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Adrianna SARNAT-CIASKO

<https://orcid.org/0000-0003-0505-2128>

Institute of Education Studies, Faculty of Social Sciences

Jan Długosz University in Częstochowa

e-mail: a.sarnat-ciastko@ujd.edu.pl

“School Tutoring – pedagogy of dialogue programme” as a recommended preventive programme. Assumptions and use in the light of educational transactional analysis

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Abstract

In the middle of 2020, in the Polish system of recommending preventive programmes and promotion of mental health, a new publication “School tutoring – pedagogy of dialogue programme” was released. The programme was positively assessed by independent reviewers and obtained the second out of three recommendation levels – good practice. In this way, the offer of educational institutions support and preventive-educational activities executed by them was enlarged. The aim of this article is to present the assumptions of “School tutoring – pedagogy of dialogue programme”, taking into account the presence and significance of the system of recommending preventive measures itself. The article shall also contain a description of the procedure evaluating the quality of the aforesaid programme. The evaluation was based, among others, on the concept of educational transactional analysis.

Keywords: school tutoring, prevention, recommended programmes, educational transactional analysis.

Schools and prevention

“Contemporary times are full of opportunities, just like a jungle rich in various species. They are what they are, but we cannot deny the fact that our children have access to so many consumption options, to such advanced technology their parents’ generation could not even dream of”* (Wojcieszek, 2016, pp. 13–14). In such a metaphorical way, Krzysztof Andrzej Wojcieszek referred to the conditions which children and teenagers grow in, emphasizing that it is easy to get lost in such a jungle if one is lonely and surrounded by many creatures who would like to devour them. What is more, the jungle makes many things look different than they really are, at the same time being a place where everyone can fight with everyone... To a great extent, wrong use of new media becomes a catalyst for such issues as it leads the users to addiction and experiencing various threats, including Problematic Use of the Internet treated as behavioural disorder (Tomczyk, 2019, pp. 95–99), crime or cyber violence (Bochenek, Lange, 2019, p. 6). Experiencing modern times in such a way seems more and more risky. Police statistics of suicide attempts of people under 18 shown in table 1 are a good illustration of the issue.

Table 1

Police statistics of suicide attempts in age groups 7–18, in the years 2017–2019

Year	Suicide attempts		Fatal suicide attempts	
	Age group 7–12	Age group 13–18	Age group 7–12	Age group 13–18
2017	28	702	1	115
2018	26	746	5	92
2019	46	905	4	94
2020	29	814	1	106

Source: <https://statystyka.policja.pl/st/wybrane-statystyki/zamachy-samobojcze/63803,Zamachy-samobojcze-od-2017-roku.html> [Accessed on 27.03.2021].

Taking into account the aforesaid data, it is worth noticing that the consequences of the COVID-19 pandemic have additionally made the situation of children and teenagers more difficult. Isolation, no peer contacts or class rituals connected with attending school and obligations deriving from it, the atmosphere of limitations and constant presence of other family members under one roof led, among others, to a noticeable rise in violence they directly experience. For example, it is reflected in the results of a study commissioned by the Empowering Children Foundation, which show that in a group of 500 respondents

* All translations – E. Haberko.

aged 13–17, 27.2% of them experienced at least one form of violence (during the lockdown from March to June 2020).¹ Such experiences were connected with living with a person overusing psychoactive means (50.7% vs 23.1%, $p < 0.01$) or suffering from mental issues (53.3% vs 24.6%, $p < 0.01$) (Makaruk, Włodarczyk, Szredzińska, 2020, p. 12), whose symptoms and negative behaviour might have intensified due to increasing stress triggered by the pandemic situation.

