University of Silesia in Katowice

1.	Field of study	Pedagogy: Pre-School Education and Early School Education
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2024/2025 (winter term)
4.	Level of qualifications/degree	long-cycle studies
5.	Degree profile	general academic
6.	Mode of study	part-time

7.	General information about the module	
Module name		Educational Law and the Professional Status of the Teacher
Module code		PP-G-POSZN
Number of the ECTS credits		3
Language of instruction		Polish
Purpose and description of the content of education		Moduł prawo oświatowe i status zawodowy nauczyciela ma na celu omówienie podstawowych zagadnień z zakresu prawa oświatowego oraz wskazanie regulacji prawnej statuującej zawód nauczyciela, w tym procedurę jego awansu zawodowego. Celem modułu jest uzyskanie podstawowej wiedzy prawnej na temat oświaty, przykładowo zagadnień takich jak: system oświaty, zasady i wartości systemu, obowiązki oświatowe jednostki, czy typy szkół i form wychowania przedszkolnego. Zapoznanie się ze statusem prawnym zawodu nauczyciela da świadomość zasad zatrudnienia, różnic funkcjonowania nauczycieli w placówkach publicznych i niepublicznych oraz etapów awansu zawodowego.
List of modules that must be completed before starting this module (if necessary)		not applicable

8.	Learning outcomes of the module			
Code	Description		Learning outcomes of the programme	Level of competenc (scale 1-5)
PP-G-POSZN _1	studentka/student zna i rozumie funkcjonowanie przedszkola i szkoły jako organizacji oraz podstawy prawa oświatowego i nauczycielską pragmatykę zawodową, w tym prawa i obowiązki nauczycieli (G.W1; G.W2; G.W3)		PP_W_05 PP_W_08 PP_W_09	5 2 4
PP-G-POSZN _2	studentka/student potrafi zaprojektować działania zmierzające do rozwoju przedszkola i szkoły oraz stymulowania poprawy jakości działania tych instytucji, a także projektować ścieżkę własnego rozwoju zawodowego i dokonywać jego autoewaluacji. (G.U4; H.U5)		PP_U_01 PP_U_02 PP_U_14	4 3 3
PP-G-POSZN _3	studentka/student wykazuje gotowość do okazywania empatii dzieciom lub uczniom potrzebującym wsparcia i pomocy, do rozwijania w dzieciach lub uczniach tolerancji, szacunku do praw człowieka i podstawowych swobód. a także do współpracy z nauczycielami i specjalistami w celu rozwoju swojej profesjonalnej wiedzy (G.K1; G.K2; G.K3)		PP_K_01 PP_K_03 PP_K_05 PP_K_08	4 3 3 3

9.	Methods of conducting classes		
Code	**Category**		**Name (description)**
a01	Lecture methods / expository methods		Formal lecture/ course-related lecture *a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided*
b02	Problem-solving methods		Lecture-discussion *transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up*
b04	Problem-solving methods		Activating method – discussion / debate *an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem*
b07	Problem-solving methods		Activating methods: a case study *a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon*
b10	Problem-solving methods		SWOT analysis *a method of analyzing a phenomenon/action/work of an institution, employed to organize information and solve problems; applied in strategic planning, project implementation or solving a business or organizational problem; a universal tool to be used in the initial stage of a strategic analysis which involves sorting information about a problem into four categories: strengths and weaknesses, opportunities and threats; SWOT analysis makes it possible to determine the factors in favour of a project and its chances for success, as well as eliminating or reducing negative factors and threats to the project at the stage of early diagnosis*
f02	Methods of self-learning		Individual work with a text *searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied issue*

10.	Forms of teaching				
Code	**Name**	**Number of hours**	**Assessment of the learning outcomes of the module**	**Learning outcomes of the module**	**Methods of conducting classes**
PP-G-POSZN_fns_1	lecture	10	course work	PP-G-POSZN_1	a01, b02
PP-G-POSZN_fns_2	practical classes	10	course work	PP-G-POSZN_1, PP-G-POSZN_2, PP-G-POSZN_3	b04, b07, b10, f02

11.	The student's work, apart from participation in classes, includes in particular:			
Code	**Category**		**Name (description)**	**Is it part of the BUNA?**
a01	Preparation for classes		Search for materials and review activities necessary for class participation *reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the*	No

		range of activities indicated in it as required for full participation in classes	
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content *reading through the syllabus and getting acquainted with its content*	Yes
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions *consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.*	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes *devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.*	Yes
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/ examination completion *a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course*	No
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes *reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes*	Yes

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: https://usosweb.us.edu.pl.