University of Gdańsk

Subject card

Subject name and code	Teacher Competences and Professional Skills (Classes), PG_00129878		
Field of study	English Studies, Mathematics, Geography		
Date of commencement of studies	October 2027	Academic year of realisation of subject	2027/2028
Education level	Bachelor's studies	Subject group	Obligatory subject group in the field of study Optional subject group Humanistic-social subject group Subject group related to scientific research in the field of study
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	1	Language of instruction	Polish
Semester of study	2	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	dr Paweł Śpica	
	Teachers		

Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	40.0	0.0	0.0	0.0	40
	E-learning hours included: 0.0						

Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM
	Number of study hours	40	3.0	7.0	50

Subject objectives	Preparing students for professional practice, including deepening and expanding the practical aspects of knowledge and skills acquired during psychological and pedagogical training. Developing skills in multifaceted interpretation of psychological and pedagogical phenomena in teacher work and designing teacher activities in this area. Developing a reflective perspective on school practice. Building an attitude of willingness to collaborate with teachers and students' parents, as well as to conduct innovative activities.

Learning outcomes	Course outcome	Subject outcome	Method of verification
		CKN_W3 The student knows and understands: (B.2.W.1 and B.2.W.2.) the role of the educator in modeling students' attitudes and behaviors and integrating the class team, also considered from the perspective of school regulations and educational plans. (B.1.W.5. and B.2.W.2.) the role of the educator as a leader. (B.2.W.7) career counseling: supporting students in designing their educational and career paths, methods and techniques for determining student potential, and the need to prepare students for lifelong learning. CKN_W4 The student knows and understands: (B.2.W.1) the practical and praxeological dimensions of school norms and procedures, as well as their actual intended impact on everyday school life, examples of good educational practices. CKN_W9 (B.2.W.1) The student knows and understands the scope of practical applications of education law in the daily activities of a teacher and class tutor. CKN_W11 The student knows and understands (B.2.W.1) the everyday contexts of observing occupational health and safety regulations and providing first aid. CKN_W15 The student knows and understands: (B.1.W.3. and B.2.W.4) the methodology of educational work, the educational program, educational methods, including those for class team integration and conflict resolution in the classroom. The principles of constructing an educational and preventive program, social competence workshops, and the scope and role of documentation collected by the class tutor.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work [SW5] implementation of a problem task

Course outcome	Subject outcome	Method of verification
	CKN_K1 The student is ready to apply universal principles and ethical norms in professional activities, guided by respect for every human being, and (B.1.K.2.) to use psychological knowledge to analyze pedagogical events. CKN_K2 The student is ready to build relationships based on mutual trust between the student's parents or guardians and to involve them in activities that promote effective student development.	[SK2] presentation/project/paper/ report [SK3] text preparation/written work [SK5] implementation of a problem task [SK8] observation of student's independent or team work

Course outcome	Subject outcome	Method of verification
	CKN_U1 The student is able (B.1.U.1) to observe school situations and events, recognizing the strengths and limitations of observation as a data collection method. CKN_U2 The student is able (B.1.U.3. and B.2.U.6) to independently and appropriately design teaching activities, including projects aimed at building cooperation and resolving conflicts in the classroom, as well as workshops developing students' social and communication skills. CKN_U5 The student is able (B.2.U.4, B. 1.U.5., B.2.U.6) to design educational and preventive programs with content and educational and preventive activities aimed at students and their parents or guardians. The student is able to build positive relationships with students' parents and guardians; (B.2.U1.) Select a curriculum consistent with the core curriculum requirements and adapt it to students' educational needs. CKN_U6 The student is able to (B.1.U.5., B. 1.U.6., B.2.U.6.) propose context-appropriate solutions to educational and teaching situations that motivate students to learn and support them in their self-improvement efforts, analyze their possible consequences, and modify their actions. CKN_U9 The student is able to animate and monitor the implementation of students' collaborative educational activities, using workshops and educational activities they have prepared. CKN_U14 The student is able to (B.2.U.7.) determine a student's approximate potential and advise them on a development path; support students in making informed educational and career decisions, using their own observations and collaboration with a career advisor. CKN_U17 The student is able to propose a procedure related to providing first aid in a specific situation. CKN_U18 The student is able to apply teaching knowledge and skills using various sources, including foreign languages, and technologies.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU5] implementation of a problem task [SU8] observation of student's independent or team work

