

## The changing roles of teachers in contemporary education

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Traditionally, the role of teachers, irrespective of the subjects taught, was, roughly speaking, to instruct, control, assess, organise, observe, and constitute a resource for their students. Yet, the complexity of today's world, with its changes (i.e. technology, AI), global and local challenges (i.e. pandemic, wars, more and more students in need of special educational needs,) and demands (the ongoing reforms, parental expectations) deserves reconsidering the issue, and perhaps redefining who the teacher is (becoming) and what is expected of them. Hopefully, new understandings of teacher roles could be established so as to respond to the world's contemporary needs. I invite partners to investigate the changing roles of teachers in their countries and how it has influenced the preparation of language teachers. As a research instrument, I suggest narrative inquiry in the form of in-depth interviews but I am also open to other qualitative methods. The topics could focus on the issue of new teacher roles, but not limited to, related to the following areas:

- theoretical foundations of research into teacher changing roles;
- the appearance of new teacher roles (e.g. administrators, mediators, promoters, diagnosticians, school exchange coordinators, implementors, researchers, verifiers);
- teacher autonomy and agency (or its lack);
- classroom interaction and management;
- teacher cognition and identity issues;
- demands for pre-service and in-service teacher education;
- teacher wellbeing.