

**Joanna M. Łukasik**

*Pedagogical University of Krakow*

ORCID: <https://orcid.org/0000-0001-5530-5109>

## **Report from the 1st International Conference: Teacher. Change – Development**

Kontakt:	Joanna M. Łukasik joanna.lukasik@up.krakow.pl
Jak cytować:	Łukasik, J.M. (2023). Report from the 1st International Conference: Teacher. Change – Development. <i>Forum Oświatowe</i> , 36(1), 115–119. <a href="https://doi.org/10.34862/fo.2023.1.6">https://doi.org/10.34862/fo.2023.1.6</a>
How to cite:	Łukasik, J.M. (2023). Report from the 1st International Conference: Teacher. Change – Development. <i>Forum Oświatowe</i> , 36(1), 115–119. <a href="https://doi.org/10.34862/fo.2023.1.6">https://doi.org/10.34862/fo.2023.1.6</a>

*The 1st International Conference: Teacher. Change – Development* took place in Krakow on May 8-10, 2023. It was organised by a team of researchers from the Department of Pedeutology and Pedagogical Therapy of the Institute of Special Pedagogy, Education and Teacher Training of the Pedagogical University of Krakow, led by dr hab. Joanna M. Łukasik, prof. UP.

The presence of teachers and their profession in the social discourse on the dynamics of socio-cultural and civilization changes constituted a direct impulse to organise this scientific event. It was recognised that these changes impact teachers, pupils, their parents, as well as the school institution itself because they can be conducive to both new activities, initiatives, and the implementation of plans, as well as cause previously non-existent difficulties. This may result in anxieties and uncertainties, with which the teaching profession may become even more burdensome, infused with fear and helplessness in the face of the observed changes and the inability to confront them. Despite numerous studies on schools and modernisation in education, there are still insufficient systemic solutions. Hence, during meetings and discussions preceded by lectures and workshops, there was a chance to analyse, discuss and search for new solutions. In this way, the conference was an excellent platform for scientific discourse and the initiation of new international research projects and initiatives. Its main goals were concerned with:

1. Diagnosing teachers' psychophysical condition and competence in relation to socio-cultural and civilizational changes.
2. Determining development prospects in the context of teachers' life satisfaction and professional fulfillment.
3. Promoting modern scientific thought and research in the field of teachers' functioning in the face of change and the potential of its development.
4. Searching for conditions for further professional development.

In line with the dynamics of change, with the above objectives in mind and the current knowledge on research in the field of the teaching profession at hand, the organisers facilitated a meeting of 106 eminent representatives of the world of pedagogical science and practice from 33 universities from Poland and 19 from other countries.

The conference structure assumed plenary sessions with discussion, as well as thematic sections and workshops.

In Plenary Session 1, the following lectures were presented: Prof. Agnieszka Cybal-Michalska from Adam Mickiewicz University in Poznań, Poland: *Teacher as a creator of shaping pro-development and proactive orientation of youth in the world of permanent change*; Prof. Mirosława Nowak-Dziemianowicz from WSB University, Poland: *The question about the teacher, education, and school in a situation of permanent change. Between helplessness and causation*; Prof. Hirofumi Hamada from Tsukuba University, Japan: *The role of teachers in the contemporary trends of educational reform: A critical review of the current situation in Japan*; Prof. Judy Larsen, Ph.D., from University of the Fraser Valley, Canada: *Learning from the Waves: Building Thinking Classrooms as a catalyst for teacher change (on-line)*. Assoc. Prof. Jeremy Delamarter from St. Martin's University, USA, and Assoc. Prof. Agnieszka Szplit from the Jan Kochanowski University in Kielce were the moderators in this session.

In Plenary Session 2, the following lectures were presented: Assoc. Prof. Jeremy Delamarter from St. Martin's University, USA: *Becoming something new: Imagination and play in teacher preparation*; Prof. Andreas Hejj, Ph.D., from University of Pécs, Hungary: *Factors influencing teachers' psychophysiological condition and behaviour*; Assoc. Prof. Agnieszka Szplit from Jan Kochanowski University in Kielce, Poland: *Do we preach what we teach? Teacher educators as learners* and Prof. István Zsigmond from the Sapientia Hungarian University of Transylvania, Romania: *Teaching metacognition – an essential goal of the modern education*. Prof. Andreas Hejj, Ph.D., from the University of Pécs, Hungary, and Prof. Vincenzo Piccione from the University of Roma Tre, Italy, were moderators in this session.

In Plenary Session 3, the discussion was introduced by the following speeches: Prof. Joanna Madalińska-Michalak from the University of Warsaw, Poland: *Leadership Matters: What the ISSPP Research Program says about the successful principals and teacher quality*; Prof. Vincenzo A. Piccione from the Università Roma Tre, Italy: *Present youngsters' learning styles, present teachers' teaching approaches*; Assoc. Prof. Stefan T. Kwiatkowski from The Christian Theological Academy in Warsaw, Poland: *Teachers' sense of self-efficiency – theoretical and practical aspects*; Prof. Andrea Óhidy from Freiburg University of Education, Germany: *Teachers' professional development through mentoring projects in teacher training (on-line)* and Prof. Rafał Piwowarski from Maria Grzegorzewska University, Poland: *Some challenges for the teaching profession*. Prof. Marcin Kaźmierczak from Universitat Abat Oliba CEU Barcelona, Spain, and Prof. Rafał Piwowarski from Maria Grzegorzewska University, Poland, were moderators in this session.

