogy of hope, challenges in educational context, education for the future

Paulo César Martins, University of Lisboa, Portugal

On the influence of Erasmus+ KA1 projects for teacher professional development: Studying cases in Portugal and the Netherlands

This presentation examines the professional development of teachers and the subsequent enhancements in their professionalism and identity following participation in Erasmus+ KA1 school education projects. The conceptual framework underpinning this study is structured around three interrelated theoretical domains, forming a dynamic triangular relationship: Europe and teachers on one axis, school context and culture on another, and finally, teacher biography and narrative. Continuing professional development, along with its various dimensions, serves as the essential backdrop to this framework (Martins et al., 2024). The European Commission's emphasis on transnational education projects has been aimed at enhancing educational quality (European Commission/EACEA/Eurydice, 2021) while also fostering networks for teachers and schools to exchange best practices and experiences.

The research was conducted in two countries and followed a five-phase process. Initially, an interview was held with a representative from the National Erasmus+ Agency. This was followed by a focus group discussion with teachers and headteachers who had engaged in Erasmus+ mobilities for professional development. Concurrently, four teachers (two from each country) were invited to produce a biographical narrative reflecting on their professional development experiences, including their Erasmus+ participation. Subsequent phases involved individual interviews with these teachers, followed by interviews with their respective headteachers. This methodological approach provided a comprehensive understanding of how these initiatives were perceived by educational professionals.

Across all dimensions, the notion of change emerged as a central theme, though not always readily quantifiable or easily articulated. Nonetheless, both teachers and headteachers

concurred that these projects had led to a significant transformation in professional competencies, as well as in perceptions of European values and transnational citizenship. Teachers reported developing a heightened awareness of their own pedagogical practices, which facilitated the identification of new pathways for professional growth. Through the focus groups and interviews, they found themselves challenged by the concept of becoming European teachers (Schratz, 2014). While some embraced this identity within the professional domain, others perceived the citizenship aspect of this notion as somewhat distant, albeit not entirely unfamiliar. However, the concept encouraged them to engage in critical reflection on their professional identity and practice (Hirsch, 1993; Korthagen, 2005).

Keywords: Teacher Professional Development, Erasmus+, Portugal, The Netherlands

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Dr Orla McCormack, dr Rachel Lenihan, Assoc. Prof. Jason Power, Prof. Oliver McGarr, University of Limerick, Ireland

Teacher Professional Collaboration: The case of the Framework for Junior Cycle

Irish teachers have traditionally engaged in more basis co-operative activities, such as sharing resources, than more complex forms of professional collaboration (TALIS, 2009). Contested changes to lower second level schooling led, following strikes and renegotiations, to the introduction of Subject Learning and Assessment Review meetings (SLARS). SLARS are collaborative sessions where teachers discuss and evaluate student work related to Classroom-Based Assessments (activities undertaken by students in all subjects focusing on evaluating students' skills through projects).

This paper is based on data from a four-year longitudinal study funded by the National Council for Curriculum and Assessment and draws on findings from a survey of teachers (n=2253) in 100 schools, as well as in-depth interviews with teachers (n=166) in 12 schools. This paper explores teachers views and experiences of SLARS and considers the potential of SLARS for future curriculum changes in Ireland.

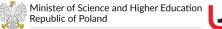Keywords: teacher, collaboration, Junior Cycle

Prof. Oliver McGarr, Dr. Rachel Lenihan, Samuel Brzyskiewicz, University of Limerick, Ireland

Beyond Techno-Positivity: Rethinking Continuing Professional Development for Digital Leaders in Education

As digital technologies become increasingly more embedded in education, teachers often take on the role of digital leadership to support their school communities with this transition. While many teachers express satisfaction with their ability to guide their schools through this transformation and with the impact of digital leadership on their career progression, key challenges persist. For instance, continuing professional development (CPD) offerings may not always encourage a balanced, critical perspective on digital technologies in education, potentially blinded by a techno-positivist mindset. That is to say, rather than critically examining technology's role in education, CPD tends to emphasize the benefits of technology while overlooking its complexities and limitations. This raises important questions: Are digital leaders and by extension, teachers, equipped to critically engage with technology? How can CPD better support them in navigating the complexities of digital education?

Keywords: digital leaders in education, digital technologies, teachers' professional development

Prof. Mercedes Mayol Lassalle, University of Buenos Aires, Argentina, World Organization for Early Childhood Education (OMEP)

Empowering ECCE Educators for a Transformative Future: Identifying and Addressing Professional Needs in Early Childhood Education

Early Childhood Care and Education (ECCE) is recognized as a critical foundation for lifelong learning and social equity, yet the professional needs of ECCE educators remain largely unaddressed. The International Scientific Conference on Identifying and Satisfying Teachers' Professional Needs – Contemporary Discourses presents an opportunity to explore the evolving challenges and aspirations of ECCE educators within the broader framework of global education commitments. Drawing on insights from UNESCO's Global Report on ECCE, the ILO Guidelines on Decent Work for ECE Personnel, and the call for a Decade of Action for ECCE, this presentation will highlight the systemic challenges facing ECCE professionals, including inadequate training, poor working conditions, and lack of policy coherence. It will also discuss innovative strategies to ensure that ECCE professionals are adequately supported through public investment, improved governance, and a commitment to professional development.

Keywords: Early Childhood C Education (ECCE), teachers' development, lifelong learning
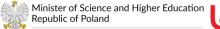
Dr hab. Renata Michalak, prof. UAM, Adam Mickiewicz University in Poznań, Poland

Peer learning culture and professionalization in the teaching profession. In search of effective strategies for teacher improvement

Self-improvement (professionalization), which takes the form of continuous learning and searching for the best ways to fulfill one's professional role, is an immanent feature that describes the identity of the modern teacher. Therefore, the search for more and more effective strategies for teacher improvement is a phenomenon that is extremely necessary and still relevant. Undoubtedly, such endeavors include the creation of exercise schools based on a culture of mutual learning. During the presentation, I will show the essence of the innovative exercise school model developed and put into practice by the Center for the Development of Education (ORE) in the context of the results of our own research. Promoting exercise schools based on the model of reciprocity, learning for oneself, from oneself, with others, and for others, is undoubtedly an effective form of professional professionalization of teachers, as evidenced by the collected empirical data.

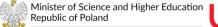Keywords: peer learning, self-improvements, teachers' development

Dr hab. Jarosław Michalski, prof. APS, The Maria Grzegorzewska University in Warsaw, Poland

The importance of pedagogical tact of early childhood education teachers

Pedagogical tact is a unique category in teachers' activities. It builds not only personal trust, but it promotes a favorable perception of the school. Protects against fears, ridicule or underestimation. Tact makes a child feel taken seriously, which is not always the case. The speech will therefore be focused on indicating the possibility of using pedagogical tact in working with children, which are characterized by specific activity, sense of humor, but they also have various difficulties that require sensitivity and appropriate response.

Keywords: pedagogical tact, personal trust, teacher-student relations

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Dr Justyna Miko-Giedyk, Jan Kochanowski University of Kielce, Poland

Manifestations of teacher professionalism in the letters of pupils and students. Selected themes from the research

In this presentation, I will attempt to examine selected elements of teacher professionalism that have emerged from empirical research. In the first part, I will analyse the issue of teacher professionalism by discussing different notions of the term, with a particular focus on Eric Hoyle's extended professionalism. I will then outline the research methodology used to explore the nature of teacher professionalism. The research was conducted using the biographical method by collecting letters submitted as part of a nationwide "Letter to My Teachers" competition, aimed at secondary school and university students. In the third part of the presentation, I will present selected elements of teacher professionalism that emerged from the research. I hope that the results of the analyses and the hypotheses presented will contribute to the discussion on the need to develop teacher professionalism and help policy makers to create strategies to support the process of education and in-service training of teachers, conducive to professionalism.

Keywords: teacher, teacher professionalism, letters to the teacher, students' and pupils' educational experiences

Dr Marta Mikołajczyk, The Maria Grzegorzewska University in Warsaw, Poland

A sense of mission or a disappointment? Special educators on their profession

The speech will present the results of a research project carried out by students of special education from the Maria Grzegorzewska University at the turn of 2022/23. Its aim was to recognize the professional experiences of special educators in the context of their: achieved successes, experienced failures, needs and expectations. The collected empirical material includes content from 28 individual structured interviews. Its analysis showed that respondents experienced ambivalence. On the one hand, they have a sense of mission, on the other hand, they are sometimes disappointed with their work (specifically its conditions). In addition, a significant part of the respondents imagined their work differently. When they were choosing the profession of a special educator, they were not aware of its hardships and responsibility.

Keywords: special educators, professional mission, special educators' challenges

Dr. Regina Moirano, Dr. Carmen Cincunegui, Ms. Victoria Acuña, Universidad Nacional del Sur, Argentina

Bridging the Gap: Primary School Students in Bahía Blanca and Technology – A Preliminary Exploration of Contexts and Teachers' Professional Needs

This study explores the opportunities for primary school students in Bahía Blanca, Argentina, to engage with technology and examines teachers' professional needs. Through a mapping of educational initiatives, expert interviews, and interdisciplinary focus groups, findings reveal limited and uneven technology integration in schools. A gap exists between curricular expectations and actual practices. Science fairs and robotics programs mainly target secondary students, leaving younger learners with fewer opportunities. The study highlights the need for competencies beyond basic technology use, fostering active engagement. Results emphasize teacher training and mentoring, equipping educators with tools to use available resources—such as robots—and promoting a comprehensive, up-to-date approach. Three key dimensions—technical, pedagogical, and ethical—are proposed to guide teacher development.

