

# Summary

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## **Appreciating School. Didactic Theory and Methodological Practice**

The book grew out of convictions concerning the unfairness of the criticism commonly levelled at education. The author implies that appreciating school may inspire further attempts to change the process of educating for the better. What disapproval does is preserve existing habits rather than promote the search for novel solutions.

The author argues that in the course of successive reforms, we have suffered the consequences of one-sided and thus dangerous judgements. She explores trends in changes in the most recent Polish-language textbooks and juxtaposes them with the comments made as far back as the 1990s. She presents materials that derive directly from practice and compares education in Poland to that in international schools. She describes the actions inspired by a historian, an art teacher and a business studies teacher, as well as the effects of Polish classes and the subject called aspects of contemporary culture. Many of the proposals under examination occurred in 2018/2019 and 2019/2020. The protagonists of most texts are schoolgirls and schoolboys, and their written assignments are the focus of attention.

Not only do the methodological specifics give an insight into the educational reality, they also facilitate a decidedly more panoramic view, placing this reality against the background of historical and contemporary methodological thought. This is documented by the cited papers concerning the manifold educational options. The differences between these options open up the sphere of freedom for schools, guaranteeing teachers the choice of the concepts that appeal most to them.