

Designing Research on Positive Pedagogy in Poland: Contextual and Systemic Challenges

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Abstract

This presentation addresses the methodological and contextual challenges encountered in designing research on implementing positive pedagogy in Polish primary education. The planned study aims to preliminarily identify and analyze how principles of positive pedagogy are applied in grades VI-VIII in schools, focusing on their impact on student well-being, the development of individual potential, and the strengthening of aspirations and social participation. However, the process of designing such research is limited by several difficulties. These stem from the historical context of Polish education. The legacy of authoritarian schooling and strong centralization has influenced both the public perception of the schools' role and the institutional norms of educational practice. Additionally, systemic factors present significant obstacles, including outdated teacher education models, large class groups, and a strictly defined and overly detailed curriculum. These elements often limit the flexibility required to foster student engagement and well-being - core rules of positive pedagogy. The presentation will outline the specific challenges identified during the preparatory phase of the study and reflect on how these factors affect the formulation of research questions, selection of appropriate tools, and development of collaborations with teachers and schools' masters during the research. By analyzing barriers, the presentation aims to initiate a broader dialogue on adapting existing research on positive pedagogy to national contexts.

Keywords: positive pedagogy, school, well-being, methodological issue