Keywords: teachers' needs, technology integration in schools, teacher training

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Dr María Elena Molina, National Scientific and Technical Research Council (CONICET); Universidad Nacional del Sur (UNS), Argentina

Didactic Planning and Writing Practices in Argentine University Teachers Education

Didactic planning includes a set of procedures and practices whose aim is to carry out the pedagogical intentions. Within these procedures and practices, the genres linked to didactic planning —lesson plans, teaching sequences, syllabuses, among others— are central. However, despite the importance of these writings on the agenda of didactics and initial teacher training, there is a lack of research on the ways in which these practices are taught as genres. Often, research concentrates on the components of syllabuses, as theoretical categories of didactics, but does not address the ways in which they are worked on in teacher training spaces. From a mixed approach, this presentation analyses how didactic planning genres are worked on in 66 pedagogical training subjects at a public university in Argentina. The results show that there are three ways of including the work with didactic planning genres.

Keywords: university teachers' education, didactic planning, teacher training

Dr. Elda Monetti, Prof. Francisco Saenz, Ms. Marilina Cundari, Universidad Nacional del Sur, Argentina

University pedagogical counseling: between demands and expectations

This communication is part of the Research Network on Educational Counseling (RIASEDU), which its research subject is educational counseling in secondary and university education. The network is made up of research teams (called nuclei) from different universities in Argentina (UNLPam, UNS, UNJU), Uruguay (UDELAR) and Guatemala (USAC). In this context, from the National University of the South (UNS) nucleus, we present the results of the research on the demands towards the UNS pedagogical advice team during the 2020-2021 biennium. The research design is mixed. The theoretical conceptualizations constructed refer, in the first place, to the demands of teachers and authorities in relation to counseling and then specify the place given to it. The research concludes with the proposal to incorporate teachers' expectations as one of the phases of demand.

Keywords: pedagogical counseling, university and secondary school counseling, teachers' expectations

Dr. Elda Monetti, Universidad Nacional del Sur, Argentina

The narrative approach in pre-service and in-service teaching training dispositives

Teacher training is currently presented as one of the challenges at all educational levels. Among the various ways of approaching it, in this paper we present our experience focused on the use of narration as one of the researches and methodological approaches in pre-service and in-service teacher training spaces for Secondary and Higher Education. Narration allows the narrator to construct and reconstruct the meanings assigned to education, as well as to evoke changes in terms of modifications of actions, thoughts, attitudes and behaviors. The objectives of the paper are to show the general characteristics of the narrative approach and its relationship with teacher training; to present the experiences carried out in various academic and work environments and finally to reflect on the transformations that occur in the subjects and the context.

Keywords: pre-service and in-service teachers, teacher education, teacher's professional competencies

Mgr Monika Morawska, Przedszkole Nr 4 w Nowym Targu, dr Leokadia Urbaniak, The Old Polish University Kielce- Myślenice, Poland

Continuing education of kindergarten teachers on the example of Kindergarten No. 4 in Nowy Targ

The changing social, economic and cultural reality - the effect of economic globalization, civilization development, demographic trends and scientific and technological progress - forces the individual to take specific actions aimed at adapting to new conditions. The requirements for almost all job positions are increasing, and new tasks are related to the ability to use new technologies, changes in work organization, taking initiatives and creativity. This new demand indicates that existing education and professional qualifications are becoming outdated. Therefore, there is a need to supplement them, acquire new knowledge and skills, i.e. improve ourselves. Therefore, the best investment for a modern person seems to be lifelong education, not only because it allows you to maintain a job but also allows you to satisfy your own aspirations and needs, pursue your passions and interests, and gives you a sense of fulfillment.

Keywords: professional continuing education, kindergarten teachers, Nowy Targ

Dr Agnieszka Muchacka-Cymerman, Humanitas University in Sosnowiec, Poland

Positive Disintegration as a Catalyst for Change in Education

Modern educational systems worldwide are undergoing profound transformations, often leading to institutional and professional crises. In light of Kazimierz Dąbrowski's theory of positive disintegration, these processes can be seen as opportunities for the development of individuals and educational structures. This presentation analyzes changes in the teaching profession in Portugal, Japan, Ukraine, and Albania, highlighting adaptive mechanisms in response to reforms, technological advancements, and social pressures. The case study illustrates how chaos and crisis can lead to a higher level of integration through innovative strategies and the redefinition of the teacher's role. The analysis is based on interviews with teachers, presenting different stages of disintegration and secondary integration. The goal is to demonstrate how Dąbrowski's theory helps interpret educational changes and supports teachers in adapting to a new reality.

Keywords: positive disintegration, transformation, changes in teaching profession

Dr Iwona Murawska, Nicolaus Copernicus University in Toruń, Poland

Stimulators and inhibitors of teacher innovation. An analysis of experiences from three perspectives

In this presentation, I would like to share my reflections on teacher innovation from three perspectives: a teacher's, a university lecturer's, and a trainer's developing innovative competences among numerous groups of teachers. I would like to discuss factors stimulating and inhibiting the development of innovativeness at several levels. The whole is crowned with conclusions confronted with experiences and research results, as well as suggestions for educational practice.

Keywords: teacher innovation, development, teacher education

Dr Barbara Muszyńska, DSW University of Lower Silesia, Poland

Integrating Language, Literacy and Subject Teaching in Plurilingual and Pluricultural Education Contexts

This presentation highlights a project addressing challenges faced by subject teachers in plurilingual classrooms, especially with refugee learners. The project developed two open-access MOOC courses in four languages for primary and secondary educators, focusing on integrating language, literacies, and subject teaching.

The courses cover:

Pluriliteracies Teaching for Deeper Learning

Multiliteracies theory

Fiction and Content Unified Learning

Diverse learning pathways

Multimodal assessment in L1, L2, and L3 content classes

Target audience includes subject teachers, cultural assistants with refugee backgrounds, and university students. International certification is offered upon completion.

Keywords: plurilingualism, pluriculturalism, subject teaching, refugees' education
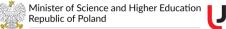
Dr. Jitka Nábělková, Dr. Jitka Plischke, Dr. Iva Koribská, Palacký University in Olomouc, The Czech Republic

Pre-service Teacher Education in the Context of the Competence Framework: An Analysis of Students' Perception of Professional Competencies

The paper presents the Competence Framework for Teacher Education Graduates, which defines the key professional competencies of future teachers. It then describes the pre-service teacher education in the context of the requirements set by this competence framework. Finally, the perception of selected professional competencies from the perspective of students of master's degree teacher education programs is analysed. We clarify the issue of pre-service teacher education in the Czech Republic. The Competence Framework for Teacher Education Graduates is a key document that defines the requirements for teachers and serves as a foundation for the development of study programs and the evaluation of their effectiveness. Describing pre-service education in the context of this framework is crucial for understanding how future teachers are being prepared for their profession and whether their training meets the current needs of practice.

Keywords: pre-service teachers, teacher education, teacher's professional competencies

Dr. Valbona Nathanaili, LOGOS University College, Albania

Common features in patterns of students attending a program study in teaching

This paper aims to analyse some of the common features in patterns of students attending a study program in teaching. Based on data collecting through a questionnaire, the first findings is that 42.9% of them declare that this program study is a second one, listing as main reason of choosing the actual status of employing - this training is a condition to change the status, from assistant teacher to teacher. Second, the teaching profession in Albania remains dominated by women: data from four Albanian universities, across 14 study programs that graduate teachers, indicate that only 37 students are male. Teaching workforce it is gender-based and not a priority in student's decision making after the graduation from upper secondary school.

Keywords: patterns in university teacher programs, teacher training, Albanian teacher education

Mgr Piotr Nogaj, Casimir Pulaski Radom University, Public Primary School w Skaryszewo, Poland

Scope of cooperation of teachers in inclusive classrooms

The cooperation of the support teacher with the general teacher in an inclusive class is one of the determinants of successful inclusive education. The aim of the research was to analyze the scope and frequency of their cooperation in diagnostic, planning, organizational and educational tasks, as well as their satisfaction with cooperation and experienced challenges. The correlation of these variables with teachers' qualifications, professional rank, availability of professional development, and use of training were analyzed as well. A sample of 200 Polish primary school support teachers were surveyed by on-line questionnaire. The result shows that most of the respondents' tasks involve cooperation with the general teacher. Moreover, their professional development correlates positively with the frequency of accomplishing these tasks. The majority of respondents found this cooperation satisfied and never experienced difficulties in this respect.

Keywords: inclusive education, learning support teacher, classroom teacher

Mgr Ernest Nowak, Special Primary School "Akademia Życia" in Kielce, Poland

Art therapy games in teachers' everyday practice

In his speech, the author presented his original idea of using games in art therapy or in humanities classes in primary and secondary schools. Computer games are currently a dynamically developing field of science related to many humanistic fields of methodology (e.g. narratology, ludology, art therapy, integrated education, etc.). The author would like to show computer games and the gaming community as a potential place of digital inspiration for teachers of various subjects and at various levels. The author will also present his own ideas for their use, as well as the results of some of his research related to the broadly understood humanities. He will also present his own concept of grootherapy, which he implements in his professional practice at school.

