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FORMS OF EDUCATION AND THE TEACHER'S *EMPOWERMENT**

Introduction: Educational transformations in Poland and the world are the reason for undertaking the modernisation of the teacher's professional activities. A key issue is becoming the requirement for the teacher to acquire knowledge about the organisation of the school process that ensures the most effective realisation of goals, tasks and functions. Solutions are sought in this area that include harmonizing the teacher's natural organisational skills with his/her knowledge dependent on his/her talents, pedagogical experience exploited in complex educational forms and situations.

Research Aim: The aim of the research was combined with the recognition of the teacher's involvement in the professional activity necessary in the organisational activities emblematic of the forms of school and non-school reality discussed. A deductive method of data analysis combining with the selection of selected sources was used, focusing on descriptive and new implementation.

Evidence-based Facts: The exploration carried out revealed that the considered forms of education function independently as well as interpenetrate each other, creating a common ground for the emergence of teacher *empowerment*, which is the impulse for the emergence of a new personal-team structure in the educational process.

Summary: The theoretical and exploratory analyses made show a glimpse that the application in various forms of education of teacher *empowerment* and its assumptions together with the PERFORM model is an alternative way of combining educational theory and practice representing a different remedy of professional functioning.

Keywords: forms of education, teacher, *empowerment*, PERFORM model, combining theory with practice

> Respect yourself and respect others.
> Confucius

INTRODUCTION

Since ancient times, the issues of education, its forms, organization and participants have been the subject of many debates and interest of professionals and ordinary people. Until recently, the focus was on the process of education, the production of material and immaterial goods, and the socialization of individuals constantly adapting to the external conditions of life and work in a given society. The focus on the indicated properties resulted from the belief that a teacher, as an educational employee, is prepared to play the role of a person transmitting knowledge and supporting the development of students. In this respect, teacher education programs offered information preparing for the profession rather than information on school organization and management. At the end of the 1970, the usefulness of knowledge about organization in the context of the teaching and learning processes was noticed.

This artificial contact of the two types of knowledge arose from the need of the educational environment. It was found that organizational knowledge provides valuable information encompassing extremely useful concepts that provide the opportunity to obtain solutions to complex educational problems (Handy and Aitken, 1986). Therefore, a search was made for such definitions of education that "the totality of its influences affected individuals and human groups, favored their development, so that they became, to the greatest possible extent, conscious and creative members of the social, cultural and national community and were capable of active self-realization of their identity and their own self by undertaking pro-personal tasks", as Kwieciński (1991, p. 89) wrote. This understanding was supplemented by Śliwerski, who added that "it cannot be limited to the transmission of messages, but must be a dialogue in which both parties (educator-teacher, pupil-student) benefit from the achievements of the society, not only transmitting the information gathered along with approved ethical values" (Kwieciński and Śliwerski, 2019).

The above-mentioned explanations indicate that the changes taking place resulted from many transformations in which knowledge about organization and management in the field of education was applied. It supported, to a greater or lesser extent, the school system and the teaching profession, which was pointed out by the authors of the European Commission Report on the White Paper on Education and Development who noticed the emergence of a model of a learning society with a specific structure and organization. A special place in this model was occupied by education whose task was and is:

- "to create the foundations of the information society in which work and management styles are changing,
- to develop a scientific and technological civilization, which means to create a new model of acquiring knowledge throughout life,
- to globalize the economy and markets" (Góralska, 2008).

The distinguished tasks, along with the transformation of education and its forms, highlighted the value of the human factor, including that of teachers practicing their profession in many school and non-school contexts. Personal and team relationships are built there, connecting the environmental and organizational systems, the educational process and communication, to which information and management theories permeate. For the chosen path to be beneficial, it is important to know the limitations of transferring knowledge about the organization to the field of education. An obstacle on this path are people from industries other than education, because they treat school institutions as a kind of service recipients that only need to be provided with a product that improves the effectiveness of activities. This turns out to be fruitless as the universalism of organizational concepts is not compatible with education and leads to failure. This is due to the specificity of education, its uniqueness "which is filled with the life of individuals acting within it for a common goal and in joint undertakings [...] creating pedagogical coherence of activities" (Wenzel, 1995, p. 26).

