

Summary

Teachers and school in the perception of children from risk setting (the case of a selected town in Upper Silesia)

The subject of the research was the image of teachers and school represented in the narratives of children from risk setting aged from 10 to 14 years old, living in one of the cities of Upper Silesia. I was interested in getting to know and understand children's perception of teachers and school, as well as in developing a school support model for the children on the basis of the obtained material. The research was conducted in a mixed strategy: I used document analysis and also applied the narrative interview. The study group consisted of twelve children whose narratives I coded using hermeneutic-phenomenological analysis. In developing the theoretical framework, I mainly used the concept of psycho-cultural approach to education (Bruner, 2006) and theoretical models of among others, critical sociology, Goffman's model of total institution, sociological concepts of trust (Sztompka, Giddens) and Korczak's ideas on care and upbringing of children.

Within the framework of the conducted research, I obtained a multidimensional image of school as: a place of opportunities and occasions to (un)fulfil their needs, values; a total school culture and an (un)safe place, connected to the (un)presence of a culture of trust, distrust and ontological safety. The teachers' image, on the other hand, was constructed around themes such as teachers' (in)coping with violence and aggression at school and students' disruption of lessons, as well as controlling and supervising pupils, organising the learning process and the relationships established with children.

The collected and interpreted research material has enabled me to construct a school support model for children from risk setting, in which I present directions for change related to school culture.

Key words: children at risk, teacher, school, school culture, psycho-cultural approach to education