Keywords: art therapy, computer games, pedagogical aims

Dr. Ciara O Donnell, Maynooth University, Ireland

From Transmission to Transformation: Responding to the professional development and learning needs of Irish teachers

This contribution will outline the work of a national support service in Ireland providing professional development and learning (PD/L) for primary and post-primary teachers and school leaders. It will highlight how the service challenged Irish policy's favouring of large-scale, generic and transmissive PD/L models to support teachers during periods of curriculum and policy reform. It will describe how the service developed and enacted transformative models of sustained and contextualised PD/L in line with teacher self-identified needs and unique school contexts. In turn it will show how the service responded to the PD/L needs of its own team of teacher educators through robust induction and internal structures of expansive learning (Engeström, 2004). Finally, as the service was completely staffed with experienced teachers temporarily seconded from their school, it will share unique research findings (O, Donnell, 2023) of the transformational impact of secondment on these teachers and what this tells us about teacher career satisfaction.

Keywords: professional development, teacher support in Ireland, national development service, Ireland

References:

Engeström, Y. (2004) 'New forms of learning in co-configuration work', Journal of Workplace Learning,16(1/2), pp.11-21.

O'Donnell, C. (2023) 'Teachers seconded to continuing teacher education: professional development and the paradox of reaching proficiency', Irish Educational Studies Vol 43, No 4, pp. 1455-1478

https://doi.org/10.1080/03323315.2023.2293148

Dr Zofia Okraj, Jan Kochanowski University of Kielce, Poland

Possibilities and barriers to using the Design Thinking approach and techniques in education

The aim of the presentation is to outline the specificity of the Design Thinking approach in education and to present the problem-solving techniques used in it, together with the possibilities and barriers of their implementation in the educational process. The study includes both a review of theory and original research conducted in this area.

Keywords: Design Thinking, problem solving techniques, education

Dr hab. Agnieszka Olechowska, Prof., APS, The Maria Grzegorzewska University in Warsaw, Poland

A teacher in the third space of pedagogical discourse

The landscape of pedagogical discourse is constantly evolving. It is clear to see the differences in the development and boundaries of the educational space throughout the centuries. A central figure in this landscape is the teacher. To what extent do teachers recognize themselves in today's schools? Is there a place for them within the school environment? Who do they collaborate with, teach, and learn alongside? Who shares the responsibility for educational outcomes? Who provides support to them? and learn with? Who shares the responsibility for the results of upbringing and teaching? Who supports him or her?

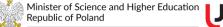Keywords: pedagogical discourse, teachers' role, contemporary schools

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Dr Magdalena Ostolska, The Maria Grzegorzewska University in Warsaw, Poland

Voice Training Classes in Pedagogical and Teacher Education Programs – Research Report

Proper voice emission is a key competence for teachers, affecting both teaching effectiveness and professional health. Voice disorders remain a leading cause of long-term absenteeism in this profession. Despite mandatory voice training courses in teacher education programs since 2004, no significant improvement has been observed. Is the current training model sufficient? The presented study aimed to identify who teaches voice emission, how they prepare students for the profession, and under what conditions these courses are conducted. It also examined students' awareness and expectations regarding these classes. An important aspect of the research was analyzing the additional benefits of learning proper voice emission—not only in the professional context but also on a personal level.

Keywords: voice training, voice emission, teacher training

Dr hab. Urszula Oszwa, prof. UMCS, The Maria Curie-Skłodowska University in Lublin, Poland

Satisfying the universal needs of teachers and students - Self-determination theory SDT in educational practice

The well-being of teachers and students is becoming the subject of interest for an increasing number of researchers. The presentation aims to show the possibility of applying the assumptions of the self-determination theory SDT into educational practice. The proposal is supported by the results of my own research. They indicate that satisfying three universal needs: autonomy, competence and relatedness of both students and teachers may lead to an increase in their autonomous motivation to undertake various activities not only at school but also in everyday life. Subsequently, this may contribute to increasing the level of their well-being.

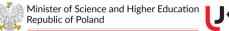Keywords: teachers' needs, self-determination theory (SDT), autonomous motivation

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Dr. T.J. Ó Ceallaigh, University College Cork, Ireland

Advancing Authenticity in Teaching: Developing the Knowledge Base for Educators Supporting Students Learning Through Additional Languages

The pursuit of authentic teaching practices is increasingly important in educational contexts where students are learning through an additional language, especially as bilingual education models such as immersion education gain prominence worldwide. Drawing on data generated from interviews, focus groups, student symposia, and teacher questionnaires and informed by Shulman's Domains of Teacher Knowledge, this study, based in Ireland, identifies essential competencies for educators in multilingual contexts. Significant reforms in professional development are called for, emphasising lifelong learning through sustainable, collaborative approaches. Targeted policies fostering culturally responsive teaching, ensuring development aligns with the demands of teaching disciplinary content to students learning through an additional language, are also advocated. The study contributes to global discourse by proposing strategies to equip educators to excel in multilingual contexts.

Keywords: multilingualism, multilingual education, lifelong learning, collaborative approaches
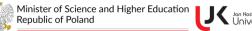
Dr Katarzyna Pardej, The Maria Grzegorzewska University in Warsaw, Poland

Satisfaction or frustration for vocational teachers - engaging students in vocational learning

The purpose of the self-study was to identify student involvement in vocational learning by teachers of vocational subjects. The subject of the own research was the experience of teachers regarding the interest of a technical school student in a vocational subject. The research was qualitative in nature and was conducted among teachers teaching nine professions: rail transport electrician technician, electrician technician, information technology technician, logistics technician, mechatronics technician, programming technician, tourism organization technician, rail transport technician and renewable energy equipment and systems technician. The research used the interview method. The research material was obtained as part of the implementation of research project BNS 52/23. The material was analyzed using MAXQDA 2024 program.

Keywords: vocational teachers, vocational education, student's involvement

Assoc. Prof. Davide Parmigiani, University of Genoa, Italy, World Federation of Associations of Teacher Education (WFATE)

Educating pre- and in-service secondary teachers to integrate formative assessment strategies into daily classroom activities

Through an Action-Research path, we involved both pre- and in-service teachers in a study to investigate the impact of formative assessment practices in secondary education. The project involved 30 pre- and in-service teachers. The professional development programme focused on equipping teachers with effective formative assessment strategies for implementing them in their daily teaching practice. Teachers experimented these techniques in their classes. In the end, students provided insights on perceptions of the assessment by filling out a closed-ended questionnaire. The research was aimed at investigating the effectiveness of formative assessment practices in supporting students' learning. This project contributes to the professional growth of pre- and in-service teachers in using formative assessment strategies in secondary education

Keywords: pre-service teachers, in-service teachers, formative assessment strategies, secondary education
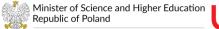
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Ms. Lucía Denise Pérez Arruti, Universidad Nacional del Sur, Argentina

Teaching as a relational practice: an exploratory study from Jan Kochanowski University Professors' narratives

This presentation shares findings and reflections from a report developed for "Sociological Analysis of Teaching Work", a seminar for fifth-year students of the Educational Sciences Bachelor's Degree at Universidad Nacional del Sur (Bahía Blanca, Argentina). From a sociological perspective, this work explores the practice of university teaching, drawing on the testimonies of five professors from different faculties at Jan Kochanowski University (Kielce, Poland). Teaching work is approached as a relational practice, emphasizing how professors construct relationships within different dimensions of their work, particularly: (a) the institutions where they work, (b) the activities they carry out and (c) their colleagues and students. The interplay of these relationships' shapes both the possibilities for satisfaction and joy (research, relationships with students), as well as the challenges and tensions (salaries, time management) of being a university teacher in contemporary times.

Keywords: university teachers, university teaching profession, relational practice

Dr hab. Anna Perkowska-Klejman, prof. APS, The Maria Grzegorzewska University in Warsaw, Poland

Teachers' Reflectivity as a Key Aspect of Contemporary Pedagogical Education

This presentation focuses on the issue of teachers' reflectivity, analyzing its significance in the context of contemporary academic education in pedagogical fields. The first part outlines the theoretical background, including current educational challenges and the role of reflectivity in teacher training. Next, key concepts of reflective thinking and practice are discussed, with particular emphasis on its various dimensions. The analysis covers aspects of teachers' reflective functioning, such as a passion for knowledge, ethical awareness, creative problem-solving, and a constructivist approach to teaching. The presentation highlights the crucial role of reflectivity in improving teaching practices and its impact on the quality of the educational process.

Keywords: reflectivity, pedagogical education, quality of education

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Dr hab. Małgorzata Piasecka, prof. UJD, Jan Długosz University in Częstochowa, Poland

Positive change networks as a space for developing teacher professionalism

The author presents the strategy of positive change networks understood as designing educational opportunities, the basic purpose of which is stimulating individual and social development. Opportunities should centre around tasks that are necessary, practical, useful – positive – with the use of well-organised animations and cooperation. Such interactions favour: discovering new opportunities for development and creativity, motivation and argumentation towards learning, emotional and social bonds, cultural initiatives, new forms of communication and civic activities. Positive change networks are a challenge to the Animators of Educational Projects, who by joining in the work of building social solidarity serve both, the people who have been marginalised and those who are creative towards initiatives, and open to tradition and European values.