Subject contents	I. Teacher's Workshop: Psychological Aspects 1. Building the Teacher's Role as a Leader (2 hours) 2. Observation as a Tool for Gathering Information (2 hours) 3. Building Collaboration and Resolving Conflicts in the Classroom (4 hours) 4. Psychological Support for Children and Adolescents in Crisis (4 hours) 5. Planning and Conducting Workshops on Social, Communication, and Emotional Competencies for Children and Adolescents (6 hours) 6. Contact and Building a Good Relationship with the Child's and Adolescent's Legal Guardian (2 hours) II. Teacher's Workshop: Pedagogical Aspects 1. Methods for Integrating the Class Team and Developing Rules for the Class in Which the Teacher is the Classroom Leader (2 hours) 2. Designing Classroom Activities Using a Solution-Focused Approach Introduction to Sample Classroom Programs for the Entire Stage of Education and One-Year Plans for Education (2 hours) 3. Conducting Classroom Activities Using Educational Methods and Tools. Collaboration with a Career Counselor (4 hours). 4. Familiarization with selected documents developed by the teacher-educator and collected by him/her while respecting personal data (e.g., educational work schedule, class trip schedule, student observation sheets, necessary consents from parents and adult students; parental declarations confirming familiarity with legal acts, school procedures, educational team reports, and official memos). Discuss the different solutions adopted in individual schools (2 hours). 5. Familiarization with the principles of constructing a school's educational and preventive program (2 hours). 6. The importance of first aid knowledge in the work of a teacher (at school and during field trips). Assumptions and procedures in specific situations (2 hours). 7. Me as a teacher-educator: individual educational plan: design and presentation (4 hours).
Prerequisites and co-requisites	Successful completion of the following subjects: Student development, its contexts and disorders, Teacher's care and educational work, Learning processes and special educational needs.

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
The grade for the course is the average of the grades (number of points) awarded by the teachers in the field of psychology and pedagogy.	51.0%	100.0%

Recommended reading	Basic literature	Faber A., Mazlish E. (2017) Jak mówić, żeby dzieci się uczyły w domu i w szkole. Wydawnictwo: Media Rodzina. Sosin I., Wielgo A. (2022) Trening umiejętności społecznych. Impulsywność, złość, agresja przewodnik trenera. Wydawnictwo Pani Figowca. Kluczyńska S., Zabłocka-Żytka L. (2020) Dziecko w sytuacji kryzysowej. Wspierająca rola pracowników oświaty. Wydawca: Ośrodek Rozwoju Edukacji. Górnicka B., Metodyka pracy opiekuńczo-wychowawczej: wybrane zagadnienia. Podręcznik akademicki, Opole 2015. Paszkiewicz A., Trudne sytuacje w klasie szkolnej: identyfikacja, propozycje rozwiązań, Warszawa 2019.

	Supplementary literature	Greene R.W. (2020) Zagubieni w szkole. Jak odkryć źródła szkolnych trudności dziecka i pomóc mu je przezwyciężyć, Wydawnictwo: Mamania. Mitschke K. (2019) Kiedy szkoła jest problemem. Wsparcie dla rodziców i dzieci. Wydawca: Natuli. Sidor-Rządkowska M., Coaching kariery: doradztwo zawodowe w warunkach współczesnego rynku pracy, Warszawa 2018. Majzner R. (2021) Nauczyciel we współczesnej przestrzeni edukacyjnej. Diagnozy, poszukiwania, inspiracje. Wydawnictwo Adam Marszałek.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Portfolio (consisting of parts: (A) psychological and (B) pedagogical. Each part of the portfolio consists of three teaching activity projects related to the course content. Their selection is individually agreed upon with the instructor. Attendance and active participation in classes are an integral part of the assessment. The student's active participation in the workshop is a prerequisite for submitting the portfolio. Qualitative criteria: (a) substantive preparation for the exercises; (b) Proposing solutions that are substantively appropriate to the situation or problem. Portfolio assessment criteria: The portfolio consists of: (A) psychological and (B) pedagogical parts, treated as equivalent. The grade for the assessment is the average of the grades (number of points) awarded by the instructors in the psychology and pedagogy areas. Each part should include three teaching activity projects related to the course content and individually agreed upon with the instructor.	
Work placement	Not applicable	

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