

Małgorzata Ptak

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*The 21st century is a challenge for all spaces: political, business, economic, cultural and – most importantly – educational. It creates successes and failures for many people – young, old, children and their parents, students and teachers. It determines culture also in the educational space, as it determines the career and the professional advancement of teachers and school head teachers. What is more, it decides about students' awareness and their knowledge of the contemporary world and their future. In my opinion, it is a TIMELESS topic and problem. From my viewpoint, the contemporary school is a cultural and cognitive "social mirror". All the processes of social management, direction and leadership – not only educational – are included in it. School is a platform for many problems: personal, professional, task-based, social, cultural, related to successes and failures. School is a place of emotional and intellectual adolescence, learning about the new world and how to manage it in the near future. Nowadays, the idea of educational leadership is an inclusion of the ideas of management, directing, leadership, authority, tutoring, coaching. Educational leadership is an idea or a form of intellectual management culture, as well as personal and task-based responsibility. Direction, whereas, is a form of organizational success in a personal, team and task-oriented perspective. The idea of educational leadership is the highest level of understanding why it is smart to learn for oneself, why it is good to teach others intelligently, why the knowledge gained at school is so important for students in their future professional life. In my opinion, understanding the idea of educational leadership and its methodical and pedagogical implementation in contemporary schools should be the main goal for teachers and school management. The contemporary generation of primary and secondary school students is experiencing dynamic developmental and cultural processes. Thus, it is important to analyze the dynamism of phenomena in the environments of children, adolescents and their teachers, so that the chief idea of educational leadership is relevant to their needs and skills to decide on their intellectual, cultural and social development. The idea of educational leadership, in the student and teacher environment, determines success and failure, authority and prestige, the value of theoretical and practical knowledge. It also decides about the roles that are important for the student and the teacher: a tutor, a coach, a mentor, a manager, a leader, a guide. By realizing this idea, a teacher can prepare his/her students for different life roles in their future and understand that students can be his/her teachers and educational*

partners in the space of contemporary education. In my research project, I set 3 goals (objectives): 1) the theoretical objective – a model of educational leadership (for a student and a teacher) in psychological, didactic, social and axiological dimensions; 2) the cognitive objective – students' and teachers' knowledge of educational leadership, students' and teachers' knowledge of themselves and their self-image in the role of an educational leader; 3) the practical objective – integration of the idea of educational leadership into the curriculum of academic education of future teachers. The main objective of my research was to analyze the attributes of educational leadership in teacher and student environments. The main objective of my research was based on three specific goals: 1) the analysis of factors important for leadership in the educational and educated space; 2) the analysis of pedagogical literature in terms of the image of a teacher as a leader in education; 3) the analysis of factors important for leadership in the student environment. The above-mentioned research objectives let me create three specific research problems: 1) What factors are important for leadership in the educational and educated space and why? 2) What image of a teacher – leader is presented in the pedagogical literature? 3) What factors are important for leadership in the student environment and why? On the basis of the above objectives and problems, I designed three specific working hypotheses: 1. The role of a teacher as a leader in the educational and educated space depends on professional ethics, pedagogical authority, interpersonal skills, and the image of a teacher – leader in the student environment. 2. Pedagogical literature presents personalized teacher qualifications and competencies, as well as the idea of innovative education, important for subjectivity and subjective teacher-student relations. 3. The role of a student – leader is determined by culture, social environment, school successes and failures, the level of a student's theoretical knowledge, the economic status of the student, his/her authority among friends and the differences in assessing the student by his/her teacher and his/her classmates. To implement the research project, I used the following methods: qualitative (the analysis of documents from the Ministry of Education, regulations for the professional advancement of teachers and statutes of elementary, junior high and high schools) and quantitative (a survey questionnaire for students, teachers and head teachers of primary, junior high and high schools). The research was conducted in schools in 22 cities, towns and villages. The research population was: 1350 school students, 330 teachers, 130 head teachers and 440 Adam Mickiewicz University - the Faculty of Pedagogy and Fine Arts students. A total of 2250 people (75% women, 25% men, 55% girls and 45% boys) participated in the research project. On the basis of the results of the research, education, knowledge, axiological processes and vocation became the most important determinants of educational leadership. In the process of analyzing the research results, I

*divided the determinants of educational leadership into external and internal. To represent the set of external determinants of educational leadership, I designed an educational RUBICON, which integrates the pillars of educational leadership – subjective being, transcendental pedagogy, heuristics, leadership, teacher – leader and leader – leadership. The internal dimension of educational leadership was designed as the Triangulation Pedeutological Spiral including: the teacher spiral (educational, didactic, deontic, organizational and social) and the student spiral (including: time, development, roles, socialization, adolescence level environment). The most important authorial tool for analyzing the qualifications and competencies of a teacher and a student for the role of an educational leader became the KEUP questionnaire – to analyze and verify the teacher’s school relationships and the student’s position in the school environment. In conclusion, contemporary teachers very often experience the effects of a low level of social prestige of the teaching profession and the conflict over the curriculum between the Ministry of Education and the teaching environment. What is more, new emotional problems in the student environment after 2 years of online learning at the time of the pandemic generated the need for new teacher competencies. It should be emphasized that for contemporary students the present - traditional school organization is unattractive, theoretical book-based knowledge is uninteresting and the professional advancement of teachers presents traditional Herbart’s rules. There is a need for modern teacher education: creative, empathetic, knowing the value and the importance of educational feedback given by contemporary educational leaders. The contemporary teacher should permanently look for answers to the questions: how to educate students so that they know: who they are?, who they are becoming horizontally?, who they should be vertically? The idea of educational leadership is a portrait of the “teacher of tomorrow”, it is a model of life success for the teacher and the child in the light of the prime values: TRUTH, GOOD and BEAUTY..*