ABSTRACT

Purpose. To question the possibility of following the Education for change model in contemporary schools is, in fact, to question the teachers’ professionalism and readiness to introduce changes. Professionalism involves a constant building up of processual knowledge based on academic education. It allows the teacher to build up the necessary competence to function effectively in open educational situations. The term vocation is limited to a set of closed, predefined skills which one can acquire by modeling and repetition. These are patterns of behavior in schematically perceived school situations. This view of the teacher’s role limits the possibilities for the modification of those patterns. Basic procedures. I discuss the readiness of teachers in terms of their professional knowledge as well as in the context of the (im)possibility of realizing the tasks and goals of health education, I focus on the structure of this general, professional and normative knowledge. Due to its quality changes can be introduced in the educational process. This is connected to the question of understanding, and forms the basis for the teacher’s conscious decisions. Results. The issues which the teacher has to confront with his or her professional knowledge are subjective in character. They relate to the creation of good relations between the teacher and the pupil. They are connected to the learning environment which, in turn, conditions the pupil’s own level of activity and involvement. In this article I also discuss the conditions related to the building up of the pupil’s senses of subjectivity and competence. Conclusions. Based on the above, I point out three complementary areas for the necessary changes in the preparation of health educators. The change goes from the perception of oneself as an object steered from the outside to the perception of oneself as an active subject of the occurring changes.

Key words: teacher’s professionalism, professional knowledge, sense of subjectivity, sense of competence

Introduction

This work is a voice in the ongoing discussion about how to educate a teacher–health educator. Everybody agrees that it is necessary to work out such an approach which would guarantee an efficient implementation of the theoretical assumptions of goals and tasks in the contemporary model of health education. A lot of factors indicate that a role of health educators should be assumed by teachers of physical education.

Speaking about a contemporary teacher I use the terms profession, professionalism to make distinction from vocation. Professionalism requires a constant building up of processual knowledge based on university education, which enables the teacher to gain the level of competence indispensable for efficient functioning in open educational situations. The term vocation indicates just learning a set of closed and predefined skills, which can be acquired by modeling and repeating. The skills assume behavioral patterns in school situations, also seen in a schematic way, which reduces a possibility of modifying actions.

If one wants to know if it is possible to introduce the Education for change model in the reality of today’s school, they had better asked about the teacher’s professionalism and his ability to introduce changes. In this work the emphasis is not put on the teacher’s professional preparation (though it is necessary to discuss the contents related to health issues in the teacher training curricula), which is essential, but on its credibility in the pupil’s eyes. My deliberations regard the teacher’s competence in his professional knowledge which makes realization of the goals and tasks in health education related to physical health is an improvement of the individual’s empowerment understood as an ability, power and competence to control his own health and to make the right choice concerning his and others’ health. Empowerment means taking actions consciously based on full comprehension and inner conviction about their value. Such an assumption requires that the teacher should create a possibility for young people to search, for their own forms of physical activity, to develop the
need for exercise and, in consequence, their empowerment becomes stronger.

The difference consists in a shift:
• from teaching to learning,
• from steering (compulsion, imposing) to offering (freedom of decision, freedom of choice),
• from the pupil as an object of the teacher’s influence to the pupil as a co-participant in the process of education,
• from a strategy of rivalry to a strategy of cooperation.

Literature on teacher training calls for a change, which implies abandoning training (i.e. vocational preparation) for teacher education (professionalism) [1, pp. 309–310]. The expected effect of the change would be the interpretative openness of health educators to the pupils’ multiple worlds of meanings, reflection on actions and a constant redefining of events which would replace the pedagogical routine based on one variant of activity. It is difficult to introduce changes without taking into consideration the kind, structure and quality of the teacher’s professional knowledge.