Keywords: positive change networks, teachers' professional development, European values

Dr Marta Poruszek, The Maria Grzegorzewska University in Warsaw, Poland

Cooperation with parents – an essential future competency for teachers

Cooperation with parents is a key competency for both future and current teachers. This skill is essential for effective student education and upbringing, as well as for building strong relationships between schools and families. The aim of the presentation is to demonstrate the importance of this competency based on the results of a survey conducted among students of the Maria Grzegorzewska University (APS), who participated in the course "Solving Educational Problems in Cooperation with Parents. Project" between 2022 and 2025. The respondents identified areas they consider crucial for their future work in schools, with a particular focus on early primary education (grades 1–3). The study results confirm that preparing teachers for cooperation with parents should be an essential component of teacher education and professional development programs.

Keywords: parents and teachers' cooperation, primary education, professional development

Mgr Wioletta Praszek, Jan Kochanowski University of Kielce, Poland

Tutoring, mentoring and teacher cooperation and self-education networks as modern forms of workshop improvement dedicated to teachers

In today's technological, postmodern reality, teachers are forced to undertake new and new professional activities related to the professionalization of the profession of educator. The pandemic, hybrid reality has caused both teachers and students to get used to the computer world, functioning in it and more or less effective forms of teaching and learning. Post-pandemic educational conditions require teachers to be creative, innovative, have a different upbringing and educational narrative, complementarity in the ways of delivering it and, above all, encouraging young people to actively adopt and use it in their everyday lives. Tutoring is a form of teaching based on an individual relationship between the tutor and the student, i.e. the tutor. Mentoring is a partnership relationship established between a master and a student aimed at discovering and developing the student's intellectual potential on many parallel levels. Teacher networking is used to establish and maintain relationships with other teachers in order to obtain information and mutual support or exchange information, knowledge resources and experience thanks to mutual trust.

The aim of the article is to present the above forms of teacher work with students, show examples of practical cooperation, include the positive and negative aspects of networking, tutoring and mentoring, as well as the implications for the further use of these forms of learning for students.

Key words: Tutor, mentor, teacher cooperation, self-education networks

Dr Dorota Prysak, Centre for Education Development, University of Silesia in Katowice, Poland

Supervision and teacher well-being

Inclusive education, is a model of education that assumes that all children and young people, regardless of their abilities and needs, have the right to learn in mainstream schools and kindergartens. In order for this model to be successfully implemented, support for teachers and professionals working with children and young people with diverse developmental and educational needs is essential. In this context, Specialist Support Centres for Inclusive Education (SCWEW) play an important role. These centres, following an established model, offer various forms of support, including supervision. The changing reality and the challenges facing the teacher today make it necessary to support the teacher in the pedagogical, therapeutic, social and ethical spheres.

In the Specialised Centres for Supporting Inclusive Education, supervision is a compulsory form of support for teachers and other pedagogical staff working in the schools and establishments supported by the Centres. It plays an important role in teacher well-being.

Key words: supervision, teacher well-being, inclusive education

Dr Dorota Prysak, lic. Kaja Skowron-Lankocz, University of Silesia in Katowice, Poland

Study on "Structures of Uncertainty" in Inclusive Education in Central and Eastern European Countries" in the Visegrad Group

The aim of the research is to show the "structures of uncertainty" of teachers in the Visegrad Group countries: Poland, the Czech Republic, Slovakia and Hungary. What these countries have in common are similar geopolitical conditions and a common history, tradition, culture and values. Working in different periods of political, economic and social transformation, they experience many changes, especially those related to school and the education system, which determine the development of their career path.

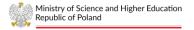The leading questions in the project are:

1. What are the "structures of uncertainty" in teachers' perception and what determines them?

2. What are the differences in the perception of changes and adaptation to them?

The presented research aims to present the conditions, tasks and challenges facing inclusive education, the core of which should be the professional preparation of teachers.

In addition, the practical dimension of the research project aims to develop a model for supporting inclusive education in the V4 countries. The proposed activities are addressed to teachers of kindergartens, primary and secondary schools from the V4 countries. Multi-faceted recommendations for inclusive education will be developed jointly by the project participants, combining and promoting social and educational practices.

The leader of the project is the University of Silesia in Katowice, while the partners are the University of Debrecen in Hungary, Ambis University in Prague in the Czech Republic and the University of Prešov in Slovakia.

Key words: "Structures of Uncertainty", Inclusive Education, Visegrad Group

Dr hab. Aneta Rogalska-Marasińska, prof. UŁ, University of Lodz, Poland

Sustainably oriented academic teacher. Self-development reflections

Sustainable development (SD) issues are becoming key challenges in the contemporary lives of individuals and societies. They should be introduced into education. There is growing interest in topics that bring students closer to the issues of SD. However, there is still a gap between the declared need for mass education on sustainability and the preparation of teachers. The slogan: "Sustainable development begins with teachers" is becoming popular, emphasizing the importance of well-prepared educators for a "green" and universal transformation. Therefore, systemic change and acceleration in preparing future teachers for the profession are crucial. For now, however, only individuals see the need for change. The presentation aims to show the author's path of development in becoming an academic teacher aware of the importance of SD. The ideas of self-formation will be shown through the prism of the concepts of Polish educators, the Kolb cycle matrix, the models of Brockett and Hiemstra.

Keywords: sustainability, academic teachers, teachers' self-development

Dr Katarzyna Rogozińska, Jan Kochanowski University of Kielce, Poland

The understanding of the teaching profession by students of preschool and early school pedagogy at the UJK in Kielce.

Despite a noticeable decline in interest in the teaching profession, there are still a large number of people interested in studying teaching, including pre-school and early childhood education.

As the research shows, the list of negative conditions for respecting the teaching profession is quite long. In addition, teachers also point to factors that can strengthen their social position, such as: the teacher's personality, involvement in the pupils' affairs, the school, communication skills, including with the pupils' parents. Teachers who are able to make their lessons interesting and encourage learning are much more likely to be respected. Considering the different and often difficult educational situations, the question arises: what should a modern teacher be like? The aim of this article is to show the characteristics of modern teachers as perceived by young people.

Keywords: teaching profession, teacher's professional characteristics, students' perspective

Dr Marcin Rojek, University of Lodz, Poland

Dimensions of lifelong learning of Polish teachers implementing international education programs (International Baccalaureate, Advanced Placement, International General Certificate of Secondary Education)

Due to the lack of an institutionally (formally) organized offer of training and methodological support for teachers of international schools, their learning is primarily informal and non-formal. The results of the study conducted as part of the scientific project "Comparative studies of the functions of international education programs in Poland" (NCN, Sonata Bis, no. 2020/38/E/HS6/00048) indicate that the idea of lifelong learning is strongly inscribed in the thinking of teachers of international schools about their own development and in practice implemented in three dimensions: the school dimension, the national dimension and the international dimension. Each of these dimensions having its own specificity and meeting slightly different educational needs of teachers.

Keywords: lifelong learning, Polish teachers, international education programs

Dr Iwona Samborska, University of Silesia in Katowice, Poland

Acting in the best interests of the student as a teacher's imperative – pedagogical and legal approach

The paper draws attention to the category of 'the student's welfare' as important from a pedagogical and legal perspective. Acting in the best interests of the student is a basic principle of the functioning of educational institutions and the work of teachers. Acting in the best interests of students is a legally regulated obligation in the context of the implementation of educational tasks, the professional activity of teachers and its evaluation. The objective of the analyses undertaken is to identify the formal and legal aspects of the category against the background of legal regulations and literature on the subject. The analyses are based on the legally defined duties of a teacher, the fulfilment of which requires taking into account the perspective of 'the student's well-being' in individual and collective terms.

Keywords: students' well-being, pedagogical and legal aspects

Dr. Jaroslava Ševčíková, Dr. Jitka Plischke, Dr. Jitka Nábělková, Palacký University in Olomouc, The Czech Republic

Development of Professional Autonomy of Secondary School Teachers in the Czech Republic - Exploratory Case Study

Teacher professional autonomy is a phenomenon that is lived through practice but appears to be unrecognized, tacit. If this autonomy is consciously acknowledged through reflection, teachers perceive it as independence in decision-making regarding matters of the profession and those arising from the profession. In this exploratory case study, we focus on the development and formation of teacher professional autonomy. The research sample consists of four secondary school teachers in the Czech Republic with varying years of experience, engaged throughout the entire school year. Data was collected until saturation, using a combination of observation, interviews, and direct classroom visits by the authors. Data was processed through coding, categorization, and the search for common characteristics of the phenomena. It was found that the phenomenon of teacher professional autonomy develops dynamically.