The presented considerations constitute a voice in the discussion which fits into the trend of theoretical and interpretative analyses showing the assimilation of a new method of organization to the teaching and learning process. The activities of the education partners will then be intensified in known forms of education, which will contribute to mutual development rather than experiencing failures or difficulties. This will be possible thanks to the introduction of teacher empowerment, emphasizing the positive leadership force that allows for organizing the school team in such a way that all its participants can gain, under conditions of freedom, appropriate predispositions to cope independently in all circumstances and forms of education. The adopted strategy embraces certain assumptions that will hereby be outlined in an exploratory and analytical style of a deductive nature.

EVIDENCE-BASED REVIEW ABOUT *DIVERSIFICATION OF EDUCATION*

The instability and dynamics of the environment and the educational mobility of individuals become an impulse for change. They influence the way of thinking, functioning, role models, dispositions, and professional proficiency that young people want to obtain after graduation. The education offered equips graduates with the necessary socialization and educational baggage, as well as substantive

content that meets individual and social needs and expectations. The following forms fall within its organizational framework:

- – "formal – institutionalized education leading to diplomas,
- – informal education – cultivated throughout life by all people,
- – accidental education (*ad hoc*) – resulting from everyday events that are unpredictable, but constitute the nucleus of experience and knowledge,
- – self-education – strengthening people's knowledge when the institutionalized form is disappointing" (Fatyga, 2005, pp. 19–20).

The above-mentioned forms of education appear in various places and spaces, conditioning human activity and actions, favoring the creation of an environment where formal, non-formal and informal education types meet. Johnson and Majewska (2022) compared these complex concepts and forms of education, pointing out their characteristic features.

Table 1.
Analysis of the comparison of three forms of education according to Johnson and Majewska

Formal learning	Non-formal learning	Informal learning
Learning is structured (e.g. linear objectives)	Learning may be structured	Learning is not structured
Learning is promoted through direct teaching behaviours	Learning is promoted through indirect teaching behaviours	
Learning is intended (by educator and learner)	Learning is intended by the learner	Learning may not be intended by the learner
Learning is recognised by the learner and educator	Learning is recognised by the learner	Learning may not be recognised by the learner
Motivation for learning may be extrinsic to the learner		Motivation for learning is intrinsic to the learner
Learning may primarily focus on propositional knowledge	Learning can take place in educational institutions	Learning can take place anywhere
Learning tends to have a cognitive emphasis	Learning has a voluntary dimension	
Learning may be recognised or measured through qualifications		Learning is not recognized or measured through qualifications
Learning may primarily focus on propositional knowledge	Learning may focus on both propositional and procedural knowledge	
Learning tends to have a cognitive emphasis	Learning involves cognitive, emotional, social and behavioural elements	
Curriculum is written down	Curriculum may be written down	
Learning process is "top down", focusing on developing specific knowledge and skills	Learning process is "bottom up", focusing on the learner and their needs	
Learning follows formal curriculum	Learning may complement formal curricula	
Learning may not be linked to socialisation		Learning is often linked to socialisation

Source: (Johnson and Majewska, 2022, pp. 4–5).

Formal education, which is placed first in the table, is the most well-known type often described in the literature. It has been presented in many publications in Poland (e.g.: Okoń, 1987; Frączek, 2018; Stęchły, 2021) and around the world (Fordham, 1993; Rethinger, 2019). The abovementioned authors have presented institutionalized education based on formal information constant in time and content, which starts from kindergarten and ends at university. Education in this traditional context was and is provided by state and private institutions (Kurowska and Łopat-Dzierwa, 2019; Stęchły, 2021). However, apart from the existing similarities, there are differences captured in the research conducted by Shaw (1998), Żylińska (2014), Wilczyńska (2018), and Brunner (2020). The authors prove that the modernized education system and its forms ensure preparation of young people to function effectively in the surrounding world, developing their abilities to:
- "efficient direct face-to-face and indirect communication using various media,
- manage increasingly complex situations, sometimes with limited resources,
- start cooperation with other people (in dyads, teams [...], in various external circumstances and on various tasks,
- self-control and self-direction" (Brzezińska and Ziółkowska, 2013, p. 32).

