**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D06.Ppn** | |
| **Name of the course in** | Polish | **Podstawy pracy wychowawczej, opiekuńczej i profilaktycznej nauczyciela** |
| English | **Basics of the teacher's educational, caring and preventive work** |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | English Philology |
| **1.2. Mode of study** | Full-time studies, extramural studies |
| **1.3. Level of study** | B.A. |
| **1.4. Profile of study\*** | practical |
| **1.5. Person preparing the course description** | dr Magdalena Łuka |
| **1.6. Contact** | magdalenaluka@wp.pl |

1. **General characteristicS of the course of study**

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| **2.1. Language of instruction** | Polish |
| **2.2. Prerequisites\*** | --- |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | lecture (10) + class (15) + project (5) |
| * 1. **Place of classes** | | The educational facilities / classrooms of the Sandomierz Branch Campus of the Jan Kochanowski University in Kielce |
| * 1. **Form of assessment** | | graded course credit (lecture, class, project) |
| * 1. **Teaching methods** | | Elements of the classical lecture, conversation class, description, problem-centered discussion, brain storm |
| **Bibliography** | **Required reading** | Dąbrowski Z., *Pedagogika opiekuńcza w zarysie*, Olsztyn 2000.  Górnicka B., *Metodyka pracy opiekuńczo-wychowawczej - wybrane zagadnienia. Podręcznik akademicki*, Opole 2016.  Kelm A., *Węzłowe problemy pedagogiki opiekuńczej*, Warszawa 2000. |
| **Further reading** | Kruszewski, K. (red.), *Sztuka nauczania*, Warszawa 2005.  Gordon, T. , *Wychowanie bez porażek w szkole*, Warszawa 2004.  Jędrzejko M., Szwedzik A., *Pedagogika i profilaktyka społeczna: nowe wyzwania, konteksty, problemy*, Warszawa 2018. |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives *(lecture + class + project)***   C1 - Familiarizing students with issues in the field of care and educational pedagogy.  C2 – Familiarizing students with the issues of prevention and care conducted at school.  C3 - Equipping students with skills that allow them to independently plan and carry out care, educational and preventive activities.  C4 - Developing competences in combining theory with school educational, caring and therapeutic practice. |
| * 1. **Detailed syllabus (lecture 10h*)***  1. Familiarizing students with the course card "Basics of educational, caring and preventive work of a teacher".   2. The process of upbringing and care, structure, properties, dynamics.  3. Legal acts currently in force regulating the issues of care and upbringing.  4. Caring- and education-related dimensions of the family environment: the caring and educational function of the family, the needs of the child and their categorization, the needs of the child in the family and their satisfaction.  5.Educational and care-related activities of the school – care and educational needs and their identification, methods, techniques and forms of care and upbringing.  6. Educational difficulties – causes, types, prevention.  7. Cooperation with students' parents, institutions supporting students and their families.  **Detailed syllabus *(class 15h + project 5h)***  1. Definitions, functions, tasks of the methodology of care and educational work.  2. Principles, methods and forms of care and educational work.  3. Workshop of a caregiver-educator.  4. Getting to know the pupils and diagnosing their educational situation.  5. Diagnosis of the family's educational environment.  6. Diagnosis of the child's functioning at school and in the classroom (school achievements and failures).  7. Prevention at school – definition, tasks, methodology.  8. The educational and prophylactic programme as the main document regulating the educational and preventive functioning of the institution.  9. Analysis of selected school and class educational and preventive programs.  10. Development of an educational and prophylactic program for a selected educational institution.  11. Cooperation between the teacher and representatives of the school and extracurricular environment - development of a project in reference to the experience gained from professional practice, preceded by a discussion. |

