University of Gdańsk

Subject card

Subject name and code	Basics of pedagogical work with children and young people at various stages of education, PG_00206332		
Field of study	Pedagogy		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2026/2027
Education level	Bachelor's studies	Subject group	Obligatory subject group in the field of study Optional 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	5.0
Learning profile	academic	Assessment form	credit
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	dr Szymon Dąbrowski	
	Teachers		

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	16.0	24.0	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	0.0	80.0	120

Subject objectives

1. Familiarizing students with educational theory and the fundamental areas of teacher work at various stages of educational work.

2. Familiarizing students with classroom processes, issues of teacher collaboration with students' families and their environment, and the problems of neglected and socially at-risk students.
3. Familiarizing students with strategies and methods for working with gifted students, including tutoring and educational mentoring.
4. Developing skills in the basics of teacher assessment and building relationships with students considered challenging to educate.
5. Raising awareness of the social problems of children and youth and the role of educators in addressing them.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PEDL3_U14] Graduates are able to effectively implement measures supporting students in making informed and responsible educational and career decisions.	Graduates are able to design preventive measures in kindergartens, schools or other educational institutions.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU6] demonstration of practical skills
[PEDL3_U13] Graduates are able to responsibly organise pupils' school and extracurricular work, while respecting their right to rest	Graduates are able to establish cooperation with teachers and the extracurricular community	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[PEDL3_U05] Graduates are able to design and implement educational and preventive programmes in terms of content and activities aimed at pupils, their parents or guardians, and teachers	The graduate is able to recognise hazardous situations in a nursery, school or educational institution	[SU2] presentation/project/paper/ report [SU4] test/exam - oral or written [SU5] implementation of a problem task
[PEDL3_W04] Graduate have knowledge and understanding of the standards, procedures and good practices applied in educational activities (pre-school education, teaching in primary and secondary schools, technical and vocational schools, special schools and special departments, and in various types of care and educational centres and continuing education)	Graduates know and understand career counselling: the process of supporting students in designing their educational and career paths, methods and techniques for determining student potential; the importance of preparing students for self-education, working on their own development and active participation in the labour market; the concepts of the education market and the labour market, career development paths; the importance of lifelong learning	[SW4] test/exam - oral or written [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[PEDL3_U06] Graduates are able to create educational and teaching situations that motivate students to learn, work on themselves and undertake activities conducive to development, and to modify educational, teaching and developmental activities in order to achieve the desired results in the areas of education, upbringing and stimulation of development	The graduate is able to design basic care and educational activities	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU6] demonstration of practical skills
[PEDL3_K03] In terms of competence, graduates are prepared to communicate with people from different backgrounds and with different emotional states, resolve conflicts through dialogue, and create a positive atmosphere for communication in and outside the classroom	Graduates are prepared to show empathy to children and students who require support and assistance The graduate is prepared to professionally resolve conflicts in the classroom and educational group.	[SK5] implementation of a problem task
[PEDL3_K05] In terms of competence, graduates are prepared to recognise the specific characteristics of the local environment and to cooperate for the benefit of pupils, students and that environment	The graduate is ready to work with teachers to improve their teaching skills	[SK5] implementation of a problem task
[PEDL3_W15] Graduate have an advanced knowledge and understanding of teaching methods and the selection of effective teaching aids, including online resources, to support the teaching of a subject or conducting classes, taking into account the diverse educational needs of students	Graduates know and understand preventive measures at school: developing class and school educational and preventive programmes, promoting and protecting pupils' health; teacher diagnosis in the context of preventive measures; psychological and pedagogical assistance – legal regulations, forms and principles of providing support Graduates know and understand the process of adaptation of children in nursery school and pupils at school – the role of nursery school, school and family; issues of school readiness, preparing children for school and compulsory schooling.	[SW2] presentation/project/paper/ report [SW3] text preparation/written work [SW5] implementation of a problem task

	Course outcome	Subject outcome	Method of verification
	[PEDL3_W06] Graduate have an advanced understanding of the diversity of students' educational needs and the resulting tasks for schools in terms of adapting the organisation of the educational process, care and upbringing	Graduates know and understand the role of social contacts among pupils, including peer groups, camaraderie, friendship and conflicts among pupils; the role of significant persons and authority figures; issues related to changes in authority figures, crises of authority among teachers, parents and guardians, adolescent rebellion and its function; threats in the upbringing of young people; youth subcultures Graduates know and understand the purpose of caring for and educating children in nursery schools and pupils at school at various stages of education; the essence of the educational programme; issues of health education, the safety of children in nursery schools and pupils at school and outside school (field trips, excursions); the need to protect children's health, including mental health; the importance of education for safety and care for one's own safety and that of others	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task

Subject contents

Lectures (16 hours):