The above-mentioned capabilities and skills are acquired through formal education, which is supported by informal education (Trempała, 2011). The latter is sometimes referred to as a category of residual formal and non-formal learning. It is rather incidental learning that occurs alongside other forms, as Schugurensky (2000) notes. It lasts throughout life, as individuals acquire and accumulate knowledge and skills that support the development of attitudes resulting from everyday experiences and contact with the closer and further environment. It may be unorganized, unintentional, but sometimes it is based on the didactic activities of the teacher, "other experts" or peers (Coombs and Ahmed, 1974, pp. 7–9). Learners are motivated by a perceived need, and their learning focuses on the accumulation of knowledge, enriching cognitive, emotional, social and behavioral functions. This form of learning can be experienced by a student while participating in many different courses, seminars, workshops and webinars improving various predispositions. The above-mentioned forms of education are conducted, according to Fordham (1993), firstly: in schools and outside schools, secondly: the participants are people of different ages with specific needs, thirdly: educational programs are focused on achieving measurable goals, and fourthly: they are characterized by the existence of flexible forms and methods of teaching and learning. What is important here is the focus on creating an individual path of development, including everyday activity. The experience gained stimulates further activities, as described, among others, by: Biggs and Tang (2007), or Stęchły (2021). The content of these publications shows that pupils who participated in various organizational forms of formal and informal education discover their talents and potential during activi-

ties such as; science picnics, activities at the Copernicus Science Center, Odyssey of the Mind, Night of Museums, historical city games, subject competitions, nature trips and camps, etc. The multitude thereof forces the teacher to approach them critically. Usually, the teacher chooses those that shape competences and an attitude that guarantees coping with ambiguous school and outside-school situations and challenges.

Non-formal education is located in the middle of Table 1 and marked in gray, and covers selected characteristics of formal and informal education. It includes "freely organized systematic educational activity conducted outside the formal framework, providing particular groups of adults or children with a selected type of education [...]" (Coombs and Ahmed, 1974, p. 8), during which participants experience various forms of verbal and non-verbal behavior, used in further development. The teacher and his/her organizational skills and personality play an important role here, strengthening positive learning, in which the encouragement to learn effective forms of communication, building relationships and motivating oneself and others in order to be able to use the acquired skills in other forms of education becomes important. Moreover, non-formal education, as Gee (2015) writes, is targeted at specific groups of students. It pursues two goals: the first concerns education of those who currently do not benefit from formal education, and the second is related to social stimulation focusing on students who are on the margins of social life. It guarantees that its participants will acquire practical knowledge and competences that can be used in a specific profession. In this arrangement, more emphasis is placed on learning and knowledge derived from experience than on the application of didactic rules. This means that the described form of education has a social and behavioral dimension, found, for example, in tutoring.

In the presented forms of education, there is no common educational platform for using the activities described. It is an important social capital (Trafiałek and Klimczak, 2017; Nyqvist and Forsman, 2015; Claridge, 2018), which is necessary for the existence and development of individuals. The history of education and its complexity proves that although it tries to keep up with external changes, despite its shortcomings, it influences the intellectual growth of the society, which translates into progress, contributing in the long run to creating opportunities and reducing economic and educational inequalities that are dangerous for people. Therefore, it is necessary to look for new solutions to use the educational potential inherent in its various forms. In this regard, it is especially worth supporting those who have acquired unified qualifications in their educational career that do not meet current requirements or future expectations. They realized education in the traditional context, in which it was viewed as a factory of components to produce individuals whose abilities could be used for specific activities necessary to perform certain tasks. The method described above was and still is implemented by formal and mass education, which is divided into lessons, lectures, and seminars

in which the teacher conveys to others the content planned for a given subject, while presenting a specific attitude and views to the group of the participants. Given this position towards education, reflections begin to emerge on the quality of the information transfer, its effectiveness and profitability. It all depends on the teacher and whether s/he is a person who is substantively weak, devoid of character traits, strength and the power to influence others, or a competent, energetic, and sometimes charismatic person who attracts others (Enkelmann, 2022).