* 1. **Intended learning outcomes**

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| **Code** | **A student who passed the course** | | | | | | | | | | | | | | | | | | **Relation to learning outcomes** | | | | |
| within the scope of **KNOWLEDGE:** | | | | | | | | | | | | | | | | | | | | | | | |
| W01 | the importance of the school's position as an educational institution, the functions and objectives of school education, educational and preventive measures; the importance of cooperation between the student's family and the school and the school with the out-of-school environment; | | | | | | | | | | | | | | | | | | NAU1\_W01 | | | | |
| W02 | the essence and functions of education and the process of upbringing, its structure, properties and dynamics; | | | | | | | | | | | | | | | | | | NAU1\_W01  NAU1\_W02 | | | | |
| W03 | principles of the teacher's care-and-education work: the teacher's duties as a class teacher, the methodology of educational work, the programme of educational work, the style of managing the class, order and discipline, respect for the dignity of the child, pupil or students, differentiation, individualisation and personalisation of work with pupils/students, the functioning of the school class as a social group, social processes in the classroom, conflict resolution in the class or educational group, animating the social and cultural life of the class; supporting self-governance and autonomy of pupils/students, developing communication competences and social skills necessary to establish proper relationships in children; threats to children and adolescents: the phenomena of aggression and violence, including electronic aggression, and addictions, including those to psychoactive substances and computers, as well as issues related to informal groups, youth subcultures and sects; | | | | | | | | | | | | | | | | | | NAU1\_W01  NAU1\_W03  NAU1\_W12 | | | | |
| within the scope of **ABILITIES:** | | | | | | | | | | | | | | | | | | | | | | | |
| U01 | adapt the program to the educational needs of students | | | | | | | | | | | | | | | | | | NAU1\_U04  NAU1\_U07  NAU1\_U12 | | | | |
| U02 | establish cooperation with teachers and the non-school environment | | | | | | | | | | | | | | | | | | NAU1\_U02  NAU1\_U05  NAU1\_U06  NAU1\_U13 | | | | |
| U03 | identify the situation of threats and addictions of pupils/students | | | | | | | | | | | | | | | | | | NAU1\_U02  NAU1\_U05  NAU1\_U06  NAU1\_U13 | | | | |
| within the scope of **SOCIAL COMPETENCE:** | | | | | | | | | | | | | | | | | | | | | | | |
| K01 | show empathy for students and provide them with support and assistance | | | | | | | | | | | | | | | | | | NAU1\_K02  NAU1\_K03  NAU1\_K05 | | | | |
| K02 | professional conflict resolution in a school class or educational group | | | | | | | | | | | | | | | | | | NAU1\_K02  NAU1\_K03  NAU1\_K05 | | | | |
| K03 | cooperation with teachers and specialists in order to improve their work skills | | | | | | | | | | | | | | | | | | NAU1\_K02  NAU1\_K03  NAU1\_K07 | | | | |
| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code))*** | | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | | |
| **Exam oral/written** | | | **Test\*** | | | **Project\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work** | | | | **Other methods** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *P* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | | *...* | *L* | *C* | *...* |
| W01 | |  |  |  | ***+*** | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |
| W02 | |  |  |  | ***+*** | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |
| W03 | |  |  |  | ***+*** | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |
| U01 | |  |  |  |  |  |  |  |  | ***+*** |  | ***+*** |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |
| U02 | |  |  |  |  |  |  |  |  | ***+*** |  | ***+*** |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |
| U03 | |  |  |  |  |  |  |  |  | ***+*** |  | ***+*** |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |
| K01 | |  |  |  |  |  |  |  |  | ***+*** |  | ***+*** |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |
| K02 | |  |  |  |  |  |  |  |  | ***+*** |  | ***+*** |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |
| K03 | |  |  |  |  |  |  |  |  | ***+*** |  |  |  |  | ***+*** |  |  | ***+*** | |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Lecture (L)** | **3** | The student's knowledge is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The listener's knowledge is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher, has difficulties in combining them into logical sequences and shows difficulties in drawing conclusions on their own.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight gaps in terms of knowledge in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight gaps in terms of knowledge in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully mastered the curriculum material. Can interpret facts and obtain information independently using various sources of knowledge. Effectively uses the knowledge and skills gained in other classes.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 90-100%* |
| **Class (C)\*** | **3** | The student's skills are incomplete, random, and fragmented; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's skills are incomplete, random, and fragmented; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight skills gaps in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight skills gaps in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully mastered the skills. Can independently interpret facts and obtain information using various sources. Effectively uses the knowledge and skills gained in other classes.  *High effort in class ( over 90 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 90-100%* |
| **Project (P)** | **3** | The student's own project is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's own project is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight deficiencies in the completion of his own project. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight deficiencies in the completion of his own project. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully completed his own project. Can independently interpret facts and obtain information using various sources. Effectively uses the knowledge and skills gained in other classes.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 90-100%* |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Full-time**  **studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | ***30*** | ***30*** |
| *Participation in lectures* | 10 | 10 |
| *Participation in classes, the project* | 15 | 15 |
| *Participation in the test* | 5 | 5 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | ***20*** | ***20*** |
| *Preparation for the lecture* | 5 | 5 |
| *Preparation for the classes, the project* | 5 | 5 |
| *Preparation for the test* | 10 | 10 |
| *TOTAL NUMBER OF HOURS* | ***50*** | ***50*** |
| ECTS credits for the course of study | **2** | **2** |

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

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