**Material and methods**

The teacher’s professional knowledge consists of three kinds of knowledge: general, specialist and normative. Each kind of knowledge has two layers: an information layer, which answers the question “what are the things like” (it is a basis for declarative knowledge of the type “I know that...”, which can only describe the educational world and assumes the character of technical, statistical knowledge comprising a set of skills learned by repetition), and a scientific layer – “why are the things like this” and “I know how to make use of this” (explanatory and interpretative knowledge). The latter layer of knowledge allows making changes during the pedagogical activity, because it is related to comprehension, as well as it is “the basis for the teacher’s conscious decisions” and “the source of empowerment” of his actions [2, p. 53]. The specialist knowledge about the pupil and the ways of interaction in the interpersonal and task-oriented spheres, about the reasons why various social groups are established also comprises the knowledge about oneself. The specialist knowledge is not only identified with the set of certain facts, but also with the structure of the facts which are important for the course of the educational process. The specialist knowledge is the basis for improvement of pedagogical skills in arranging a social environment of the class, in providing support and help to pupils, in overcoming the distance, in learning to listen, in solving problems, in setting in motion group processes which will help pupils cooperate in setting norms and to assume responsibility for the process of learning.

The normative knowledge [3, pp. 110–113] concerns openness to the other people’s worlds of meanings and helps to keep a balance in relationships: me – teacher and you – pupil. It is essential because it refers to what the teacher thinks to know or what he believes in owing to the values accepted by the teacher. The knowledge is fundamental to unite three words: me – you – us [4, p. 193]. It is connected to the teacher’s responsibility, as a member of the community, for what he says. Due to it the pupil learns how to interpret and understand others’ intentions, as well as he develops an ability to interpret. In this way, meanings flow between the worlds Me and You creating a common understanding of terms; that is the world Us. The process of achieving the common understanding of meanings and values proceeds with a mutual respect to either of the worlds.

The values which the teacher appreciates have an influence on his pedagogical activity in different ways. As a rule, they determine his decisions taken during the educational process. His beliefs, based on the system of values adopted by him, cause a rejection of certain solutions in school situations on a priori grounds, so he can choose only from among a few (even if he does not express explicitly his principles).

The system of knowledge understood in this way is close to Kwaśnica’s concept [5, pp. 16–17]; according to him there are two types of knowledge: practical-moral and technical, which are fundamental to acquire two groups of competence. The first group comprises practical and moral competence and the second technical competence [5, pp. 17–20]. The practical and moral knowledge (desirable by the modern model of health education) is acquired by the teacher in a practical communicative activity; it allows him to ask “about the conditions which enable communication by dialogue” [5, p. 17]. The structure of the competences is built by ability to empathize with another person and accept him unconditionally, ability to criticize as a means of search for hidden beliefs and conducts, a non-directive attitude, a personal point of view as one of the possible answers.

The quality of the teacher’s professional knowledge is important for the effectiveness in handling various school situations. Problems the teacher has to confront
his professional knowledge with are of a subjective character; they concern the ability to create good relationships between the teacher and the pupil, as well as favorable conditions for the pupil’s own activity, that is a sense of subjectivity and a sense of competence.

People develop a sense of subjectivity and an interdependent on it sense of responsibility during school experience. An assessment of themselves and others is a consequence of the knowledge resulting from their own reasoning and the belief that their conduct is right, which has a positive influence on the self-esteem. In order to favor the development of subjectivity, some definite conditions have to be fulfilled; among others, Straż-Romanowska indicates two principle ones. The first condition consists in giving the pupil a possibility of knowing himself genuinely and recognizing his distinct identity by discovering his interests and preferences. That is possible due to the teacher’s non-restrictive requirements, acceptance of individuality of each participant in the educational process, encouragement to make use of subjective experience, thoughts and feelings. The second condition consists in encouraging the pupil to articulate and review his own beliefs, and to consider them while taking a decision. Due to such an attitude the pupil tends to have a sense of psychological integration, because a conviction of doing right raises the sense of self-esteem [6, p. 24]. It is necessary to create an atmosphere of psychological security (sense of acceptance) and to offer the pupil opportunities to experience positive relations between his activity, effort, action and the result achieved (sense of causation).