It should be noted, however, that regardless of the teacher's personality, characteristics and style, the problem of formal mass education is much more complex. Constant criticism and reforms thereof have contributed to the creation of instant education, which fits into comprehensive school modifications and the transformation of the labor market. Similarly, to informal education, it determines the organization of many training courses and professional workshops that engage and activate people in order to prepare them for the role of employees. Research conducted in this direction has revealed that young people who experience paid work while studying make more aware choices related to their further educational and professional path. By combining various methods and forms of education, graduates are better suited to the labor market than others (Brown and Souto-Otero, 2020).

According to the authors from the Market Economics Research Institute (*Raport opracowany…*, 2013), the development of education and its forms takes place on the basis of a mosaic of opportunities connecting participants with the educational institution offering a specific form of education. A given form is chosen by individuals focused on individual activity, stimulation of their abilities, creativity, freedom of thinking and problem solving. The solutions promoted are undertaken by public and private institutions, directing the energy, efficiency and effectiveness of the participants' actions. The last form of education that the authors of the report draw attention to is the community of ideals. It is merged with the concept of an integrating society, equalizing educational opportunities. The task of the school or university will be to create an educational environment with a support space in which discussions are held, solutions and answers to troubling problems are sought. The educational community created gives a sense of autonomy, mutual respect and responsibility (Brzezińska and Ziółkowska, 2013).

In connection with the presented material on the existence of multiple forms of education, a question also arises about what the teacher's education and activity should be like. This is not an easy issue to resolve because the expectations and challenges of each time bring specific demands and determinants. Kwieciński (1999) commented on this state and referred to the beliefs of Dalin and Rust in the implementation of educational tasks, which included:
- "education for democracy and multiculturalism,
- developing skills and critical use of media,

- – education for survival (environmentalism, pacifism, health promotion, fight against poverty, equal opportunities), where education shapes the world of work,
- – developing aesthetic tastes, developing skills,
- – education to work on yourself and be in good relationships with others and the nature in a sense of responsibility for the local and global world" (Kwieciński, 1999, pp. 29–30).

The key issue in the given statements is upbringing and personal education, which is implemented by the teacher who tries to prepare the young generation to cope with the existing conditions and time, so that they participate in common challenges and contribute to social and civilizational progress. This important and thoughtful development of individuals requires not only formal and mass education, but also its various forms, penetrating the reality outside school (Durska, 2009).

Among many forms, personalized and partnership education can be distinguished. The former is related to individual work and the teacher's focus on students. There is an explosion of talent among the students, with whom inspiring cooperation is established. It appeared in the 1950s in Spain and assumed the primacy of upbringing over learning, and the emphasis was placed on comprehensive development of students in the intellectual, emotional, spiritual, physical and volitional aspects (Drzewiecki, 2003). The above-mentioned aspects reflected a holistic approach to education, which, according to the assumptions, translated into good achievement of the teaching objectives as well as supplementing the students' deficits.

Personalized education includes tutoring, which has been known since ancient times. The word itself comes from Latin and means a guardian who watches over the individual learning process, the students' needs and capabilities (Wasilewska, 2015). The teaching perspective depends on the intellectual and social potential of the students. This is facilitated by a close and collaborative relationship, which has led to the development of three types of tutoring, i.e. scientific, developmental and artistic (Budzyński, 2009). The first one is to stimulate students to discover their abilities to develop their own strategy and design a personal development path, consolidating the knowledge and acquired skills in the areas they are learning. Their penetration will trigger cognitive curiosity, development of thinking and creativity. In developmental tutoring, students are made aware of the richness of educational situations and events that help them recognize their opportunities to explore the world and confront them. The naturally discovered individual strengths and deficits can lead to pleasing fulfillment of roles and satisfaction of needs in dynamically changing conditions, forming a more open attitude. Art tutoring is, in turn, focused on acquiring knowledge from various fields of art. It helps to carefully manage the talent of students who demonstrate unique ways of thinking and find original means of expression in the given solution. It is carried out at school, where the teacher uses active teaching and learning methods.