Keywords: teachers' autonomy, teaching practice, teachers' decision-making

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Dr. Leah Shagrir, Levinsky College of Education, Israel

Three-phase Model of Professional Development of Teachers

This presentation based on reflexive research methodology as an instrument for synthesizing significant insights into professional development of teachers. The findings are presented through a three-phase model [ISE] of teachers' professional growth. Through critical retrospective analysis, distinctive characteristics of each phase were identified. The first phase [I] emphasizes the construction of professional identity. The second phase [S] focuses on scholarly conduct, while the third phase [E] centers on functioning as experts who contribute to the advancement of teaching practice, educational discourse, and societal development. This reflexive research illuminates the model's structural framework and demonstrates the value of teachers' professional growth.

Keywords: teachers' professional development, professional identity, scholarly conduct, expertise, ISE model

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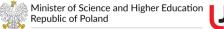Jan Kochanowski University

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Dr Roman Shyyan, Reform and Recovery Support Team at the Ministry of Education and Science, Prof. Olena Shyyan, Lviv In-service Teacher Training Institute, Ukraine

Teachers' Professional Development for Implementation of the New Ukrainian School Reform

Fundamental changes in the educational system through its reformation are taking place in Ukraine today. New Teachers Professional Development (TPD) study programs are being introduced countrywide with a cascade mechanism at the regional level and communities of practice support locally. This paper explores the experience of master-trainers participating in an in-service teacher training programme aimed at supporting teachers in the implementation of the New Ukrainian School (NUS) reform. An important point of the research is the discovery of the level of teachers'/ teacher trainers' satisfaction with the quality of courses offered by Regional ITTI and other providers. To achieve the aim of our research, we used retrospective and statistics analysis.

As a result of the research, we defined the ways of TPD cascades launching that are anchored to the context of EU education policy.

Keywords: educational reforms, in-service teacher training programme, communities of practice
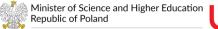
Prof. Olena Shyyan, Lviv In-service Teacher Training Institute, Ukraine

Teachers' Professional Development for Implementation of the New Ukrainian School Reform

The basics for successful reform are the TPD of teachers for new conditions and learning approaches. New TPD study programs include general (complex) and special (by educational fields) components that are being introduced countrywide with a cascade mechanism at the regional level and communities of practice support locally. This paper explores the experience of master trainers who participated In Service Teacher Training program to support teachers to implementation of the New Ukrainian School reform. The research was to find out the readiness of teachers to implement a life-competence approach to teaching in their practice. To realize the aim of our research, we used retrospective analysis, compare-pedagogical methods, observation, and methods of sociological research. As a result of the research, the ways of implementing the competence-based approach learning to in-service teacher training courses to enhance TPD are presented.

Keywords: Teachers' Professional Development, competence-based approach, New Ukrainian School reform

Dr hab. Ewa Skrzetuska prof. SGGW, Dr Agnieszka Rowicka, Warsaw University of Life Sciences, Poland

Teachers' emotional reactions in difficult situations

The paper presents the results of research conducted among primary school teachers on the diversity of students at school and emotional reactions to situations related to the educational needs of these students. The research asked the following questions: Are there students with special educational needs in the classes of the teachers surveyed? What makes it difficult for teachers to implement educational activities? What are their emotional reactions to difficult situations related to working with these students? What changes do they propose in the school system related to these situations? Fifty teachers of early school education and 50 teachers of older classes of primary schools were surveyed.

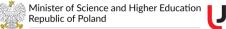Keywords: special educational needs, teachers' reactions, emotions

Dr hab. Joanna Smyła, prof. UR, mgr Bogdan Kowalewski, University of Rzeszów, Poland

Ethical aspects in the Role of a Support Teacher

The aim of this paper is to present the issue of professional ethics for teachers, with a particular focus on support teachers. The authors seek to answer key questions: What characterizes the professional ethics of support teachers, and does a general code of professional ethics for teachers exist? What are the most common ethical dilemmas faced by support teachers? What are their needs in terms of professional support when interacting with students and their families? The relationships between support teachers and their students differ somewhat from traditional teaching roles, which raises specific issues related to professional ethics, particularly the principle of equal treatment for all students. These dilemmas involve balancing the provision of support with encouraging student independence, individualizing the teaching approach, and maintaining confidentiality when working with other specialists involved in the educational process of students with special educational needs.

Keywords: learning support teacher, ethical aspects, professional ethics

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Prof. dr hab. Marianna Sokol, prof. dr hab. Jolanta Szempruch, dr hab. Joanna Smyła, prof. UR, University of Rzeszów, Poland

Key Findings from FOOTPRINTS Erasmus+Project: Stage and Perspectives on In-Service Teacher Training in Poland

The presentation shows keys findings from FOOTPRINT Erasmus+ Project, focusing on in-service teacher training in Poland and abroad. It examines how professional development programs for teachers have evolved in response to modern educational challenges, emphasizing best practices, challenges, and innovative approaches. Using data collected from Polish participants, the research highlights the impact of international collaboration on teacher training, the effectiveness of various training methodologies, and the role of intercultural competence in professional development. The findings suggest that structured, practice-oriented training programs significantly enhance teaching effectiveness and adaptability. Additionally, the results offer insights into the strengths and areas for improvement in Poland's in-service teacher education system.

Keywords: Erasmus+ FOOTPRINTS, In-Service Teacher Training

Prof. V. Scott Solberg, Dr. Chong Park, Boston University, United States of America

Social and Emotional Learning in Polish Classrooms: Cross-Cultural Insights and Professional Development Needs

This presentation examines Polish educators' perspectives on SEL as part of a larger study spanning 19 countries (Park et al., forthcoming). Our cross-cultural study revealed common SEL skills across the Global South, Asia, and Global North, with empathy and communication skills valued globally, while each region emphasized unique priorities. Comparing data across the Global North, we explore how SEL is conceptualized within Polish context. Findings show that Polish educators recognize the importance of emotional intelligence, particularly the use of emotional competencies in classroom management - a theme shared with neighboring countries. However, Poland's socialist heritage has limited SEL to diagnostic purposes rather than classroom integration. Other challenges include lack of standardized SEL curricula, limited professional development opportunities, and integration of Ukrainian refugees. We offer strategies to enhance Polish educators' SEL competencies in their context.

Keywords: Social and Emotional Learning, SEL, emotional intelligence, emotional competencies

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Maria Steger, EduNet Europe, Germany

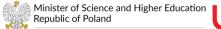# Meta-Scientific Literacies in the (Mis-)Information Age

The digital age has fuelled a surge in mis- and disinformation, eroding trust in science when evidence-based decision-making is critical. Global challenges like climate change and pandemics demand informed citizen action but are often politically and socially contested. Citizens must critically evaluate and contextualise information, weighing scientific evidence alongside ethical, societal, and personal factors. The PISA 2025 framework expands scientific literacy to include meta-scientific literacies. Equipping students with these skills requires a cross-disciplinary approach, yet many educators lack the training to effectively foster them. The Erasmus+ Teacher Academy SciLMi (2023-2026) addresses this gap with its Framework of Meta-Scientific Literacies, structured into four domains:

- Open up your mind

- Click and think critically

- Make up your mind

- Speak out and take action

Let's empower future generations to become informed, engaged citizens.

Keywords: meta-scientific literacy, cross-disciplinary approach, misinformation age

Magda Stypułkowska, University of Bialystok, Poland

Teachers' opinions on the effects of using modern technologies in early childhood education

Research indicates that an increasing number of schools are implementing interactive educational tools, such as mobile applications and e-learning platforms. This raises questions about their effectiveness in the teaching process. This paper presents the findings of a survey conducted among 40 teachers (grades 2-3) on the effects of using modern technologies in early childhood education. The results show that teachers recognise various benefits of using modern technologies, including the development of students' digital skills, logical thinking, and improved self-organisation. However, they also highlight challenges such as limited access to technology and a lack of digital competences among teaching staff. The paper concludes with recommendations for enhancing teacher training to ensure the effective integration of modern technologies in early childhood education.

Keywords: early childhood education, modern technologies, interactive tools

Dr. Angela Maria Sugliano, Associazione EPICT Italia, Italy

Teachers' training needs regarding the pedagogical use of digital technologies: competence syllabi, trained trainers, communities of practice

Teachers engaged in the challenge of using digital technologies in the classroom, need to be supported not only in acquiring new knowledge and skills but also in changing their attitude towards digital technologies, which are still seen by many as a distraction for students rather than a useful teaching tool. Additionally, it is necessary to guide teachers to change - sometimes with a true "copernican revolution" - the way they conduct their lessons: from the traditional lecture -that only conveys content-, to a participatory and laboratory-based lessons where the focus is not on the content, but on its application in tasks that can capture students' attention and motivation.

In this presentation is presented model to help teachers ""cross the bridge"" towards innovative teaching with digital tools. The model is based on three fundamental elements: clear syllabi of competence based on DigCompEdu framework, that explicitly describe the knowledge and skills a teacher must have to implement

Keywords: teacher training, teachers' need, digital technologies, digital tools in the classroom

Dr Anja Swennen, Vrije Universiteit Amsterdam, Netherlands

Who Supports the Professional Development of Teachers?

In this paper I aim to explore the identity of individuals who support teachers' professional development. Professional development activities vary from structured courses to self-directed learning, this variety ensures a broad range of professionals who contribute to teacher learning, such as teacher educators, educational consultants, coaches, school leaders and especially teachers.