If the teacher’s professional knowledge and competence are reduced to the level of practical teaching skills, it will mostly lead to teaching by imparting the knowledge, instructing the pupil, which creates a danger of associating the process of learning with school activity and, in consequence, will not have any influence on his life outside school. In extreme cases, it may encourage the teacher to take up manipulative actions, where the pupil is treated as an object (when in a given time it is necessary to achieve complex goals, known only to the teacher). The pupil brings with himself the experience gained at home, within his peer group and often has knowledge based on commercial messages. This is the child’s first-hand knowledge, therfore he refers to it while acting. If the new knowledge presented to the pupil at school is too much different and distant from his experience, it will be perceived as too theoretical, i.e. useless in practice. The best way to check “the truth of the knowledge” is to verify if it is useful in practice. Therefore, the knowledge possessed by the pupil and his current beliefs can become an “epistemological obstacle” in forming and reforming his knowledge and attitudes, and contribute to the educational results far from the expectations.

The teacher can avoid the threat by treating the pupil as a subject, reflecting on the pupil’s real needs and rights as well as on a sense of mutual relationships, which should favor development and realization of the pupils’ constructive capacities. However, this is both essential and hard to achieve, because in spite of numerous fixed elements, educational situations are unique and open as the participants are different entities. An important role in helping the pupil be perceived as a subject is played by interactions constructed on the principle: mutual giving and receiving, as well as changing roles played in the interactive system. They indicate the man’s real causation and determine the level of his subjective activity [7, p. 47]. The teacher interacts with many subjects, each with a separate personality; therefore, every situation requires openness to many worlds of meanings. The goal of the interactions teacher–pupil, pupil–teacher is an intention of reaching a point where both parts agree to work on a common world interpretation [5, p. 18]. Interaction is a technique used in achieving an agreement during mutual negotiations. It becomes even more important when the school and the teacher are not the only source of information, so the teacher has to stand up to the knowledge already acquired by the pupil and the meanings fixed in his mind [8, p. 73].

The teacher influences the pupil not only by words, gestures, conducts and interpretation of the world. In this context, it is not indifferent what philosophy he refers to. It is worth asking a question if the pupil is perceived by the teacher in the educational process as free and internally controlled human being or if he is a pre-determined one. The paradigm of the subject-oriented education assumes a creative development of personality and shaping individuality of the pupil by making him participate in various forms of activities [9, p. 58].

**Results**

_Education for change_ is geared to help both the teacher and the pupil discover and realize their own subjectivity; it is particularly directed to free the pupil from the relationship of domination and the mechanism of
selection prevailing in the school. To favor a change for better, it is advisable, among others, to ask critical questions about the goals and contents of education. The process of subjecting is possible if a subject assessment standard is accepted, whereas it is impossible in case of an object assessment standard. Therefore, it is important in which assessment standard the teacher works, what experience he has had in building up his own subjectivity in the course of education. The two standards are in contrast. Accepting Obuchowski’s approach [10, pp. 3–15] to the subject assessment standard, the teacher sees himself as a source of his behavior; the personal goals as a subject of his intentions, and the world around as an opportunity for his abilities. Due to such an approach all choices are the effect of reflection on himself. The object assessment standard manifests itself in a form of certain predefined stereotypes and due to that the teacher sees himself as somebody who fulfills the criteria of the assigned social and professional role; the goals are identified with duties, and the world around is seen as an area of duties to fulfill. As a result, the teacher doing tasks ascribed to his “role” evades responsibilities for the actions.