The diverse forms of education presented above embrace, to a greater or lesser extent, partnership education. As Śliwerski states, partnership education is this "type of specific relationship between the teacher and the students who want to achieve the goal in an atmosphere of mutual respect and cooperation" (2000, p. 144). This means that the people participating in this joint activity apply previously developed rules of cooperation. Their adoption promotes interactions and communication, which changes depending on self-acceptance, building trust, enabling the exchange of intellectual goods. It is based on developing a system of values from which goals are derived which are the source of accumulated experience. Hence, the essence of partnership is educational responsibility, which "promotes the development and use of capabilities so that they become, to the maximum extent, conscious and creative members of the social, national and global community and become capable of active self-realization [...] by undertaking tasks that are more than just personal" (Kwieciński, 2005, p. 13). The beyond-personal tasks highlighted in this quote mobilize not only education partners to act, but also the educational institution itself to offer specialized services and make decisions about its shape as a learning organization. The main idea of a learning organization is the readiness to: 1) monitor, 2) interpret and 3) solve real problems faced by students and teachers. The afore-mentioned properties create changes, optimize the activity of learning new solutions, as well as engaging in dialogue, self-education and creating formal and informal conditions for verifying the knowledge acquired and experience gained (Fatyga, 2005).

Based on the deductive analyses conducted here, it can be seen that in the area of formal, informal and non-formal education there are many mutually penetrating solutions. Their number is the result of an array of subjective factors, such as the style of thinking about and for education (Rutkowiak, 1995), its role, attitudes formed, behaviors of the members of a given educational community, as well as non-subjective ones resulting from the law, politics, the socio-cultural system, the conditions of the institution itself, management of the staff (Fazlagić, 2014) as well as those interested in the education process. The emerging diversity of the educational environment contributes to the use of the mobility of its participants, guaranteeing an increase in the educational effects of the school, as described by, among others, Mazurkiewicz (2011) or Von Hippel and Ronay (2009).

The synthetically characterized forms of educational influence make us realize that the plethora of its forms creates an opportunity to establish multidimensional contacts between teachers and students in order to determine goals, needs, expectations regarding the exchange of experiences, arranging the atmosphere for cooperation which translates into the proper modeling of attitudes and behaviors. The above-mentioned qualities become an impulse for pedagogical innovation, thus strengthening the mutual effectiveness and esteem of graduates for more responsible and valuable functioning in the educational process.

EVIDENCE-BASED REVIEW – *TEACHER EMPOWERMENT*

When proceeding to this part of the text, one needs to consider the undeniable fact that each individual is a unique personality with a specific nature. Despite some noticeable general similarities, individuals display unique personality traits, behavior and ways of thinking. There is no doubt that these features constitute a driving force and development not only for themselves, but also for the entire society and education. As people expand their skills and acquire competences over time, education, social and organizational structure and the division of labor change. All attempts at unification constitute a compulsion to enforce a homogenous form, becoming a source of indoctrination and criticism over time. This was aptly expressed by Rothbard, who wrote that "a participant in public education must make a number of important and controversial decisions regarding the pattern of formal education in force in the area under their control. They must decide whether schools should be traditional or modern […], whether they should teach general subjects or prepare for a profession" (Rothbard, 2014, p. 23).

The enumerated properties, along with other advantages, indicate the direction in which solutions should be sought to eliminate regression and take into account the progress of the teacher's activity, regardless of the form of education. In this situation, empowerment becomes more important. This concept has a wide origin, as it is associated with giving someone "strength", "authority", "power" to make someone "strong", "capable of something" (*Webster's Third New International Dictionary*, 1999; Siegiel and Gardner, 2000). Sometimes it is perceived as empowerment or permission (Koźmiński, 2004). Regardless of the meaning, however, the beneficial aspect of power and the potential to influence others, inspiring the organization members to achieve masterful results, are of great importance. This requires specific changes in the teacher's current educational activity so that autonomy and independence of the educational partners are revealed (Wilkinson, 1998).