In this paper, I use the term "facilitator" to refer to all individuals involved in supporting teachers' professional development, though this term may not fully capture the role of teachers in this process. Given the diverse range of individuals involved in professional development, identifying facilitators can be complex. This raises important questions: Do these professionals share a common identity? If so, what defines it? What characterizes their work? Are they adequately prepared for their roles as facilitators?

Keywords: teachers' professional development, teacher learning, facilitator,

Dr Joanna Syska, Primary School no 3 in Gostynin, WSNP in Warsaw, Pawel Wlodkowic University College in Płock, Poland

Burnout of teachers from the Mazovian Voivodeship

The aim of the work was to obtain information on the subject of burnout of teachers working in primary schools in the Mazovian Voivodeship. The diagnostic survey method was used in the work. The technique used was a survey and the research tool was a questionnaire developed by us. It was revealed that burnout occurs among the surveyed teachers working in primary schools in the Mazovian Voivodeship. The surveyed teachers try to cope with exhaustion using their own methods. Very often, teachers use various methods of relaxation. They also undertake various forms of physical activity. A small group uses emergency help, such as a psychologist or psychiatrist. The awareness and knowledge of the surveyed regarding the subject of burnout is at a good level. However, there are teachers who combine fatigue with burnout syndromes.

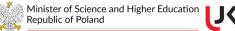Keywords: teachers' burnout, primary schools, the Mazovian Voivodeship

Dr Anna Szczepanek-Guz, Jan Kochanowski University of Kielce, Poland

Mentoring in the professional development of newly qualified and experienced teachers

The aim of the presentation is to review the foreign literature on mentoring of newly qualified teachers and to present good practices in mentor preparation across Europe. The main definitions and functions of mentoring, the myths/stereotypes affecting its image and the mentor support programme in Ireland will be presented. The benefits of mentor training will be highlighted, providing further opportunities for the professional development of experienced teachers and, with the growing role of mentoring in the Polish education system, should become a compulsory component of teachers' preparation for this responsible role.

Keywords: mentoring, newly qualified teachers (NQTs), teacher development, experienced teachers

Prof. dr hab. Jolanta Szempruch, University of Rzeszów, Poland

Professional well-being and quality of life of Polish teachers

The aim of this article is to analyze the relationship between occupational well-being and the quality of life of teachers in Poland. In the context of increasing educational challenges and socio-economic changes, job satisfaction and the psychophysical well-being of teachers have become key factors influencing the quality of education and the functioning of the education system. The article discusses the factors determining occupational well-being, such as working conditions, stress levels, institutional support, professional development opportunities, and work-life balance. The findings highlight the need for systemic actions to improve teachers' working conditions, which may contribute to enhancing the quality of education in Poland.

Keywords: Polish teacher's well-being, quality of life, working conditions

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Dr hab. Agnieszka Szplit, prof. UJK, Jan Kochanowski University of Kielce, dr Ewelina Rzońca, Cardinal Stefan Wyszyński University in Warsaw, Poland

Self-regulated learning of preschool and early school education pre-service teachers

Managing own learning process is an important skill for teacher professional development. Developing learning strategies in their own students is also an important task for teachers. The aim of the presented research is to determine what strategies regulating the learning process are used by students - future teachers in order to improve their academic achievements. The research is qualitative in nature, using an original research tool, a questionnaire with open questions. The analysis of the obtained results allows us to state the existence of four types of self-regulated learning strategies among students of preschool and early school education: organizational strategies (independent planning and organizing the learning process and identifying sources used in learning), supervisory (choice of learning technique), social (collegial learning) and affective (coping with stress and the desire for self-fulfillment).

Keywords: teachers' professional development, self-regulated learning strategies, preschool and early school education, pre-service teachers
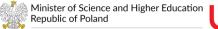
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Dr Joanna Szymczak, Kazimierz Wielki University, Poland

Early Education Teachers' Beliefs About Selected School-Related Aspects – Research Report

In this talk, I will share research findings on beliefs that are meaningful for shaping teaching style. The aim of the project was to reconstruct, describe and explain thinking about a child, an early education teacher and school. Kathy Charmaz's grounded theory methodology was adopted as the basis for coding and analysis. The written statements were sentences completed by the respondents, and in the process of explanation and interpretation used the assumptions of selected theoretical approaches and concepts, i.e. the theoretical approaches to a teacher and Jerome S. Bruner's models of mind and pedagogy.

Keywords: early education teachers, teaching styles, Jerome S. Bruner's models

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Prof. dr hab. dr h.c. Bogusław Śliwerski, University of Lodz, Poland

The Third Polish Republic Teacher as an Undesirable Professional

Polish pedagogy perceives the teaching profession as fundamental in national culture, but also in the public space. The subject of the presentation will be an analysis of the development of three scientific trends in teacher research in the years 1989-2024, which co-create pedeutology as a subdiscipline in pedagogical sciences.

Keywords: professional development, research on teachers, Polish pedeutology

Dr Paulina Tamborska, Jan Kochanowski University of Kielce, Poland

Director as a reflective manager - an autoethnographic study

The presentation focuses on the role of the director as a reflective manager whose job is to manage the educational institution creatively and inspire teachers. One of the director's many tasks is also to meet the professional needs of teachers. The presentation cites Donald Schon's theory of reflective thinking. The reflections are based on the autoethnography method, in which the researcher uses his own experiences in the study of socio-cultural reality. The researcher presents how he managed the institution, how he inspired teachers and raised the status of the educational institution, and how his actions shaped his own personality. The researcher's reflections are compared with theoretical considerations of a reflective director.

Keywords: autoethnography, reflective thinking, director, teacher

Dr hab. Aleksandra Tłuściak-Deliowska, prof. APS, The Maria Grzegorzewska University in Warsaw, Poland

Teacher and Peer Bullying: Dilemmas and Challenges

Bullying is one of the challenges of contemporary schools, requiring teachers not only to respond to incidents of aggression but also to engage in preventive actions and provide support to students. The issue of how teachers react to peer violence is complex and multidimensional, due to both the intricate nature of peer violence itself and its determinants, as well as the various factors that simultaneously influence teachers and shape their actions. This presentation will focus on the teacher's role in preventing peer violence, analyzing the dilemmas and difficulties associated with this responsibility. The conducted analyses aim to provide insight into and foster an understanding of the (challenging) position of teachers in addressing peer violence. The presentation will also highlight possible avenues for supporting teachers in coping with bullying and reflect on the challenges faced by modern education in this area.

Keywords: bullying, peer aggression, preventing peer violence

Prof. Cheryl Torrez, The University of New Mexico, United States of America; The Association of Teacher Educators (ATE)

Current Trends in Teacher Education in the United States: Commonalities

This presentation will focus on the current initiatives of the Association of Teacher Educators in the United States as well as addressing current trends in teacher education within the United States. There are numerous commonalities globally with teacher education and within the larger field of education.

Keywords: trends in teacher education, Association of Teacher Educators in the US, teacher training

Prof. Bledar Toska, prof. Armela Panajoti, University of Vlora, Albania

Ethical considerations of AI integration in teaching: A review of policies in Albanian secondary and tertiary education

Recently, the integration of artificial intelligence (AI) in education has sparked interest in its role and ethical implications. The EU published in 2022 "Ethical guidelines for educators on using artificial intelligence," offering practical and ethical considerations for teachers in using AI and adapting it in their educational contexts. Similarly, governments, schools, universities, and other educational institutions have taken similar measures to address the use of AI in an ethical manner. In this paper, we present a comprehensive review of policy documents and regulations in Albanian secondary and tertiary education institutions, focusing on ethical considerations and measures taken. The aim is to identify gaps in existing regulations and provide recommendations for developing ethical guidelines aligning with international practices.

Keywords: ethics, AI in teaching, Albanian education

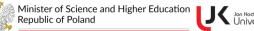**Dr Iwona Ułamek, Jan Kochanowski University of Kielce, Poland**

The Green Pen Method - an alternative way of assessing and supporting motivation to learn

The aim of this article is to present the results of research on the description, working and effects of The Green Pen Method from the perspective of teachers' experiences. The research was conducted using qualitative interview method. The problem of assessing and supporting students' motivation to learn is an important issue in the context of education and the daily work of a teacher. Assessment consists in the teacher recognizing the level and progress in student's mastery of skills and knowledge in relations to specific requirements. In The Green Pen Method, it is important to highlight those elements of student's exercises that they have done best. Positive feedback used in this method has a motivating effect on student who wants to achieve educational success with greater strength and self confidence. Mistakes that the teacher marks or discusses in a different way are corrected more willingly. This method of assessment and motivation to learn improves the entire learning process.

Keywords: the Green Pen Method, students' motivation, school assessment, feedback

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Dr Leokadia Urbaniak, The Old Polish University Kielce, Poland

Teacher of the Future: Visions of Tomorrow and Sustainable Development in Education

In the face of dynamic social, technological and ecological changes, the role of the teacher is undergoing transformation. The speech will be devoted to the concept of the teacher of the future in the context of the idea of sustainable development in education. Key competencies of educators will be discussed, which will allow them to effectively shape a conscious, responsible and creative society. We will pay special attention to the personalization of teaching, the use of modern technologies in an ethical manner and building the school as an ecosystem of cooperation.