Balicki broadens this approach by adding a mixed assessment standard, which is characterized by an ambivalent judgment of oneself, duality of goals (on the one hand they are imposed, official ones, on the other, personal, private goals) and the vision of the world as an area both of obligation and an opportunity for self-realization [11, pp. 59–60]. According to Puślecki in the Polish school prevails the object assessment standard. It is so because of the system of rigid and complex behavioral patterns, which often do not allow individuals to choose between their desires and the external demands; as a result, they lead to passivity and lack of reflection [12, p. 17]. Subordination to the assigned role eliminates conscious direction of one’s destiny. Kwiatkowska presents the teacher who works in that standard as the one who does not tolerate doubts and, in consequence, does his best to eliminate them, mostly by categorizing and standardizing the situations [13, p. 119]. This is the teacher who expects obedience, who does not support opposition, who identifies goals with duties, who thinks in terms of stereotypes, who gives marks arbitrarily – good or bad. Due to that the atmosphere created in the class does not favor an involvement of individuals, because the teacher does not accept the pupil who has doubts and opinions different from his.

The teacher who adopts the subject assessment standard allows the pupil to express his individuality. Thanks to it the teacher creates situations favorable for individuals to get involved, check their capacities, take decisions and predict effects of their choices, in other words, they are given an opportunity to be subjects.

The teacher’s convictions, in practice, are expressed by the adopted style of managing a class of pupils, which is an effect of the mix of professional knowledge, accepted educational philosophy, personal professional and life experience and personal qualities. The views on various ways of learning, individualization of education, treatment of oneself and the other participants in the educational process as subjects have an influence, to a great extent, on the style; all of them create a social climate in the class and enable us to set the conditions, mentioned above, necessary to develop a sense of subjectivity. American literature on the subject presents seven styles of managing a group of pupils [14, pp. 62–65]:

- the assertive style when the teacher gives support and warmth to all the pupils; it requires formulation of clear expectations defined by the teacher in the form of rules to observe by all the participants in the educational process, the teacher included; pupils are aware that the teacher expects them to behave in a defined way and that they are responsible for their conduct; knowing the binding rules pupils can assess their conduct by themselves;
- the style which focuses on school achievements also requires clear communication; work organization and feedback information given to pupils during lessons are always subordinated to their achievements of a high level of competence; the teacher is required to apply different ways of knowledge acquisition and to know motivating techniques;
- in the style geared to modify pupils’ conducts, the teacher is an endless source of rewards and punishments; he disciplines, corrects pupils’ conducts by giving them frequent feedback information; the teacher decides about the reward or punishment, therefore all his conscious and unconscious conducts, verbal and non-verbal, become a source of reinforcement;
- the style geared to manage a group; it puts emphasis on an immediate reaction to the group’s conduct in order to avoid serious problems; pupils are expected to fulfill well their school duties resulting from the fact that they are school-goers; the teacher should communicate clearly what is desirable and what is not; the teacher’s goals are strictly related to his role;
the style develops in pupils a feeling of making progress and provides them with challenging tasks;

• the style geared to manage with the help of the group; the teacher is required to know and understand the needs and interests of the group in order to have a better influence on its conduct; without this knowledge, in aspiration to make changes in an individual’s conduct, the teacher may cause improper relationships among pupils; must be aware that his conduct has an influence on the group;

• the style focused on pupils' achievements; it gives them possibility of making choices in accordance with their own predictions about the positive or negative results; to experience a sense of high self-esteem and success is the determining factor in making good decisions; as a result, the pupils' sense of responsibility rises; the teacher only suggests and gives hints, has a role of an assistant offering help;

• the style geared to give acceptance; it is based on the assumption that people have an inborn need for acceptance; the teacher claims that for pupils it is more important to feel a member of the group than to learn; the teacher encourages and supports pupils in their efforts, does his best so that pupils could experience immediately the consequences of improper conducts, which favors self-discipline; underlines the pupils' strong points, does not allow the application of a trial-and-error method, uses an error-and-correction method, instead.

From the above presentation it results that the styles differ in proportions of preventive actions and interventions, a degree of control and supervision on behalf of the teacher as well as an orientation towards the task or the pupil. A method of realization of the adopted style can limit or support the process of forming the pupil's subjectivity, which depends on the teacher's competence.