Searching for the reasons responsible for the statistics in table 1, a problem that often resurfaces is no proper access to psychiatric support for children and teenagers (Ćwiek, Kowalska, 2021; <https://www.rpo.gov.pl/pl/content/rpo-zlystan-psychiatrii-dzieciecej-jeszcze-sie-pogarsza>). This also concerns psychological and pedagogical help. According to the results of the analysis performed by the Polish Supreme Chamber of Control, in schools in the years 2014-2016, one full-time school counsellor was supposed to support 475 students, and one psychologist was supposed to care for 1904 students (Tomaszczyk-Pacufa, 2018, p. 44). Regardless of this shortage of specialists, pursuant to the assumptions of education law, it is primarily school that should organize and adequately assess the level of support its students might need. It derives from the fact that since 1999, each educational body has had an obligation to develop and implement an individual school educational programme (cf. the Regulation of the Ministry of Education (MEN) of 15.02.1999 concerning framework statute of public school §2.1, §2.2; the Regulation of the Ministry of Education of 15.02.1999 concerning the curriculum of general education), realized not only by school counsellors and psychologists, but all teachers (Szymańska, 2002, p. 59). Joanna Szymańska remarks that the aforesaid programme, in accordance to the then education reform, was not to be treated like a product developed by the principal and pedagogical staff, but it was to become a planned process open to amendments and updates. This initiative was to ensure activities that were of non-incident nature, integrating didactic and educational areas, additionally introducing “prevention as a fixed aim of each school [...]” (2002, p. 62).

The presence and noticing the value of prevention was strengthened by changes in education law which imposed on each school an obligation to develop its preventive programme (in the school year 2016/2017) and integrate it with its educational programme in one document. It is worth remarking that the latest assumptions pointed to developing a given school’s educational and preventive programme every year, based on “the results of an annual diagnosis of students’ developmental needs in the school environment, including protective and risk factors, with a special emphasis put on risk pertaining to using psycho-

¹ Forms of violence against children include: violence executed by adults (family members), being a witness of violence at home, peer violence, sexual abuse with or without physical contact (cf. Makaruk, Włodarczyk, Szredzińska, 2020, pp. 7–8).

tropic substances, their substitutes and new psychoactive substances” (Education Law Act, art. 26). Taking such measures made pedagogical staff more sensitive to the realization of appropriate steps. Since 2010, they have been supported by the system of preventive programmes recommendation.

Assumptions of the system recommending preventive programmes and promotion of mental health

In 1982, Poland adopted the Upbringing in Sobriety and Alcoholism Prevention Act whose initial aim was to limit alcohol consumption (Piekarz, 2019, p. 7), but also to coordinate support for people who experienced the consequences of alcohol abuse. The almost forty-year old act has been amended many times. That time also meant the occurrence of a significant number of new threats that have an impact on society and its functioning. In the 1990s, due to the need of new measures precisely addressed to particular groups (especially children and teenagers), there was a rapid increase in bottom-up initiatives, to a large extent consisting in developing and realizing preventive programmes. J. Szymańska draws our attention to that fact, writing that “The 1990s in the system of education can be safely called a prevention decade [...] as there were more and more various preventive projects of good quality addressed to schools, including teachers and parents. Unfortunately, the number of offers outweighed their quality” (Szymańska, 2002, p. 50). Embracing that tendency, in 2010 there was a decision to make these actions subject to qualitative verification – by creating the system recommending preventive programmes and promotion of mental health. This task meant the cooperation of four state institutions: the National Bureau for Drug Prevention, State Agency for Prevention of Alcohol Related Problems, the Centre for Education Development, and the Institute of Psychiatry and Neurology in Warsaw. Mutually complementing competencies of employees of these institutions made it possible to create standards that preventive programmes had to meet if they were to be recommended to obtain financial help from commune or city committees for prevention of alcohol related problems. There were three quality levels: a promising programme, good practice, and a model programme (cf. Radoska, 2016, pp. 5–6). Reaching a given recommendation level means a programme’s evaluation by two independent reviewers, checking its quality (including its contractors’ experience) mainly based on conclusions deriving from a given programme evaluation. Its scope is key to obtaining a given recommendation level for a definite period of time. It is assumed that there are:

- process evaluation (basic activity) that takes into account the moment of programme implementation, including implementation quality and participants’ satisfaction;

- results evaluation, whose aim is to decide “[...] to what extent a given programme has reached its goals or intermediate stages of planned changes” (Radomska et al., 2010, p. 21);
- formative evaluation, verifying a programme’s efficiency at the stage of developing its final version.

It is worth noticing that whereas in case of a promising programme the process evaluation is taken into account, in case of good practice it is results evaluation and formative evaluation, a model programme means the confirmation in the results of methodologically appropriate research of a positive impact “[...] of a given programme on problematic behaviour at least one year after the end of all activities (the so-called deferred effects)” (Radomska et al., 2010, p. 29). Thus, the recommendation system linked activities undertaken by preventive programmes contractors to their solid scientific verification. Such an approach is based on the belief expressed by Henryk Mizerek that “the main task of evaluation is accumulating and communicating knowledge allowing for reasonable evaluation of a given activity’s value. Knowledge that is accumulated, respecting strict methodological rules binding in social sciences, has many functions. The most important of them is providing data for reflection” (Mizerek, 2012, p. 46).