In turn, Blanchard, as well as Zeffane and Zaroomi defined empowerment as the ability to carry out tasks by the members of the team, which values independent ideas, the use of knowledge and experience that motivates them to take on multiple tasks and challenges (Blanchard, 2007; Zeffane and Zaroomi, 2012) that are associated with building a good atmosphere, mutual good manners, cooperation, vision, and responsibility for creating the team. Within it, formal, informal, non-formal, individual and partnership education is possible, which does not always have a specific structure, but contributes to the unlimited flow of information. Each participant is treated with respect as they are a valuable component that increases the possibility of achieving success for the entire team. Bringing out people's commitment and enthusiasm will increase the autonomy and ma-

turity of the group in which the teacher plays the role of a leader and organizer, because s/he has:

–   "necessary information about the characteristics of students,
–   adapts his/her teaching style to the level and abilities of students,
–   skillfully creates a good atmosphere,
–   motivates themselves and others,
–   efficiently uses various ways to solve situations,
–   accepts decentralization of decisions,
–   gives a sense of satisfaction from the effort made,
–   shapes the awareness of the impact on the immediate and distant environment and behavior" (Zeffane and Zaroomi, 2012, pp. 114–115).
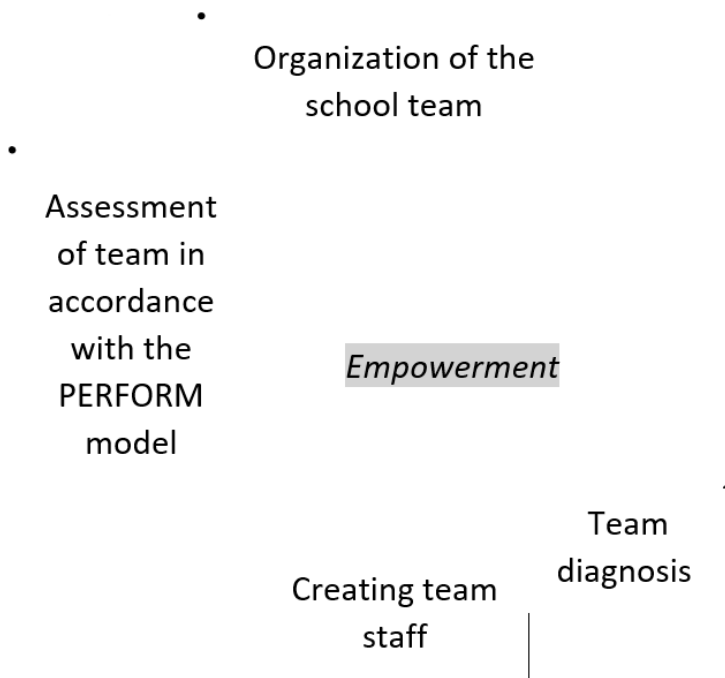
The given characteristics of a teacher as a team leader are treated as his or her unique wealth, which is useful in everyday practice in various forms of education. The individual aspects of a leader noticed by Bugdol were used to determine the dimensions of empowerment, such as:

–   "organizational dimension, which includes teamwork, flexible structures and management thereof,
–   psychological dimension including integration in the group, existing influences and self-awareness,
–   pedagogical dimension focused on participants' development, teaching and creating good relationships,
–   sociological dimension connected with the development of organizational bonds" (Bugdol, 2006, pp. 35–36).

The above dimensions have a positive impact on empowerment, i.e. the power of subjectification and independence of participants realizing various forms of formal and non-formal education. This is particularly about showing one's own initiative in the educational environment and beyond, so that the organizational creativity (Brzeziński, 2009) of the education partners who opt for freedom of thinking, acting and searching for unique solutions is revealed. This is made possible through team configuration, which depends on personal compilation, intellectual resources and creative awareness. Together, they have incredible potential; the collective knowledge and skills lead to measurable success, because the members adapt to the given institutional conditions faster than in the hierarchical structure of formal education.

Initiating teacher activities at school that will be associated with empowerment will refer to the outline of the organizational shape of the team, which will include the following elements shown in Figure 1.

Figure 1.
Design of selected teacher activities in organizing the school team

- Organization of the school team
- Assessment of team in accordance with the PERFORM model

Empowerment

- Team diagnosis

Creating team staff

Source: Author's own study.