There are also examples where subjectivity is treated as a demand for education. They function in a form of tasks assigned to school and the teacher. Among the general educational and didactic demands presented by Puślecki, there are a lot of hints for teachers (the total number is 140) about how to create the climate of free decision and experience relations between decisions and his and others' well-being, between health and a lifestyle. This goal is usually reached by engaging the pupil's personal resources and skills, by motivating him to make an effort. Therefore, help should include an organization of a situation favorable for mutual learning (peer tutoring), so that the pupil can make use of various experiences and competence of all the participants in the educational process (learning based on cooperation strategy). It is necessary to create educational situations based on the pupil's real development needs, his knowledge and opinions included.

Erikson places pupils aged between 12 and 16 in the phase which is the most important for the development of the man's identity [15, p. 139]. A child gets to know the world and the teacher becomes his intermediary in gaining experience and creating a vision of the world, because the main form of activity is learning subordinated to the school system, which becomes the source of successes or failures. Pupils ask penetrating questions. Looking for the answers involves criticism, often rejection of the current authorities. They assume a wait-and-see attitude towards the teacher, though they can be persistent if they really care about something [16, p. 335]. At this age individuals can manifest both childish “me” conducts (expressed by e.g. excessive demands or irresponsible actions) and highly responsible and mature conducts.

Being a subject, mostly due to the teacher's “instructive” approach to education. Even the teacher who agrees with the idea of subjectivity, but who applies routine educational solutions, e.g. verbal, may treat the pupil as an object by creating difficult situations (e.g. marks in physical education), where the pupil is considered week, clumsy, which will result in a fall in self-esteem. When the pupil experiences such an interaction with the teacher, his sense of causation and the subject-oriented development are at risk.

It is possible to find internal and external sources of attitudes towards subjectivity. The internal source is a human aspiration to ideals resulting from the personal vision of the world and the image of oneself. School and the teacher are an external source; they can increase the probability that the pupil feels as the subject or reduce his chance in this matter.

Another, equally important, factor which determines the building up of an active attitude towards health is a sense of competence. It is the teacher's duty to help the pupil to build up a feeling that there is a sense in his activity and to experience relations between decisions and his and others' well-being, between health and a lifestyle. This goal is usually reached by engaging the pupil's personal resources and skills, by motivating him to make an effort. Therefore, help should include an organization of a situation favorable for mutual learning (peer tutoring), so that the pupil can make use of various experiences and competence of all the participants in the educational process (learning based on cooperation strategy). It is necessary to create educational situations based on the pupil's real development needs, his knowledge and opinions included.
Growing up, young people are becoming aware that not all problems are simple and easy to solve. They know their minds are immature, so they do not give their opinions hastily. Sometimes, the hesitation is so intense that even simple situations seem complicated to them and they leave adults to make judgements about the things. At this age they are already able to analyze their brains’ activities, which favors the creation of a conception about themselves. Pupils are capable to set up long-term objectives, therefore their activities take on an organized and planned character. The direction of activity changes: from the natural and material world to the inner world. A need to perform deeds or even feats becomes evident [17, p. 180]. Activity also takes on a group form. It is the period when cooperation with peers creates an inner need to treat other people in the way they would like to be treated.

At this stage of development a child is characterized by increased emotional excitement, irresoluteness and ambivalence of feelings. The fear of social exposure and failure becomes more intense. The lack of self-confidence and the embarrassment in various everyday situations are typical symptoms. In this period it can be observed that some teenagers tend to treat their own experiences excessively as if they were unique. They are more interested in peer relationships, at first, single-sex. It is time when a sense of community is born: “we” against “them” (adults, teachers). Growing up, they become more and more self-contained, they feel a need for more freedom and they change their attitudes towards adults, from blind acceptance to criticism, and even contrariness. Criticism is uncompromising; they notice, first of all, faults omitting achievements. They point out an evident discrepancy between the theory and the practice in the everyday life, especially in adults’ conducts. They can clearly see injustice and every sort of social discrimination. On the other hand, it is a period when children develop and maintain positive identification with those who are competent. Then, they aspire to and acquire personal independence. The aspiration is manifested in various forms, often by opposing the authorities of the adult world.