While presenting the system recommending preventive programmes and the promotion of mental health, one also has to pay attention not only to the aspect of these programmes’ quality, but also to their recipients. On the one hand, these activities may protect groups that have not experienced this negative phenomenon, and on the other hand support those that to a lesser or greater extent e.g. experienced substance abuse or unhealthy behaviours. Therefore, we can distinguish:

- promotion of mental health, i.e. activities addressed to children, whose aim is to support their mental wellbeing and interpersonal skills;
- universal prevention – addressed to all people “regardless of differences in the risk level of problematic behaviour within a given group” (Radomska, 2016, p. 6), which is to prevent initiating hazardous behaviour or delay their initiation;
- selective prevention – referring to groups of recipients living in the proximity of risk factors or occasionally undertaking hazardous behaviour, undertaken activities are to limit and prevent their occurrence;
- dedicated prevention – addressed to these groups that have already undertaken hazardous behaviour to a considerable extent and need support in the area of intervention and therapy, helping to stop destructive behaviour and to recover.

Taking into account the aforesaid categorization, it is worth mentioning that nowadays out of 25 programmes that are in the system of recommended programmes (data as of March 2021), 16 of them cover the area of promoting

health and universal prevention, and among them we can find “School tutoring – pedagogy of dialogue programme” (since May 2020).

“School Tutoring – pedagogy of dialogue programme”

Even though tutoring itself might be associated with academic didactics, which is obviously justified by Oxford and Cambridge experience (Hejwosz, 2010, p. 198; Szala, 2015, pp. 255–265; Pełczyński, 2007, pp. 31–34), since 2008 it has become a more frequent phenomenon noticeable at lower levels of education. First of all, a project financed by the City Council of Wrocław “Protective tutoring in Wrocław junior secondary schools” (Zambrzuska, 2011), experience of Original Artistic and Academic Secondary Schools ALA are worth mentioning. The process of adapting tutoring to the conditions of the Polish education system was based on qualitative and quantitative change in the teacher/ educator/ tutor – student/ charge relation. In mass education institutions, tutoring was to introduce individualised and personalised, long-term contact of an adult (professionally prepared for their role of an educator or a counselor) with a child or a young person. According to the assumptions and observations of tutoring promoters, it was to contribute to improving the school atmosphere, student performance using their potential to a greater extent, learning how to be independent, experiencing the feeling of strengthened self-esteem. Tutorial activities understood in such a way unveiled their psycho-preventive potential, which became part of general prevention aims presented by Maria Deptuła, Alicja Potorska and Szymon Borisch, addressed to school children, such as “supporting the psychosocial development of children in relation to their life environment and: [...] the feeling of causation in the area of their own development (e.g. achieving desirable school results, mastering particular knowledge and/or skills) [...]” (2018, p. 66).

“School tutoring – pedagogy of dialogue programme” registered for recommendation combines tutorial activities with the assumptions of pedagogy of dialogue. Thus, school tutoring is “a form of pedagogical work realized in direct and individual contact with a student, with a special emphasis put on the student’s and educator’s integrity deriving from their being human; inter- and intra-activity of the educational process and its anchoring in a given life reality” (Budzyński, 2009, p. 31). Additionally, one can list the following indicators of such work:

- long-term nature (tutorial work shall last at least one semester),
- systematicity (regular meetings build up relations),
- purpose (the whole process and every meeting shall have a well-defined purpose and shall discuss it – it can be a school or non-school purpose),

— using strong sides [...]” (Zwolska-Plusa, 2018, pp. 11–12).

Preventive measures realised within the aforesaid programme engage teachers in a direct way as they are invited to participate in a 64-hour tutor training (tutoring course of the 1st degree), giving an opportunity to initiate a process of building their identity/ role as a tutor, which is not tantamount to their function of a head teacher, counsellor or teacher. The course is divided into 8 training modules, whose content introduces the participants into the tutorial process.² According to the programme description, content covered in particular training modules refers, among others, to: the assumptions of tutoring and pedagogy of dialogue, relation-building training, discovering and working on one’s charge’s strengths, professional support of tutor charges in establishing and realizing their developmental goals, monitoring and evaluation of tutorial work, creativity training and aspects of tutoring ethics (cf. <https://programyrekomen-dowane.pl/strony/artykuly/tutoring-szkolny-program-pedagogiki-dialogu,46#wiecej-informacji-na-temat-programu->). All the activities undertaken during the realization of the “School tutoring...” programme also include a one-year tutor supervising care, where the supervisor in question supports a given school in the implementation of tutoring by individual work with its principal, and also by providing support to its tutors.

