



Uniwersytet Rzeszowski

COLLEGE OF SOCIAL SCIENCES

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DOCTORAL THESIS ABSTRACT

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PROFESSIONAL DEVELOPMENT OF UPPER SECONDARY SCHOOL TEACHERS IN
PUŁAWY COUNTY IN THE YEARS 1999-2016

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The aim of presented work is professional development of upper secondary school teachers in Puławy county in the years 1999 - 2016. System of professional development of teachers in the contemporary educational reality constitutes an interesting educational perspective.

Teachers need to constantly improve in today's reality. Educator profession includes constant improvement, development and expanding both prior and current knowledge but also further personal development. Teachers work in constantly changing social reality, therefore one has to continually strive to meet the demands of this reality. It can be assumed that the only constant in the teacher profession is change¹.

A comprehensive approach to the subject of professional development of teachers allows us to indicate an important dimension of the functioning of the education system.

Improvement must therefore take into account the parallel organization of the didactic and educational process (new teaching content and methods, new technologies, the use of various forms of acquiring and transferring knowledge, scientific interdisciplinarity - going beyond the frames of taught subject and using the achievements of related sciences, work in

¹ B. Krupa, Teacher training as an element of lifelong learning, WSHP, Sandomierz, p. 13

classes with a diverse social and ethnic composition, with students requiring special educational needs, preparing students for the changing labor market, to take advantage of knowledge and information and etc.) as well as acquiring skills in the field of prevention, pedagogy and psychology (understanding the mechanisms and laws governing the psyche and human behavior, his emotions and processes of motivation, understanding the impact of cognitive processes - perception, thinking, imagining, memory, preventing all social pathologies, civilization addictions and etc.) and the development of one's personality (this area is mostly the result of own experience acquired during the period of education and internal motivation - no academic program, even with a large number of hours, is able to "form" a teacher). Therefore, professional development must be multilateral (especially in the context of increased expectations not only from students, but also parents and the society, which places higher demands on teachers) and multi-disciplinary, which will allow teachers to ensure: 1) knowledge of own subject and related subjects, 2) pedagogical knowledge, 3) skills and competences needed to guide and support students, 4) understanding the social and cultural dimensions of education².

Professional training of teachers in the Puławy county has not been the subject of any scientific studies or any other publications so far. For the purposes of this study, the analysis covered legal acts (laws, regulations, resolutions) relating to the studied area, statements, reports, diagnosis carried out at PCDZN in Puławy, photo materials (photos). Great amount of information was provided by the publications of OKE (Regional Examination Commission), the GUS (Central Statistical Office) and materials at the Education Department of the District Authority Office in Puławy. However, the source materials from the archives of PCDZN turned out to be the most important.

The subject of professional development of teachers as a whole allows us to identify an important dimension of education system performance.

The purpose of theoretical study was to present a system of professional development of teachers in Puławy county in the years 1999 - 2016. The aim of the research was to recognize and characterize existing conditions of the system for defined area in the aspects of history, territory and education. On the one side, additionally an attempt has been made to describe the didactic base of upper secondary schools as well as to present insightful study of changes in upper secondary education (legal, organisational, system) in Puławy county, with simultaneous indication of direction of development in the chronological order. On the other side, the aim

² Op.cit., p. 13.

was to present activities of the Centre of Professional Excellence for Teachers in Puławy (later referred to as a PCDZN) as a teacher training institution. The purpose of theoretical study was therefore of the cognitive nature.

The aim of practical study was to identify the areas which require change or improvement in the field of teacher development in Puławy county.

Another aim was to inspire further study in the field of organizing professional teacher support. Finally, an attempt to integrate the subject of professional development and consultancy for teachers in Puławy county and presenting direction of its development over the course of 17 years including PCDZN as a fundamental factor of support for teachers in the studied area, was examined in the study.

The test method adopted in this study was pedagogical monography supplemented with method diagnostic survey.

Presented work consists of theoretical and empirical parts. This arrangement of problems made it possible to demonstrate local-historical conditions and in light of these considerations allowed to present results of empirical analysis.

The first chapter consists of a chronological description of transformations in upper secondary school education in Puławy county in the years 1999 - 2016 indicating numerous changes in this system.

The second chapter was devoted to study of the teacher community in the years 1999 - 2016 taking into account the structure of qualifications and education level.

The third chapter provides an overview of the forms of counseling and professional development for teachers.

The fourth chapter explores the activities of the Centre of Professional Excellence for Teachers in Puławy, discussing the structure of the teaching staff, tasks and activities of the facility, and the analysis of the material base of the PCDZN.

The fifth chapter deals with the problem of teacher training in the context of pedagogical supervision, the role and importance of both pedagogical supervision of school authorities and supervision of the school head were indicated.

Chapter six analyzes the importance of the material base of upper secondary schools in the process of teacher training.

The seventh chapter contains an analysis of the current state, indicating the needs, postulates and expectations of teachers and school management in the Puławy county. The empirical research analyzes as a whole and the resulting conclusions became a natural summary of the considerations undertaken in the study.

The presented work provides answers for some of the questions about the preferences of development and training in terms of topics, forms, and methods of professional development for teachers in the Puławy county. The issue of the research undertaken may become a stimulus for further research of a scientific and cognitive nature, not only in the area studied in this thesis, but also on the voivodeship or country scale.

Due to the complexity of the problem, the wealth of source materials, the enormity of legal acts and the number of variables, there are still many areas that can inspire the continuation of the presented research and analysis.