

Barbara Surma

<https://orcid.org/0000-0001-8781-7643>

e-mail: barbara.surma@ignatianum.edu.pl

Ignatianum University in Cracow, Poland

Introduction

Reflectiveness is one of the key competencies of a modern teacher. It is a category that integrates other skills, such as critical thinking, creativity, initiative, problem-solving, risk assessment, decision making, managing emotions and cognitive processes, as well as high self-awareness – awareness of one’s own thinking, learning, and functioning in the world (Perkowska-Klejman, 2018). The dynamically changing socio-cultural, political, and economic reality forces us to take a reflective approach to both our own actions and the changes taking place in our environment and their consequences (Czerwińska, 2017). Education increasingly emphasizes the importance of critical thinking, the ability to accurately define problems, proficiency in analyzing and processing information, creativity in action, and the development of these competencies in students from the earliest stages of learning.

In view of the challenges of the modern world, teachers are expected not only to have solid theoretical and practical preparation, but also the ability to take creative initiative, flexibly adapt their actions to changing conditions, and function effectively in new situations where routine procedures prove insufficient. Pedagogical reflection is therefore not an addition, but an essential part of a teacher’s toolkit.

Being a reflective teacher means being open to ambiguity, being able to see the complexity of educational situations, and having the courage to make decisions in the face of uncertainty. It is the ability to take a critical look at one’s own beliefs and practices, to ask “why?” and “how else?” In a world where knowledge quickly becomes outdated and expectations of schools are growing, reflection becomes a tool for adaptation and creative development.

The issue we are presenting to you is an invitation to reflect on how to shape teachers’ reflective competences – both in the process of preparing for the profession and

in everyday practice. It is also an opportunity to ask questions about an educational culture that supports critical thinking, dialogue, and readiness for change. We believe that reflectiveness is not just a theoretical postulate, but a real challenge and opportunity for contemporary education.

References

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