While describing the “School tutoring...” programme, it is worth noticing that in the suggested model of support (whose detailed formula is each school’s independent decision) a tutor should not work with more than 10 charges, who in this way become indirect recipients of the project. What is important, this strategy goes hand in hand with thinking about legitimacy of realizing preventive programmes by teachers who are trained to realise them, which J. Szymańska remarked on. The author emphasized the value of running preventive programmes realised by people connected to a given school, understanding its reality, which finally might mean concentrating on the school’s everyday educational work without filling this void by preventive programmes run by external bodies (cf. Szymańska, 2002, pp. 56, 63). In this way, tutors immersed in the area of their charges’ existence³ could, by means of systematic, personalized and individualized contact, complete their tasks that M. Deptuła thinks should be realized in the area of early prevention of psychosocial development issues and hazardous behaviour of children and teenagers. On the one hand, it refers to supporting the child’s psychosocial development by “strengthening individual

² During the training, the participants are engaged at the same time in their own tutoring practice by mutual tutorials (participants working in pairs) and initiating cooperation with charges in their institution.

³ The term of existence – next to humanity, permanence, inter- and intra-activity, nondescriptiveness, transgression – constitutes a feature attributed to pedagogy of dialogue (cf. Śliwerski, 1998, pp. 68–69.)

protective factors and weakening risk factors and supporting parents/carers/teachers in developing competencies that enable to create better development conditions for children – strengthening protective environmental factors and weakening environmental risk factors” (Deptuła, Potorska, Borsich, 2018, p. 69). This last aspect she mentions in case of the “School tutoring...” programme is linked with recommendation of close, also individualised and personalised tutor’s cooperation with parents/carers of a given charge, which should be based, among all, on meetings organised at least three times per year (Zwolska-Płusa, 2018, p. 20).

Tutoring evaluation and references to educational transactional analysis

The perspective of psycho-preventive resources that are used in tutors’ work was noticed and used in the realisation of the project entitled “To raise a smart man. Introduction of educational and resocialisation work model with the use of school tutoring as a positive prevention of problems at Polish school”. The project made it possible to implement school tutoring based on the assumptions of pedagogy of dialogue in 79 educational institutions in Poland in the years 2016-2018.⁴ The possibility of performing a thorough evaluation not only of the process itself but of the results turned out to be an added value of this project. It shall be noticed that in this case evaluative activities were supposed to cover all the participants of the project, i.e.

- training participants (teachers and head teachers) and their trainers and supervisors of project implementation in particular institutions – process evaluation;
- tutoring relation partners (tutors/teachers/head teachers and their charges) and their parents – result evaluation.

Table 2 below shows the number of the recipients of the project subject to evaluation, in addition to whom 339 parents also participated in these activities.

The undertaken activities were based on the assumptions of social studies methodology and were performed by the Project Evaluation Research Group “To raise a smart man”, which functioned at Jan Długosz University, but its members were also employees of other tertiary education institutions.⁵ The Research

⁴ The project “To raise a smart man. Introduction of educational and resocialisation work model with the use of school tutoring as a positive prevention of problems at Polish school” was financed by the Ministry of Education (<http://www.tutoringszkolny.pl/o-projekcie>).

⁵ The Project Evaluation Research Group “To raise a smart man” consisted of employees of Jan Długosz university – prof. Jarosław Jagieła, doctor habilitatus, Zbigniew Łęski, PhD, Anna Pierzchała, PhD, Dorota Gębuś, PhD, Beata Zajęcka, PhD, Anna Irasiak, PhD, Karol Motyl, PhD

Group’s conceptual work on methodology used during the evaluation process led to the conclusion that results evaluation should be based on the pretest and posttest procedure.⁶ The research was conducted online, at the beginning and the end of the school year 2017/2018 (the implementation year). It should be emphasized that results evaluation itself that was supposed to control to what extent implementation had an impact on the project participants was based on the observation of the following dependent variables: school atmosphere, school passivity and life positions of tutors and their charges (cf. Sarnat-Ciastko, Gębuś, Zalewski, 2018, pp. 108–109). In this way, two theoretical constructs deriving from transactional analysis found their way into the conducted research – personality theory and psychotherapy system directed at personal development and personal change (Stewart, Joines, 2016, p. 467), which may be also used in the area of education.