In Plenary Session 4, there were the following contributions: Assoc. Prof. Anna Perkowska-Klejman from Maria Grzegorzewska University, Poland: *Reflexivity as a key category of training for the teaching profession*; Prof. Luis Castanheira, Ph.D., from The Polytechnic Institute of Bragança, Portugal: *Being a brilliant professor nowadays. What are your thoughts regarding it*; Prof. Remigijus Bubnys, Dh.D., from Vilnius University – Šiauliai Academy, Lithuania: *Reflective learning for professional development: The story of the pre-service teacher's lived experience (on-line)*. Prof. Luis Castanheira, Ph.D., from The Polytechnic Institute of Bragança, Portugal, and Prof.

Jorge Exposito-Lopez, Ph.D., from the University of Granada, Spain, were the moderators in this session.

Significant research categories were developed during the discussions in the plenary sessions. Among other things, it was pointed out that research (or continuation or comparative research) should be undertaken on such categories as an adaptation to the profession at the beginning of the professional career, recognition, and prestige of the teaching profession, teacher's personal and professional development, teaching resources management, teacher reflexivity, innovation in teacher training, recruitment for the teaching profession (recruitment for studies preparing for the teaching profession and recruitment to schools for teaching positions) and others.

Plenary sessions also constituted introductions to topics presented by their participants. The topics of the key speakers were known to all participants six months in advance, which made it possible for the participants to prepare appropriately and for the organisers to divide the presentations into thematic sections efficiently. This approach made it possible to isolate eight thematic sections:

1. Teacher towards social changes (Moderators: Prof. Jorge Expósito-López from University of Granada, Spain and Assoc. Prof. Paweł Kaźmierczak from Jesuit University Ignatianum in Krakow, Poland);
2. New areas of research on the teaching profession (Moderators: Assoc. Prof. Łukasz Albański from Pedagogical University of Krakow, Poland, and Anna Mróz, Ph.D., from Pedagogical University of Krakow, Poland);
3. Teacher development in the face of new challenges of the employment market (Moderators: Assoc. Prof. Norbert G. Pikuła from Pedagogical University of Krakow, Poland, and Prof. Jordi Colomer from the University of Girona, Spain);
4. New contexts for teachers' professional work (Moderators: Assoc. Prof. Diana Antoci from "Ion Creangă" State Pedagogical University, Moldova and Anna Kwatera, Ph.D., from Pedagogical University of Krakow, Poland);
5. Teacher and student in the dynamics of social and educational changes (Moderators: Agnieszka Muchacka-Cymerman, Ph.D., from Pedagogical University of Krakow, Poland, and Katarzyna Tomaszek, Ph.D., from University of Rzeszow, Poland);
6. A teacher in designing students' educational and professional careers (Moderators: Assoc. Prof. Remigijus Bubnys from Vilnius University – Šiauliai Academy, Lithuania and Katarzyna Jagielska, Ph.D., from Pedagogical University of Krakow, Poland);
7. The teacher in the face of modernity (Moderators: Assoc. Prof. Anna Kalarus from Krzysztof Penderecki Academy of Music in Kraków, Poland, and Assoc. Prof. Valentin Constantinov from "Ion Creangă" State Pedagogical University, Moldova);
8. Personal development of teachers and professional experience (Moderators: Assoc. Prof. Joanna M. Łukasik from Pedagogical University of Krakow, Poland, and Assoc. Prof. Marek Siwicki from Maria Grzegorzewska University, Poland).

As a result of the discussions conducted during the thematic sections, some researchers initiated cooperation, which contributed to the creation of several international research teams and joint scientific initiatives (including the co-organisation of the Congress in 2023 in Sevilla and in 2024 in Krakow).

In addition to the plenary sessions and the thematic sections, the participants also could take part in general development workshops or workshops conducive to the development of didactic skills: *Creativity in the classroom* (Coach: Alicja Jagielska); *Visual thinking in the teaching and learning process* (Coach: Natalia Twardosz); *Application of coaching tools for self-diagnosis and design of personal development* (Coach: Katarzyna Jagielska); *Effective teacher communication in the perspective of creating a development-oriented learning community* (Coach: Anna Mróz).

Apart from scientific, research, or didactic values, the organisers also provided a variety of aesthetic experiences, including participation in a dedicated, temporary photography exhibition *The extraordinary daily life – art photography by Seweryn Puchała, Ph.D.*, and participation in a concert of classical music dedicated to researchers of the teaching profession: *CONCERT Gift: Musicians to Teachers*, performed by outstanding Krakow musicians, and students of music schools.

*The International Conference: Teacher. Change-Development* is planned as a cyclical biennial event. Its idea is to provide a platform for discussions and initiation of joint, international research projects on the teaching profession, as well as on innovations in the field of education. It enables not only personal integration of the scientific community of researchers but, above all, facilitates the development of pedagogy and pedeutology and makes it possible to share the effects of joint research as well as to design new incentives. We believe that the assumed goals of the conference have been achieved and that the impact of the joint research will confirm its value in the form of scientific publications, reports, and practical applications for the teaching profession.

Joanna M. Lukasik

Raport z 1. Międzynarodowej Konferencji: Nauczyciel. Zmiana – Rozwój