We will also look at the teacher's role as a mentor and guide who helps students develop future competencies such as critical thinking, innovation and problem-solving. We will consider how education can become a tool shaping pro-ecological and civic attitudes and what challenges and opportunities the digitalization of teaching brings. Will the school of the future be a place of harmonious combination of tradition?

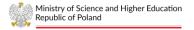Keywords: sustainable development, key competencies, teachers' role

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Lisa Van Streydonck, AP Hogeschool, Belgium

Experiences of Student Teachers, Newly Qualified Teachers, Tutors, and Mentors with a Digital Learning Environment

This study presents the findings from a user experience survey conducted for the Digital Teacher Academy platform by AP University of Applied Sciences and Arts in Antwerp. The survey, based on instruments by Schwarzer & Jerusalem (1995), Swan et al. (2008), and Zhang (2022), targeted student teachers, newly qualified teachers (NQTs), mentors and tutors. The research, quantitative in nature, included descriptive statistics and regression analyses to evaluate user experiences. Key recommendations for the platform include increased interactivity (forums, chat, etc.), a comprehensive library with sources and a navigation tool, more visuals (videos, illustrations, etc.), downloadable materials for classroom use, a clear user manual and expanded content. The findings indicate that the platform was generally positively received, with variations across different countries. These recommendations are crucial for enhancing user engagement, satisfaction, and the overall success of the platform.

Keywords: digital technologies in education, teachers professional development, student teachers, NQTs, mentor, tutor, Digital_TA
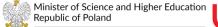
M.A/M.Sc. Loreta Venslaviciene, Vilnius University, Lithuania

Teacher leadership for quality education in arts education schools

At the music school, children's education is focused on developing the artistic abilities to perform professionally in order to be successful in performance competitions and other public performances, while mastering a musical instrument. Teacher leadership in teaching children artistic excellence is particularly important in helping them to master the best characteristics through example and to achieve educational quality. It is believed that the application of the transformational leadership model could enable the development of the expression of leadership abilities, and therefore the study analyses what are the preconditions for the expression of teacher leadership in the educational activities of a music school, the possibilities of their improvement and the expected impact on the development of artistic mastery of students.

Keywords: transformational leadership, educational activities, music schools

Prof. Maretha Visser, University of Pretoria, South Africa

Stress management and psychological well-being intervention for teachers in South Africa

Teachers form the backbone of schools and learner development. They have various roles and responsibilities that can contribute to stress and negative emotions. We developed an intervention to improve teachers' coping with stress and to promote their psychological well-being. Sessions address the following themes: 1) stress management, 2) burnout, self-care, time management, 3) emotional well-being, 4) coping with anger, 5) building relationships, 6) competencies, strengths 7) learners' emotions, 8) discipline and behaviour. One hundred teachers volunteered to participate in the intervention presented in small groups one afternoon per month. A mixed methods evaluation, including semi-structured interviews and a pre-and post-intervention questionnaire (assessing perceived stress, depression, anxiety, hope, thriving) showed the value of the intervention. Teachers valued the attention to personal development, discussions on their emotional concerns, and learning new skills.

Keywords: teachers' well-being, stress management, burnout, teachers' personal development

Dr. Asllan Vrapi, Dr. Arben Baushi, Dr. Fatmire Vrapi, „Ismail Qemali" University of Vlora, Albania

The use of active verbs in the teaching mathematics in pre-university education in Albania

For ten years, Albania has been implementing a curriculum based on learning competencies. Learning based on learning competencies is a trend of the time in other educational systems as well. Learning based on learning competencies in Albania was associated with the use of new textbooks for mathematics and natural sciences such as natural science, biology, physics, and chemistry. For mathematics textbooks, there is an agreement between the Ministry of Education of the Republic of Albania and publishing houses mainly in England and the USA. The most widely used are the mathematics textbooks for pre-university education from the Oxford University Press publishing house. These textbooks are translated and adapted into Albanian.

The presented paper focuses on some characteristics of learning based on learning outcomes according to key competencies. The presented paper focuses on some characteristics of learning based on learning outcomes according to key competencies.

Keywords: key learning competencies, textbook adaptation to Albanian student's needs, science and math's education
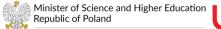
Dr Anna Warzocha, Jan Długosz University in Częstochowa, Poland

Reading Education of the Younger Student in the Age of Shorthand Culture

The contradiction between the school and curriculum requirements of education and the contemporary cultural context that shapes the reading habits and expectations of the youngest generation causes cognitive dissonance in the literary world of children, and largely determines the failure of the process of literary initiation of the child in the early school period. There is therefore a need to redefine the first reading education, which is proposed by the idea of Education for Reading by Zofia Agnieszka Kłakówna. In early school education, this program takes on an action that involves helping teachers to recognize the rules of the communication process and literary specificity or the rules of mastering students with the art of words. Reading education is the process of reading literature in relation to the knowledge about the contemporary child, it means striving for reading interests as an element of developing critical thinking of students and requires concentration.

Keywords: reading education, school curricula, Education for Reading

Dr hab. Agnieszka Weiner, prof. WSB, mgr Joanna Winiarska, WSB University, Poland

Attitudes of preschool and early school education students towards artificial intelligence

Considering that education is an area with potentially high absorption of modern technologies and the fact that modern children experience a previously unknown course of socialization, the focus was on exploring the attitudes of students-future teachers preparing to work in kindergarten and at the first stage of education towards the megatrend of modern education, as artificial intelligence is called. The presentation will present the results of research related to a group of over 300 people currently studying preschool and early school pedagogy.

Keywords: preschool and early school education, students' attitudes, artificial intelligence, AI

Dr Krzysztof Wereszczyński, Management Academy of Applied Sciences in Warsaw, Preschool & School in Cienin Kościelny, Poland

Ethical and statutory aspects of teachers' disciplinary responsibility

Based on the provisions of the educational law referring to such values as the welfare and rights of the child or the dignity of the teaching profession, the author characterizes the disciplinary responsibility of teachers. He points out the axiological roots of the law's provisions supported by the case law of common courts. Based on his own professional experience, he is convinced of the urgent need to undertake a reform of the education, further education and in-service training of teachers in the field of ethics, understood as the knowledge of values and the pursuit of them in everyday life. Morality is practical and concerns the evaluation of specific human attitudes and actions from the point of view of certain views, axiological systems. He bases his views on the works of J. Homplewicz, W. Chudy or K. Olbrycht, among others. The result of considerations are postulates to base on the assumptions of ethical personalism the concept of disciplinary responsibility of teachers.

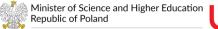Keywords: teachers' disciplinary responsibility, educational law, teachers' ethics and morality

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Dr hab. Anna Wileczek, prof. UJK, Jan Kochanowski University of Kielce, Poland

Speaking Teacherese: Prolegomena to the Professional Language/Communication Style of Contemporary Teachers

The presentation will focus on issues related to the identification and description of the social variety of language that is characteristic of the informal professional discourse of contemporary teachers. In it, one can identify a register of professional forms motivated by professional contacts, but equally important is the building and maintaining of social relationships and bonds. The exponent of the latter is expressiveness and humor, which are also criteria for distinguishing sociolectal varieties of language and a component of colloquial (pragmatic) negotiation of meanings. Equally interesting is looking at the language and professional discourse of teachers from the perspective of a communication style recognized by non-professional language users as 'teacher talk'. The main identifying elements here are complex signs – mainly phrases that I call microtexts, which, although seemingly playful, in fact, perform important rhetorical-eristic functions and are an element of language.

Keywords: teachers' communicative styles, teachers' discourse, functions of teachers' speech

Dr Anna Winiarczyk, Jan Kochanowski University of Kielce, Poland

Education supported by artificial intelligence – the perspective of students (future teachers)

Intelligent algorithms have the potential to revolutionize the way of education and support the education sector at all levels, including students and teachers personally. In the context of the increasing number of AI technologies and their impact on everyday life, the text discusses its perception and understanding by students, the advantages and challenges associated with it, and finally the dilemma of whether AI can replace teachers in the future? The aim of the research was to learn the opinions of students of the teaching faculty of the Jan Kochanowski University in Kielce and the University of Rzeszów on the use of artificial intelligence in education. The research was carried out in two academic centers, which made it possible to compare the opinions of two groups of students, and thus to take a broader look at the analyzed issue. The collected empirical material was subjected to quantitative and qualitative analysis.

Keywords: Artificial intelligence (AI), AI in education, educational support
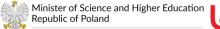
Dr Ewa Wiśniewska, mgr Ewa Weremczuk-Marczyńska, The Maria Grzegorzewska University in Warsaw, Poland

Motivation in Education: How Teachers Shape Students' Approach to Learning – Findings from a Content Analysis

The role of teachers in motivating students is essential for fostering engagement in the learning process, shaping students' attitudes toward education, and enhancing their sense of self-efficacy. Motivational strategies can contribute to improved learning outcomes and long-term academic success. The teacher's role extends beyond knowledge transmission. Moreover, belief systems regarding the nature of abilities, along with goal orientation related to learning, constitute "motivational frameworks" that pave the way for academic achievement. The study involved 110 active teachers, and 110 pre-service teachers enrolled in teacher education and pedagogy programs. Both studies employed qualitative and quantitative analyses of statements reflecting motivational messages directed at students by current and future educators. A content analysis was conducted, with coding based on categories derived from a review of theoretical concepts of motivation, as well as thematic categories.