Table 2
Participation in project participant evaluation of the project “To raise a smart man”

Group		1 st stage of the research	2 nd stage of the research
Primary school	Students	5540	4833
	Teachers	758	687
(Junior) secondary school	Students	1865	1403
	Teachers	338	274
Centre for Education Development or Youth Socioterapy Centre	Charge	591	485
	Headteachers/ teachers	201	167
Total		9293	7849

Source: Cf. Sarnat-Ciastko, Gębuś, Zalewski, 2018, p. 182.

Defining passivity strategies understood as “behaviour consisting in not solving problems” (Stewart, Joines, 2016, pp. 239–240) deriving from lack of “[...]”

and Adrianna Sarnat-Ciastko, PhD (group leader), University of Lower Silesia – Agnieszka Zembruska, PhD, Maria Sitko, PhD, Kazimierz Pulaski University of Technology and Life Sciences in Radom – Katarzyna Nowak, PhD, University of Opole – Sławomir Kania, M.A. and University of Silesia – prof. UŚ Edyta Widawska, doctor habilitatus.

⁶ According to Zbigniew Gaś, this procedure can evaluate effectiveness of preventive programmes and consists “[...] in conducting studies in the group covered by preventive intervention twice: before and after the intervention. This procedure makes it possible to assess changes that took place between two measurements (performed by the same tools in the same way). The condition of its use is the belief that preventive intervention lasted long enough for such changes to occur [...]” (2006, p. 218). Additionally, it should be pointed out that the scope of the research did not include any research on a control group.

responsibility for one's thinking, actions and feelings" (Jagięła, 2012, p. 141) was verified on the basis of an original questionnaire "I and my teachers/ students" developed by Anna Pierzchała and Dorota Gębuś. This tool included categories evaluating the respondents' creative approach, which was the result of the questionnaire's authors' earlier studies that let them combine these two areas of human activity as complementary categories (cf. Gębuś, Pierzchała, 2016). The aforesaid tool was used in the group of all the teachers and educators, and also 4th graders of primary school (taking into account a simplified version of the tool for the charges of Youth Sociotherapy Centres and Centres for Education Development). It made it possible to determine an extent to which five types of passivity strategies were present in school experience, i.e.:

- passivity, meaning lack of reaction to a given situation;
- overadaptation, i.e. adapting too much to one's environment;
- uncontrollability shown in aimless behaviour, which wastes energy and does not put one any closer to task realization;
- aggression and incapacity, occurring as a result of increased tension deriving from experienced difficulties; while aggression certainly means letting one's anger out, incapacity is inner lack of strength to act, depreciating "[...] one's abilities to solve a problem [...], which can take a form of psychosomatic symptoms, nervous breakdown or addiction to alcohol or drugs" (Pierzchała, 2013, p. 107).

Another concept of transactional analysis used during evaluation were the respondents' life positions. Their activity was analysed with the help of a tool "School situations", which was developed by Jarosław Jagięła. Contrary to the aforesaid questionnaire including 30 items and based on a five-degree Likert scale, this tool included a description (adjusted to a given recipient) of 8 situations which could develop in a way pointing to activation of a given life position, i.e. fundamental beliefs "[...] of a person concerning oneself and others, which are used to justify decisions and behaviour" (Stewart, Joines, 2016, p. 475), that is positions in which a given person assumes that:

- I am OK, in a situation where another person/others is/are also OK;
- I am OK, in a situation when another person/others is not / are not OK in their opinion;
- I am not OK, when another person/others is/are OK;
- I am not OK and another person/others is/are also not OK.

It should be emphasised that this tool was used among all the researched teachers/ educators and 4th graders and older students of primary school. A slightly simplified version was given to be completed by the charges of Youth Sociotherapy Centres (MOS) and Centres for Education Development (MOW).