The phase of adolescence is an important period for search of a personal identity. It is expressed by taking up various trials to find and manifest their own uniqueness. Since the task is still too difficult, at this stage teenagers identify with many TV celebrities, sports idols and members of youth organizations. Faithfulness to the idols is a source of a growth in self-esteem and self-confidence.

Children, constantly judged by teachers and other adults, begin to compare with each other. The point of reference is a peer group. At the same time, they become more realistic in judging themselves, especially girls’ self-assessments are appropriate to the reality. A self-assessment is built both by positive and negative information. Due to them children know their good and bad sides. Therefore, the image of oneself is a structure in active and constant development. A psychological self-portrait created by a child is based on “reflected personality” – he adopts the point of view of other people; in consequence, he cares about other people’s opinions about himself. He is also able to judge the efficiency of his actions [18, p. 521]. At the same time the growing self-consciousness results in a fall in self-acceptance. The main factor having an impact on the way one perceives oneself as a pupil is the information received from the teacher. The processes of extending the range of performed roles and broadening “the radius of social interactions” condition the psychosocial development of a child [15, p. 144]. They allow him to be an organizer, observer, performer, and from that perspective to build up the vision of himself. It is a long lasting process. When the offer of roles is not attractive enough or when the range is limited, some undesirable phenomena may occur, for example, identification with the values counter to those socially accepted, manifestation of being “nobody” in the world of authorities.

According to Erikson, a child demands a confirmation of his own consonance with the social expectations as to competence, perfection and actions according to the defined rules. The point of reference for a sense of consonance is its accordance with the requirements of the adult world. Recognition in the adults’ eyes reinforces a self-esteem, “a sense of competence”; lack of recognition causes a sense of unsatisfied expectations and a feeling of being worse than others. However, in extreme cases an increase in competence may lead to an excess of consonance, as was defined by Erikson. Thus, a child may be in a situation where an excessive sense of duty will cause him to behave exclusively to satisfy the social expectations denoted by the role performed. Erikson claims that in no other period of life a child is so disposed and ready to learn quickly and to take full advantage of the relation with the teacher. The child’s activity and aspirations to “setting in motion” underlined by psychologists [15, s. 140], and readiness to
achieve satisfaction resulting from the determined personal relationships make up the readiness to confirm his competence. This potential of pupils must not be neglected. They should be trusted and given a sense “of being together with them on their side”.

Discussion

Looking from this perspective at the development potential of children, one may expect that with the help of the teacher they are able to build up a proper attitude towards their activity and high competence, which will allow them to take independent decisions and responsibility for them, to assess critically, to cooperate with others and be creative. Health education conveys this message: ability to create attitudes favorable for lifelong physical activity is a basis for the quality of human life.

The teacher’s educational activity consists in helping the pupil wrestle with the world so that when he completes his education and he does not have to go to school any more and there is no teacher educating him, still he will want to be active in all his life. Helping is always an interference in another person’s world and it is connected with the danger of overstepping the boundaries of the pupil’s world. In educational practice there are two ways to help pupils: assisting as steering and assisting as offering. Accepting one or the other method results in different effects. Each method of assisting has its own outlook on the world and different values [19, pp. 8–9]. The teacher and the chosen method of assisting pupils are means of conveying values. Looking at the teacher’s attitude and the way he helps them, pupils will comprehend what is valuable, which is the right way to live and to treat other people, what attitude and what sort of activity is socially desirable. What pupils will learn – passive acceptance or active criticism, repeating information or making use of it, giving the Only Right Answer or searching for other possible ones, rivalry or cooperation, obedience or also reflection – depends, to a great extent, on the way of acting that the teacher applies.

