

Summary in English

Title: "The actions of female teachers-innovators of early childhood education in the perspective of the culture of resistance"

The dissertation entitled. "The actions of female teachers-innovators of early childhood education in the perspective of the culture of resistance" is the result of qualitative research in the field of pedagogy. The research method I chose is biographical and narrative interviews.

The purpose of my dissertation was to learn about and analyze the significance of the innovative actions of female early education teachers considered by me as a manifestation of resistance. To analyze the narratives of female teachers, I used the hexahedron model of resistance developed by A. Babicka-Wirkus (Babicka-Wirkus, 2019b, p. 49), which assumes the multidimensionality of resistance. Considering the statements of the respondents, I referred to three dimensions of resistance: action, motivation and space, taking into account the polarities occurring in them, so as to learn about the motives of resistance actions of female teachers-innovators and their location in space.

In search of participants in my study, and to get a better idea of the topic of innovative teacher activities, I searched numerous websites, blogs and teacher forums on social networks. Not only I had the opportunity to learn about specific work methods used by female innovators, but I was also able to find out what experiences they had of speaking out against traditional teaching methods and using innovative work methods in their teaching practice. I was also interested in what were the reactions to the solutions they introduced of their students, parents and colleagues. From among those in this group of teachers, I selected 14 female innovators who I invited to participate in my research.

The research problem was formulated in the form of a main question:

What types of resistance does the analysis of female teacher-innovators' actions reveal?
and four specific questions relating to the dimensions of the resistance hexahedron:

- 1) What actions do female teacher-innovators take?
- 2) What are the motivations of female teachers to innovate?
- 3) In what space are the activities of female teacher-innovators located?
- 4) What emancipatory potential is contained in the actions of female teacher-innovators?

The collected empirical material consists of 12 narrative interviews, one of which was a group interview. The dictaphone-recorded interviews, from which I made transcriptions, were

subjected to qualitative content analysis (Kubinowski, 2010, pp. 247-248) and coding techniques (Konarzewski, 2000, pp. 169-170). This was aided by the Canva program, in which I created word clouds showing recurring trends in the polarities of innovative activity appearing in the statements of female innovators.

As a result of the analysis of the research material, I was able to identify the stages of innovative activity of the female teachers under study in each of the narratives and create individual models of the resistance hexahedron taking into account the individual polarities occurring in each of the dimensions of a given opposition activity. On this basis, I determined the emancipatory potential (Babicka-Wirkus, 2019, pp. 83-85) of the innovative activity of my female interviewees. As a result of the analysis made, I conclude that the female teacher-innovators I studied mostly present authentic resistance with high emancipatory potential. I also identified common tendencies, appearing in each dimension of the hexahedron, and located the innovative activities of female teachers on the corresponding polarities.

The innovative activities of my female interlocutors, considered in the perspective of the culture of resistance, allows us to formulate the conclusion that the basis for self-awareness and critical thinking about oneself as a teacher and doing reflection on one's educational activities is a sense of efficacy and strong intrinsic motivation. These are the conditions for expressive functioning in early education institutions and manifesting opposition to their dominant culture. It is important to emphasize that teacher resistance is an indispensable part of the school's culture, as a result of which there is space for what is new.

The involvement of female teacher-innovators in promoting their activities in social media and among participants in the life of the kindergarten/school (students, parents, other teachers) allows us to note that the lack of space in schools for innovative methods results in the emergence of new, out-of-school educational spaces, such as interest circles, extra-curricular activities and educational organizations supporting educational institutions. The emergence of new methods and forms of activity in extracurricular spaces is also changing the expectations of students and their parents, which may give rise to further voices of opposition to existing methods of work in educational institutions.

Keywords: educational activity, teacher, innovator, early childhood education, emancipatory potential, school culture, culture of resistance