As a detailed presentation of statistic analysis results for the research in question was included in the publication *"To raise a smart man" Final report of*

the evaluative research for the Polish project of school tutoring implementation, this article shall only focus on the most crucial aspects linked with the conducted research and using TA concepts. The research conducted on such a big number of respondents made it possible to verify, among others, tendencies connected with the tutors' charges' and tutors' opinions on themselves, or ways of entering into interpersonal relations. Tables 3 and 4 can be a good example – they present a picture of activated passivity strategies and choosing certain life positions by the researched primary and (junior) secondary school students.

Table 3
Passivity strategies among primary and (junior) secondary school students in the second stage of the research (generalised data)

School	Grade	No of students	Median (M) and standard deviation value (SD)	Passivity	Overadaptation	Uncontrollability	Aggression	Incapacity
Primary school	IV-V	1941	M	2.82	2.83	2.74	2.38	2.43
			SD	1.04	0.97	1.16	1.13	1.09
	VI	574	M	3.17	3.05	3.03	2.71	2.60
			SD	1.05	1.02	1.18	1.18	1.11
	VII	624	M	3.27	2.98	3.11	2.73	2.55
			SD	1.04	1.08	1.13	1.16	1.12
Junior secondary school	I	62	M	3.50	3.19	3.44	2.79	2.62
			SD	0.96	1.10	1.10	1.09	1.15
	II	63	M	3.47	3.02	3.35	3.02	2.59
			SD	0.94	1.12	1.10	1.15	1.17
Secondary school	I	830	M	3.45	3.03	3.12	2.65	2.52
			SD	0.96	1.02	1.10	1.08	1.01
	II	299	M	3.47	2.91	3.27	2.76	2.44
			SD	0.95	0.98	1.11	1.17	1.02
	III	210	M	3.62	3.12	3.20	2.82	2.59
			SD	0.94	1.00	1.10	1.16	1.09

Table 3
Passivity strategies... (cont.)

School	Grade	No of students	Median (M) and standard deviation value (SD)	Passivity	Overadaptation	Uncontrollability	Aggression	Incapacity
Technical secondary school	I	167	M	3.35	3.17	3.11	2.86	2.62
			SD	0.90	0.98	1.06	1.15	1.09
	II	121	M	3.60	3.35	3.34	3.04	2.75
			SD	0.98	1.04	1.12	1.27	1.14
	III	39	M	3.36	3.27	3.02	3.00	2.51
			SD	0.78	0.78	0.86	1.13	0.92
	IV	35	M	3.82	3.38	3.26	2.92	2.51
			SD	1.01	1.05	1.22	1.02	1.01
Vocational school	I	69	M	3.37	3.35	3.25	2.85	2.77
			SD	0.85	1.08	0.98	1.17	1.13
	II	55	M	3.15	2.94	3.05	2.78	2.51
			SD	0.96	0.92	1.13	1.11	1.14
	III	40	M	3.20	2.81	2.67	2.62	2.11
			SD	0.89	1.04	1.22	1.26	1.11

Source: own materials on the basis of the data from the publication by Sarnat-Ciastko, Gębuś, Zalewski, 2018.

Referring to the data above, one should pay attention to high median values attributed to passivity and overadaptation among final exam takers (from secondary school and technical secondary school), uncontrollability among junior secondary school students, aggression and incapacity noticed in technical secondary schools, and incapacity among 6th graders of primary school (whose perspective was not to go to a junior secondary school but to continue their education in the 7th grade of primary school – as a result of education reform implementation). Thus, this data can clearly show what the activation of passivity strategies is like, depending on the stage of school education and challenges deriving from it, which seem to grow together with these strategies.

Table 4
Life positions of primary and (junior) secondary school students in the second stage of the research (percentage)

School	Grade	No of students	Life positions			
			I +, You +	I +, You -	I -, You +	I -, You -
Primary school	VI	574	41%	27%	18%	14%
	VII	624	42%	24%	20%	13%
Junior secondary school	I	62	42%	24%	19%	15%
	II	63	42%	28%	16%	15%
Secondary school	I	830	50%	17%	21%	12%
	II	299	39%	25%	22%	13%
	III	210	37%	26%	22%	15%
Technical secondary school	I	167	29%	28%	22%	21%
	II	121	23%	27%	28%	22%
	III	39	28%	29%	19%	23%
	IV	35	31%	26%	22%	21%
Vocational school	I	69	31%	26%	20%	24%
	II	55	27%	27%	25%	21%
	III	40	27%	35%	14%	24%

Source: own materials.