From the point of view of a possibility of building up a sense of competence, such help becomes less effective if the pupil’s right to decide about his actions is limited. A situation in which the pupil has to take a decision provokes in him certain anxiety, hesitation, doubt. However, this is a desirable state, because it requires critical thinking, considering consequences of the chosen solution, so it plays an important part in learning, aspiring to independent discoveries of his desires and preferences. In this way, the pupil becomes a researcher of the reality around, who tries to comprehend phenomena. Such an attitude helps him not only to discover interrelations among the phenomena, but also to understand his own actions; in consequence, it leads to ability to make use of experience in situations in real life. The pupil bases his intentions on a strong conviction that he can influence events, which helps him to gain confidence in his capacities.

What consequences can result from the form of assistance to the pupil adopted by the teacher? In the case of steering, the teacher’s assistance consists in indicating pupils the right – in the teacher’s opinion – way to solve the problem. Such help often means providing a pattern or algorithm of the answer, whereas pupils are required to follow faithfully the track, the teacher’s way of thinking. In educational practice this way of help is expressed by an application and object-oriented method of activity, characterized by the teacher’s narration, monologue of meanings, “dogmatism, fundamentalism, and replacing thinking by confessing” [20, p. 110]. The axiological base for this form of help is the assumption that the teacher understands the world better and, for pupils’ sake, has the right to demand that pupils follow his recommendations; since he knows what is good for pupils, the teacher is obliged to give the right directions otherwise pupils will make mistakes. In other words, it is an arbitrary statement what is good and right. Therefore, pupils know only one solution provided by the teacher. They are also given information that they cannot achieve anything on their own, which results in the syndrome of “learned helplessness”, as pupils learn not to take up any action and to wait for help passively. For pupils’ sake, the teacher controls their way of thinking and acting. From the perspective of communication the teacher’s steering becomes of manipulation-like pattern. In this pattern the teacher makes use of pupils’ emotions and needs in order to urge them to take actions in accordance with his expectations and at the same time makes them think that they do it on their own initiative. There is another aspect of this form of help. If, in fact, it is the teacher who takes decisions instead of pupils and imposes them his way of acting, is he prepared to take responsibility for the consequences of the actions (not)taken by pupils? Can the teacher be brought to justice?

The axiomatic base for the other form of help is completely different; it is offering. The fundamental assumption is that every man, the pupil included, is creating his own knowledge in the process of constant inter-
preparation of the arriving information. In this way, the pupil reaches his own comprehension of the world. Therefore, if the pupil needs help, it should consist in giving him possibility to search, creating the conditions which would contribute to broaden his knowledge. Such an approach accepts a right to make mistakes, to learn by a “repeated trials-and-search” method, to correct own mistakes, so that the pupil would not acquire a “radar orientation”, i.e. guessing “what the teacher means” [21, p. 33]. Help does not consist in imposing ready made solutions and interpretations as the only right ones. The offering teacher presents his point of view or solution as one of the possible ones. It is typical of critical and reflexive way of teacher’s activity, related to the interactive and problem education. Offering means multiplication of alternatives which can be used by the pupil. It is always an offer to choose from. To help pupils the teacher should share his experience with them, to start a dialogue of meanings, to encourage an exchange of opinions and experiences, to make them create their ideas; in order to make the prediction of consequences of the selected solutions easier for them, they should be encouraged to be critical about themselves; anyway, a decision must be left to pupils.

It should be added that the man is fully active only when he acts fully convinced, when accepts the solutions and rules. He will not accept them under an obligation and control. In order to educate an active man of a “health caring personality”, one should propagate social norms in an offering form, so that the pupil could have an opportunity to interpret them personally and accept. The recognition of norms and values by the pupil as his is possible when the relationships teacher – pupil is based on partnership. They will have sense if they are established in action.