I. The Teacher as a Classroom Teacher (6 hours)
1. Fundamentals of pedagogy and teacher education, conceptual framework, and research fields.
2. Education in the context of development: ontological, axiological, and anthropological foundations of education; the essence and functions of education, and the educational process, its structure, properties, and dynamics.
3. Principles of a teacher's care and educational work: the teacher's responsibilities as a classroom teacher, the teacher's responsibilities in the face of social processes occurring in the classroom, and adherence to occupational health and safety regulations in the teacher's work.
4. The teacher's collaboration with the community outside of school and with the student's family, establishing collaboration with other teachers and the community outside of school.
II. Working with Students at Risk and at Social Risk (6 hours)
1. Introduction to theories of understanding crisis, presentation of intervention models, and basic methods of implementing interventions for students at risk and at social risk.
2. Aggressive and self-aggressive behavior in students, familiarization with the characteristics of the phenomenon; suicide attacks as a specific form of crisis.
III. Working with students with migration experience (6 hours)
1. The school situation of children with migration experience (the consequences of migration and refugeeism and the process of adapting to the educational environment in a Polish school, the special educational needs of students with migration experience, the legal basis for educating foreigners in the Polish education system).
2. Working in a multicultural classroom, tools for teaching and educational work with students with migration experience, the teacher as an integration facilitator.
Exercises (24 hours)
I. Methods for recognizing violence and neglect; building educational relationships with students at social risk.
Methods for diagnosing physical, psychological, and sexual violence and neglect: observation, interview, documentation analysis, supportive conversation.
Characteristic symptoms of violence and neglect in children and adolescents and ways to interpret them.
Principles of building a safe, supportive educational relationship with neglected and socially at-risk students.
II. Addictions, behavioral addictions, and student functioning in informal groups, subcultures, and sects
Types of addictions in children and adolescents (chemical and behavioral) and their psychological and social determinants.
Recognizing symptoms of addiction and early warning signs in student behavior; teacher procedures.
The role of informal groups, youth subcultures, and sects in students' lives and their impact on the socialization process and school functioning.
III. Working with gifted students; peer teaching methods, tutoring, and educational mentoring
Specifics of working with gifted students, individualizing requirements, and strategies for supporting talent development.
Peer teaching methods: peer learning, peer tutoring, pair and group collaboration as a tool for developing competencies.
Tutoring and educational mentoring as forms of individual supportgoals, principles, and benefits for students and teachers.

Prerequisites and co-requisites

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	The level of knowledge of the program content and mastery of learning outcomes, expressed by the range of correctly answered tests (at least 51% of correctly answered answers).	51.0%	100.0%
	The condition for admitting a student to the final exam is attendance at classes and active participation in exercises, as well as correct completion of all tasks performed during exercises.	100.0%	0.0%
Recommended reading	Basic literature	Literature required for final credit for the course: Pedagogika, t. 1, red. B. Śliwerski, Gdańsk 2006 (rozdz.: 2, 5, 6). Pedagogika, t. 4, red. B. Śliwerski, Gdańsk 2010 (rozdz.: 9). Wiśniewska E., Praca wychowawcza nauczyciela: wybrane obszary i problemy, Płock 2020 (rozdz.: 3, 4, 6). Poklek R., Chojnacka M., Profilaktyka patologii społecznych w szkole. Kompendium wiedzy dla studentów i nauczycieli, Kalisz 2013 (rozdz.: 1, 2, 3). Uczniowie z różnych kultur w szkole, red. B. Lachowicz B., Warszawa 2015 (rozdz.: 1, 3, 5). Tutoring. Teoria, praktyka, studia przypadków, red. P. Czekierda, B. Fingas, M.Szala, warszawa 2018.	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed	**1. Educational Theory and Teachers' Areas of Work** Explain what educational theory is and its importance in teachers' work. Discuss the basic areas of a teacher's educational work at various stages of education. Describe the teacher's roles in the educational process in preschool, primary school, and secondary school. Provide examples of school situations in which a teacher serves as an educator, caregiver, and mediator. **2. Classroom Processes, Collaboration with Families, and the Problems of At-Risk Students** Describe the most important social processes occurring in the classroom (e.g., group dynamics, norms, roles). What are the principles of effective collaboration between teachers, parents, and the local community? List and discuss factors leading to student neglect or social risk. What actions can a teacher take with a neglected or at-risk student? **3. Strategies and Methods for Working with Gifted Students (Including Tutoring and Mentoring)** Explain the difference between tutoring and educational mentoring. Discuss examples of strategies for working with gifted students. What benefits and challenges can arise from individualizing the education process for gifted students? Introduce the role of the teacher as a tutor. **4. Teacher Diagnosis and Working with Difficult Students** What is pedagogical diagnosis and what are its basic stages? List the diagnostic tools used by teachers in their daily work. Describe the factors influencing students' behavioral challenges. How can a teacher build relationships with a student with behavioral challenges? **5. Social Problems of Children and Youth: The Role of the Educator** What are the most common social problems among children and youth? What role does the educator play in counteracting peer violence? How can a teacher support students experiencing social exclusion? Discuss the importance of school collaboration with support institutions (e.g., counseling centers, PPP).		
Work placement	Not applicable		

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