The presented figure shows the three most important components generating the organizational structure of empowerment. They are as follows:

– "assessment of the team in accordance with the PERFORM model – i.e. the separation of seven key elements, i.e. specifying goals and values accepted by participants, legalizing freedom of action and decisions, respecting mutual relationships and communication, non-rigid adaptation to conditions and expectations, achieving the optimal level and standards of work, experiencing satisfaction from belonging to a team,

– creating the team staff – where the style of the leader-teacher should be adapted to the team, so as to implement tasks requiring a creative approach and collecting concepts of new solutions, ensuring their objective assessment in the light of the established criteria, financial and implementation possibilities. In addition, the basic tasks of the teaching staff include developing a system integrating ideas, removing obstacles, limiting negative consequences and emerging difficulties, enabling the transfer of individual creativity to the team level, thus, allowing for a better flow of knowledge, appropriate motivation, and securing resources,

– diagnosis of the team development level, which includes five stages: introduction, dissatisfaction, integration, productivity, expiration. All members' awareness of the above determines the development, morality and efficiency of the team in fulfilling the undertaken tasks, including educational ones" (Jagoda-Sobalak, 2015, pp. 74–85).

An extremely important thing in the organizational structure of a school team created by a teacher is the acceptance of the personal characteristics of the participants, which were noted by the McKinsey group. This issue is illustrated in the next figure.

Figure 2.
Analysis of emotional development factors according to McKinsey

Cognitive
●**Critical thinking**, structured problem solving, logical reasoning, understanding biases, seeking relevant information,
●**Planning and ways of working** ● workplan development ● time management and prioritization ● agile thinking
●**Communication** ● storytelling and public speaking ● asking the right questions ● synthesizing messages ● active listening
●**Mental flexibility** ● creativity and imagination ● translating knowledge to different perspectives ● adopting to a different perspective ● ability to learn

Interpersonal
Mobilizing systems
● role modeling ● win – win negotiations
● creating an inspiring vision
● organizational awareness
Developing relationships
● empathy ● inspiring trust
● humility ● sociability
Teamwork effectiveness
● fostering inclusivenness
● motivating different personalities
● resolving conflicts
● cooperation ● coaching
● **Empowering** – *empowermet*

Self-leadership
● **Self-awareness and self-management**
● understanding own emotions
● self-control ● understanding own strengths ● integrity
● self- motivation and wellness ● Self-confidence
Entrepreneurship ● courage and risk-taking
● driving changes and innovations
● energy, passion, and optimism
● Breaking orthodoxies
Goalls achievement ● ownership and decisiveness ● achievement orientation
● grift and perseverance
● coping with uncertainty
● Self-development

Digital
Digital fluency and citizenship
● digital literacy ● digital learning
● digital cooperation ● digital ethics
Software use and development
● programming literacy
● data analysis and statistics ● computational and algorithmic thinking
Understanding digital systems
● data literacy ● smart systems
● cybersecurity literacy ● tech translation and enablement

Source: Author's own study based on (McKinsey & Company, 2021, p. 3).

The factors identified by McKinsey describe four important components of empowerment. They concern personal dimensions and the context of their occurrence. They have an impact on the positive increase of the teacher's influence as the creator and leader of the team, but also on the determination of the individual characteristics of the participants who identify with the team, who see the sense and importance of the tasks performed, exercise personal control, plan their own development, real involvement and include the information and decision-making sphere in their activity that gives a sense of satisfaction from the work done. The above-mentioned features will gain in value in non-formal and informal education, in which previously learned patterns of behavior and knowledge will clearly emerge. They are demonstrated both in familiar and unusual conditions, supported by modern technology that allows for faster organizational maturity and perseverance that ensures success. The main stimulators of the team's activity are external changes in the environment contributing to the selection of educational and non-educational tasks. Empowerment obliges to act independently and creatively in accordance with ethical principles. To a greater or lesser extent, the team members can learn this ethical and well-mannered behavior during their educational journey, which takes many forms. However, in the course thereof, not only positive situations are experienced since the following are often forgotten about:
- "the ability of the existing school structure to self-organize,
- reduction of employee hierarchical levels,
- increasing the diversity of undertaken tasks and challenges,
- increasing substantive support for teachers,
- creating solutions enabling role change,
- creating an organizational culture based on the cult of knowledge, learning and sharing knowledge" (Czubaszewicz and Gajewski, 2018, pp. 153–154).