Based on these assumptions an offering teacher introduces didactic and educational principles of his activity. The first ones include the principle of avoidance of imposing ready made interpretations on the pupil and the principle of making use of after school sources of knowledge. The principles of trust and respect for the pupil’s rights are included in the educational principles. Undoubtedly, the pupil needs assistance, but not by means of taking decisions for him, rather by creating favorable conditions for his own search. Being a helpful and responsible teacher consists in such acting that enables the pupil to act.

An important element supporting reinforcement of a sense of competence is an application of a learning-
cal behavior in creating the conditions for pupils to experience the senses of subjectivity and competence?

The research carried out on the knowledge being built up by the teacher shows that in an educational practice the teacher makes use mostly of the knowledge based on experience, which is the most important for him [22, pp. 130–164; 23, p. 38]. The teacher discovers the meaning of knowledge by experiencing personally its usefulness. If the teacher does not have personal experience, he adopts the patterns transferred from his experience as a student, thus copying the routine procedures of establishing relations between the subjects of the education process; the procedures which were established in different from today's social and economic conditions. In aspiration to professionalism, the educator can be restricted by the past experience and his personality as well as by extra-didactic measures of the educational activity. The acquired experience, beliefs and personal history derive from the past when the normative knowledge and the expectations for oneself were established. While interpreting school events, both the teacher and the teacher trainee refer to their own systems of values. The key category in the process is comprehension, a basis for planning future actions, which determines the ability to act. The activity can be understood as implementation of the plan based on the comprehension of the situation which constitutes a part of the environment interpreted by the teacher. The teacher takes up different kinds of actions; among them, according to Weber’s classification, are the following [24, p. 19–20]:

- actions of traditional origin, deep-rooted in the past, which are present in the school practice in the form of “methodological ethnocentrism” – term introduced by Klus-Stańska – whose sense lies in the assumption that this is the way we have been doing it “since time immemorial” [20, p. 112];
- actions based on emotions, which are characterized by the ability to direct emotions to reach the goal; an affective action can arrive at the limit of rationality if under the influence of strong emotions, it leads to less rational actions or even to a loss of the situation control;
- actions based on the values and rationalism; related to the external goals and in strict correlation with the values cherished by the teacher; he gives a rational meaning to the behavior and not to the values which generate the behavior;
- practical actions (based on the goal and rationalism) oriented to the achievement of concrete and real goals in everyday activities.

The discussion presented to date excludes the assumption that for health educators it is enough to have technical, professional and closed knowledge which they acquire in the course of traditional education. No kind of studies make candidates for teachers really good professionals. It seems necessary to reconstruct the model of teacher training. A desirable educator is a professional who searches for his own procedures to reach a goal, who reflects on his activity, who is open to different interpretations, to the school microcosm and to the pupil’s development needs. Such a teacher perceives his educational activity as an obligation towards pupils, which is expressed by the need to bring their capacities to full development. In order to be able to do it, the educator has to work on his professional development, that is to make a shift from perceiving himself as a reactive object controlled externally to perceiving himself as an active subject of the occurring changes. Only this kind of teacher can be a guide for pupils in search of their own lifestyles, for whom activity can be a desirable value.

Since the above mentioned premises are accepted, it is time to indicate three complementary areas which call for necessary changes in the professional preparation for health educators:

- the first area assumes that knowledge is not static, but is characterized by constructiveness and subjectivity; so a change regards the teacher’s reflexiveness, capacity to shift from “I know” to “I think”;
- the second area concerns the process of becoming a teacher; a change should occur already during the studies by giving students possibility of reflective practicing and by shifting from practice of dominating students’ thinking to practice supporting their thinking;
- the third area refers to the curriculum of teacher education; so far it has been understood as a set of issues to present, which must be rejected, and replaced by a set of pedagogical problems to solve; the source of the problems should be school practice.

According to the author, the issues listed above are important points of orientation on the map of theoretical and practical problems in educating teachers – health educators. It would be a mistake to assume it is a closed list of the proposals for the discussion on changes in the quality of health education in Polish schools.
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Paper received by the Editors: October 26, 2009.
Paper accepted for publication: January 14, 2010.

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