Keywords: students' motivation, approaches to learning, teacher's role

Dr hab. Ewa Wiśniewska, prof. AM, mgr Joanna Winiarska The Mazovian University in Płock, Poland

Visions of tomorrow in the teaching profession - competencies of the future

Competencies are crucial in the functioning of a teacher. Transformations of social, economic and cultural reality are not without a visible imprint on educational institutions and their subjects, causing many complications in the professional functioning of teachers. The modern teacher is expected to have versatile skills, with the assumption that the development of each of them may soon become obsolete in the transforming reality. A competent teacher becomes a specialist in helping his students, in understanding a difficult reality, but the education of a highly qualified and competent educator is in fact a challenge of today's.

Keywords: competencies of the future, teaching profession, teacher education

Dr hab. Alina Wróbel, prof. UŁ, University of Lodz, Poland

Understanding educational policy and the professional status of teachers

In the proposed speech, I would like to point out the relationship between:

• understanding educational policy as public policy

and

• professional status of teachers.

The considerations will be focused on indicating the importance of pursuing educational policy as public policy for strengthening the professional status of teachers and the quality of their activities.

Keywords: educational policy, teachers' professional status, public policy

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Prof. Dr. Özge UYSAL Şahin, Çanakkale Onsekiz Mart University, Türkiye

Eco-Friendly Education Policies and Sustainable Development: Global and Türkiye Case Studies

The aim of this study is to evaluate eco-friendly education policies within the framework of Sustainable Development Goals (SDGs) and to propose policy recommendations applicable to all countries based on existing practices. Education systems play a critical role in increasing environmental awareness, fostering ecological consciousness, and promoting sustainable living practices. This study examines globally successful eco-friendly education policies and explores sustainable education projects implemented in Türkiye.

In particular, it has been observed that in countries such as Finland, Germany, Japan, and Canada, environmentally focused education policies are supported by curriculum integration, zero-waste strategies, and green school projects. In Türkiye, the Eco-Schools Program, Zero Waste Project, Uni-Zero Waste Movement, and Green Campus Initiatives are among the successful examples of eco-friendly education policies. These projects aim to enhance environmental awareness in educational institutions and encourage sustainable resource use and recycling practices.

In conclusion, within the context of the examined country cases, it is evident that expanding eco-friendly education policies, strengthening public-private sector collaborations, and making environmental education mandatory from an early age are crucial steps. The implementation of such policies should be prioritized. Expanding existing projects in Türkiye and adopting more comprehensive environmental education policies are considered significant steps toward achieving sustainable development goals. This study also presents detailed policy recommendations for Türkiye and other countries to enhance eco-friendly education initiatives.

Keywords: Sustainable Development, Environmental Education, Green Schools, Zero Waste, Education Policies, Global, Türkiye
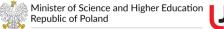
Prof. Makito Yurita, National Institute for School Teachers and Staff Development, Japan

Broadening Professional Horizons: Balancing Autonomy and External Support for Teacher Growth

Teacher empowerment is essential for addressing modern educational challenges, yet policies often frame it as a trade-off between autonomy and compliance. This presentation introduces the Four-Quadrant Model, which clarifies this tension by mapping empowerment strategies along individual-collective and intrinsic-extrinsic dimensions. While teachers value collaboration and shared responsibility, many policies prioritize compliance with measurable competencies, leading to dissatisfaction and professional stagnation. Survey findings from veteran teachers suggest that while autonomy fosters engagement, it may also confine professional perspectives to classroom concerns. This study underscores the need for professional development that actively balances autonomy with external interventions, providing opportunities for reflective dialogue, interdisciplinary collaboration, and engagement with broader educational and societal contexts, thereby strengthening the professionalization of teachers.

Keywords: teachers' professional development, empowerment, teachers' autonomy

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A picture of Polish education in Great Britain in the perspective of the memories of its participants

The subject of this article is issues concerning the organization and functioning of Polish Saturday schooling in Great Britain after World War II from the perspective of the memories of its participants, teachers and students. It presents the structure of Polish Saturday schooling. In addition, the role of teachers in the formation of the young generation of Poles in exile - methods and forms of educational work - is shown. The article cites excerpts from the recollections of teachers and students, which show the important role of Saturday schooling, the peculiarities of the difficulties encountered by the organizers and participants of Polish education in Great Britain.

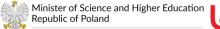Keywords: Polish Saturday schooling, Great Britain, education in exile

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The specificity of professional needs of early childhood education teachers

The specificity of requirements and expectations for teachers of younger students is evident from a number of international studies. Meta-analyses in this area describe both similarities between teachers of younger and older students and differences in terms of needs, expectations and challenges. On the basis of our own research, we will highlight the specific professional needs of teachers of primary grades I-III with up to 5 years of professional experience. The authors' own research was conducted in Kielce on a full sample of newly qualified teachers. The results show a statistically significant difference in the case of maintaining discipline among younger and older students - newly qualified teachers working at the second level of education perceive this problem more strongly. On the other hand, early education teachers have a greater need for fairness in assessing the youngest students. The first level of education requires a sensitivity from teachers that is not provided by an in-school grading system based on a behavioural model of learning and an approach to grading that takes into account points for learning outcomes or behaviour - statistically, this is more accepted by teachers in the second level of education.

Keywords: needs of newly qualified teachers, NQTs, primary education, classroom discipline, grading model

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Dr. Cecilia Zsögön, Dr. Monika Czyżewska, Dr. Magda Lejzerowicz, The Maria Grzegorzewska University in Warsaw, Poland

Beyond the Screen: The Well-Being of Educators and Students During the Covid-19 Pandemic

This presentation explores the impact of the transition to online education during the Covid-19 pandemic on the lives of teachers and students in Poland. Drawing on data from an online survey conducted with educators and learners, it examines the perceived benefits and challenges of this mode of instruction, its effects on psychological well-being, and the practical dimensions of online learning, including time management and the use of digital tools. Our findings highlight the profound and lasting consequences of the sudden shift to remote education on the educational community's well-being. Both teachers and students faced significant challenges, often resulting in feelings of overwhelm and fatigue. We argue that these long-term effects remain insufficiently addressed and emphasize the need for targeted measures to protect the mental and physical health of educators and learners.

Keywords: Covid-19, pandemic, well being, students, educators

Dr hab. Ilona Żeber-Dzikowska, prof. UJK, Jan Kochanowski University of Kielce, Poland

The pre-school teacher and his/her authority in the parents' opinion

School is not just a place where knowledge is transmitted. It is where personalities and attitudes are formed, thanks to which people can function properly in adult life. . The effectiveness of the teacher's work is linked to his or her authority, which is so necessary for the pupils' interest in the school subjects It should be emphasised that a teacher's authority is not only experience and knowledge, but above all the ability to gain the trust and respect of the pupils. The authority of a kindergarten teacher plays a very important role in the lives of the pupils and brings many benefits by influencing their discipline, development of creativity, cognitive and social skills. The aim of the research was to show the importance of kindergarten teacher's authority in the light of parents' opinions. The results of the study clearly showed that everyone is looking for authority in their lives and often give it to teachers. A detailed analysis of the results showed that the authority of the teacher is particularly important for the youngest children. Children spend a significant part of their day with their teachers, expecting support and a sense of security, so that they can eagerly participate in the educational activities.

Keywords: Teacher, kindergarten, authority, safety, trust, respect

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Early childhood education teacher in dialogue with an intercultural assistant

Polish school communities have, as a result of international events, become culturally diverse. There are currently more than 19,000 migrant and refugee children in Kraków; the total number of foreigners is more than 100,000. According to the Multiculturalism and Migration Observatory Report, Ukrainians are the most numerous groups. This is followed by Belarusians, Indian nationals, Russians, Georgians and Turks, Azeris, Spaniards and British. A consequence of this phenomenon was the need for intercultural assistants in schools. This presentation is devoted to presenting the reflections of early childhood education teachers (obtained through interviews) on the levels of their interaction with intercultural assistants. The focus is, above all, on considering the question of teachers' well-being conditioned by working in culturally diverse teams with an intercultural assistant.

Keywords: intercultural assistant, early education, immigrants

Dr hab. Małgorzata Żytko, University of Warsaw, Poland

Teacher Well-Being and Professional Challenges – How to Cope with Burdens?

The purpose of this presentation is to discuss teachers' professional well-being in the context of the main stress factors identified in studies conducted in Poland in 2022 and 2024. The focus is on five categories of occupational burdens: organizational and didactic working conditions in schools, teaching and classroom management, relationships with parents, relationships within the school, and characteristics of the education management system. The analysis also considers motivating and demotivating factors in the teaching profession and the level of professional burnout. The presented findings are based on studies conducted among two groups of teachers in Warsaw, one of which consists of early-career teachers with up to five years of experience.

The results indicate that the most significant stressors for teachers include poor organization of work and school management, limited collaboration and internal support within the school, lack of trust, and insufficient social recognition

Keywords: teachers' well-being, professional burn-out, occupational burdens, teachers' motivation and demotivation