Meeting these recommendations in the school organization in which various forms of education coexist will be possible thanks to the application of teacher empowerment. It will validate a better approach to carrying out tasks in the teaching and educational process and finalizing them in a valuable way. At the same time, the teacher's strategic thinking system will be tested, who will encourage their students to be more inventive and determined in searching for solutions, as is the case in non-formal and informal education. This will provide an opportunity for the members' actual culture to emerge and be noticed by others. It will result from organizational reconstruction of the school resources based on compliance with jointly established norms and principles (Bugdol, 2006).

CONCLUSIONS

The concise reflections on education and its various forms show that each time and conditions developed such behavior of the education partners as to keep up with

the transformations in the external environment. The analyses undertaken showed that the multi-form nature of education favors the introduction of new solutions. It turned out to be empowerment, which was associated with the positive influence of the teacher as the leader of the student team. Thanks to the teacher, the students are involved in information and decision-making processes, which play a key role in initiating independent educational activities, in which the contribution of each participant to creative problem-solving and developing competences is important. Therefore, empowerment provides a common ground for formal, non-formal and informal education, in which attention is paid to a positive organizational culture, stimulating the involvement of the teacher and the pupils in participating and carrying out assigned school work. The meaning of empowerment helps to understand the dimensions and characteristics described hereby. A special role was played by the features of the teacher as the team creator, who is required to be professional, responsible, to ethically maintain standards, and display a valuable style of communication and action leading to successful results. These are central values that should be an important normative element of today's educational institutions and teachers. In the current situation, not every institution and teacher can afford such alternative activities and transformation of the developed style of functioning as well as a good organizational culture that can be transferred to other institutions. Nevertheless, it should be noted that there are disadvantages of empowerment. These include: a lack of competence to independently build a team and its organization, a lack of ethical behavior of the teacher, a lack of the teacher's dedication to their profession, a lack of specific criteria for assessing the participants' activity and original solutions to problems and tasks.

Undoubtedly, the defects noticed may discourage the teacher from introducing empowerment and enjoying the unique way of the educational work and its new organization enabling to combine various forms of education. However, the teacher's passion, charisma and willingness to test a different strategy of action will minimize the negative effects of the different behavior, justifying the creative impulse.

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FORMY EDUKACJI A NAUCZYCELSKI *EMPOWERMENT*

Wprowadzenie: Przeobrażenia oświaty w Polsce i na świece są przyczyną podejmowania modernizacji czynności zawodowych nauczyciela. Kluczową sprawą stają się wymagania związane ze zdobyciem przez nauczyciela wiedzy o organizacji szkolnego procesu, który zapewnia optymalną realizację celów, zadań i funkcji. Poszukuje się w tym obszarze rozwiązań obejmujących harmonizowanie naturalnych umiejętności organizacyjnych nauczyciela z jego wiedzą zależną od posiadanych talentów, doświadczenia pedagogicznego eksploatowanego w złożonych edukacyjnych formach i sytuacjach.

Cel badań: Cel badań złączył się z rozpoznaniem zaangażowania nauczyciela w zawodową aktywność niezbędną w czynnościach organizacyjnych znamiennych dla omawianych form szkolnej i pozaszkolnej rzeczywistości. Wykorzystano dedukcyjną metodę analizy danych łączącą się z doborem wybranych źródeł, koncentrując się na deskrypcji i nowym ich implementowaniu.

Stan wiedzy: Przeprowadzona eksploracja ujawniła, że rozważane formy edukacji funkcjonują zarówno samodzielnie, jak i wzajemnie się przenikają, tworząc wspólną płaszczyznę zaistnienia nauczycielskiego *empowermentu*, będącego impulsem powstania nowej osobowo-zespołowej struktury w procesie edukacji.

Podsumowanie: Poczynione teoretyczno-eksploracyjne analizy ukazują spojrzenie, że zastoso-

wanie w różnorodnych formach edukacji nauczycielskiego *empowermentu* i jego założeń wraz z modelem PERFORM jest alternatywnym sposobem łączenia teorii i praktyki edukacyjnej stanowiąc odmienne remedium zawodowego funkcjonowania.

Słowa kluczowe: formy edukacji, nauczyciel, *empowerment*, model PERFORM, łączenie teorii i praktyki