Table no 4 shows the percentage of responses in a given group, where a given respondent would demonstrate a given life position. It can be noticed that while passive strategies seem to get activated with age to a greater extent, in this case, age, and primarily school type, show decreasing self-esteem. The life position I am OK, you are OK was most frequently shown by primary school students and 1st graders of secondary school, in the situation where in technical secondary schools and vocational schools each life position was evenly chosen, which also refers to the position I am not OK, you are not OK. This observation showed first of all how important it is to realise preventive or educational projects in schools as not only do they decrease the use of passive strategies but also strengthen students' self-esteem and teach them how to appreciate other people's value.

Conducting the research on such a large scale made it possible to notice several issues existing in Polish schools, which might have impacted the implemen-

tation process. It referred not only to the state of these institutions, but also the education reform realized at that time: closedown of junior secondary schools and restoration of 8-grade primary schools. The data analysis showed that the students who directly experienced this change had worse results in all researched parameters in the second stage of the research than in the first one – despite of a tutor’s presence. The presence of a tutor in direct comments (open questions) of the researched students was important and had a mainly⁷ positive impact. Against this background, it is worth adding that the research confirmed a special value of tutoring implementation for primary school students (grades 1–5), students of big schools or those from big cities. It proved especially valuable for the charges of MOW-MOS. From this perspective – though in the tutors’ direct comments (open questions), tutoring also played a mostly positive role, parameters studied in the quantitative analysis of the 1st and 2nd stage of the research did not show a particularly positive change here (cf. Sarnat-Ciastko, Gębuś, Zalewski, 2018, pp. 284–294).

Conclusion

While describing the assumptions of the most efficient, in her opinion, preventive programmes realised in schools, Joanna Szymańska paid attention to a few criteria, including:

- teachers’ engagement in programme realisation;
- giving freedom to teachers and encouraging their creativity as far as task realisation is concerned;
- providing teachers with training and materials that make the realization of a given method possible;
- possibility to refer to authentic and appropriate data deriving from work in a given environment and being familiar with it;
- parents’ engagement in programme realisation (cf. 2002, p. 63).

The “School tutoring – pedagogy of dialogue” programme meets all the criteria mentioned above, which was confirmed in the conducted evaluative research. Using school tutoring in primary schools also offers the beneficiaries of this implementation an opportunity to develop skills that Zbigniew Gaś paid attention to as the ones constituting key aspects of realizing educational programmes. It means, e. g. “[...] taking decisions, handling stress, solving problems, interpersonal communication or provoking motivated activities” (Gaś, 2006, pp. 26–27). It may be stated that it is particularly important for students entering

⁷ It concerned 62.1% of opinions provided by primary school students (6-8 grades) (cf. Sarnat-Ciastko, Gębuś, Zalewski, 2018, p. 206).

the age of adolescence, described as the age of risk (Szymańska, 2002, p. 49), but also for younger students, for whom a relation with a wise, accompanying adult becomes a valuable, protective factor (cf. Ostaszewski, Rustecka-Krawczyk, Wójcik, 2009, p. 12), modelling safe growing up.

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„Tutoring szkolny – program pedagogiki dialogu” jako profilaktyczny program rekomendowany. Założenia i zastosowanie w świetle edukacyjnej analizy transakcyjnej

Streszczenie

W połowie 2020 roku w polskim systemie rekomendacji programów profilaktycznych i promocji zdrowia psychicznego pojawiła się nowa propozycja: „Tutoring szkolny – program pedagogiki dialogu”. Program ten został pozytywnie oceniony przez niezależnych recenzentów i uzyskał drugi z trzech poziomów rekomendacji – dobrą praktykę. Tym sposobem poszerzyła się oferta wsparcia placówek oświatowych w realizowanych przez nie działaniach profilaktyczno-wychowawczych. Celem niniejszego artykułu będzie przybliżenie założeń „Tutoringu szkolnego – programu pedagogiki dialogu”, z uwzględnieniem tła związanego z obecnością i znaczeniem samego systemu rekomendacji działań profilaktycznych. Artykuł zawierać będzie także opis, istotnej dla przeprowadzonej procedury weryfikującej jakość omawianego programu, ewaluacji, która w swoich założeniach opierała się m.in. na koncepcji edukacyjnej analizy transakcyjnej.

Słowa kluczowe: tutoring szkolny, profilaktyka, programy rekomendowane, edukacyjna analiza transakcyjna.