World Educates Us... Naturally!

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The environment that a child/student experiences (including cultural heritage, natural wealth and digital opportunities) is an exceptional space for students and teachers to discover and learn about the world itself. When learning something, especially in the Early Years stage, children need to discover things comprehensively, which requires a need to see and touch, to smell and work with the content. Accordingly, it is essential to let children build and transform new findings through various channels – perception, language, art, movement, self-expression, etc. Keeping a reasonable balance between modern technology, an emphasis on educational factors and the cultural-natural roots of humanity is necessary for two reasons: (1) the importance of the comprehensive development of the child (their current knowledge, skills, competencies, attitude and passions that will evolve in the future); (2) teachers' need for a sense of effectiveness and feelings of professional growth (including the joy of teaching and keeping motivation and dedication through the process).

Reaching the solutions for quality teacher education, we should not forget about the direct impact of teachers' professional attitude on the person of a child and their growth and well-being. Therefore, it is important to raise teachers' awareness and understanding of the 21st century need for building as strong a connection between a child and nature as possible, at least as strong as their bond with technology.

— Keywords:

connections

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Home

Educational perspectives

I find, in my professional work, a unique opportunity to look at the education of a child from two complementary perspectives – teacher and educator. Observing, analysing and searching for solutions is a constant challenge with regard to both young and adult human beings.

Thinking about a child as the centre of the entire process comes from 17 years of experience as a preschool teacher and a therapist of children with disabilities and various learning difficulties. Every single day in preschool is a surprise when you need to react to children's thoughts and needs, unexpected ideas, and a wide spectrum of behaviour. In a way, children nowadays do not seem to differ a lot from those growing up a decade ago, especially when focusing on their entire needs, inner desires or development requirements. Why, then, in the area of perception and independence do we find them as they were from another planet?

Surprisingly, the same happens to teachers! I allow myself to state that not only because I have observed my kindergarten colleagues' attitudes towards their work but also due to my own self-evaluation – looking back through the years to assess my own commitment, motivation and targets.

Moreover, working as an educator and preschool teacher advisor leaves me with the impression that we all have lost (or at least became disoriented) the direction of the efforts we intensify every day. The political climate, strong economic factors and high expectations from parents put all of us in an academic skills race, making the process of teaching and learning a kind of educational roller-coaster ride. And it is not an overstatement to say so.

While searching for the optimal learning path, the reflective teacher sits on a methodological and philosophical swing. Setting the hierarchy of pedagogical priorities is a tough task when considering the position of knowledge versus students' skills and active attitude towards learning, especially when taking the social expectations of teachers into consideration. The domination of the quantity dimension above quality in education and the pressure on the evaluation of effectiveness are still current and undecided dilemmas (see Krzyżanowska, 2018).

The decisive factor that sets us down the teaching path, despite all our doubts and hesitations, is often a willingness to help children discover the world and to make them sufficiently prepared for what it will bring. That kind of mission is marked by a risk of failure, mainly

because we understand such "discovering" and "preparation" differently. Moreover, we constantly evaluate our work priorities according to our professional and personal experience. Is it not then high time to ask about the optimal vision of teaching in the 21st century and beyond? It is a question about what we focus on while educating future teachers.

When talking about the future of education, I find it necessary and interesting to first look back to a certain time in the past.

At the turn of the 19th and 20th centuries, Jean-Marc Côté and other French artists published a series of futuristic pictures known as *En L'An 2000* (see The Public Domain Review, n.d.). Their work includes a vision of a school in the year 2000. The picture in Figure 1 (titled *At School*) displays a projection of progress in technology and the novel vision of using it for distributing knowledge in the educational process. A peculiar issue is the direction of transfer, which remains unaltered – from a person or tutor through books (as the educational resource) directly into students' heads, with no space for initiative or dialogue. Some teachers would probably appreciate such concentration and silence in a classroom, but apart from these, pure **knowledge** gained through **memorisation** and **passivity** appear here.

Figure 1. *At School*, Jean-Marc Côté

Surprisingly, when turning the clock back another 250 years, we come across Rembrandt's piece of art displaying a contrary vision

of a lesson – *The Anatomy Lesson of Dr. Nicolaes Tulp* (1632) (Figure 2). Educational tools seem to be sparse and simple; we can spot a book, notes and an indicator in the hands of a surgeon. Looking at the painting with contemporary teachers' eyes, we could discuss speaker and listener content or the active and passive roles of the learners, but the most precious issue is beyond this. School, according to Rembrandt, calls out to us with just four words: See. Touch. Experience. Discover. Indeed – nothing can relieve the real! Pure **learning by doing** and **problem-solving** through **multichannel experiences** and **handling**. Is that not content that we are all searching for and find to be developmental necessities nowadays?

Figure 2. *The Anatomy Lesson of Dr. Nicolaes Tulp*, Rembrandt

When I was a teenager, I stumbled upon Robert Fulghum's book titled *All I really need to know I learned in kindergarten*. It would be a slight exaggeration to say that it brought me to the preschool teacher profession, but there is truly magic in his words and simple advice: "clean up your own mess", "do not hit people", "be aware

of wonder", "everything you need to know is there somewhere", and finally, "when you go out into the world, it is best to hold hands and stick together" (see Fulghum, 1994). I feel that most of Fulghum's tips could be signposts when searching for a path to early childhood education. But there is no denying that there is a truth in Peter Gray's thesis that claims that "most of the important lessons we take in life are not connected with a particular place, such as kindergarten or school, but are lessons given by life itself" (Gray, 2015, p. 11). By saying that "children do not need a school anymore but more freedom and an environment for discovering the world", he provokes educators to become active change-makers. His vision of change rests on perceiving children's competencies and leaving them a space for gaining knowledge and skills with natural methods and instincts. Otherwise, children will not be able to take responsibility for their own paths, being afraid of life's challenges and its dangers (see Gray, 2015, pp. 31–34). So, how can we make them prepared enough?

—— Learning environment

*That is the way to learn the most,
that when you are doing something with such enjoyment
that you do not notice that the time passes.*
Albert Einstein

Finding an effective educational formula turns out to be a demanding task and is anathema for teachers and policy makers. Even if we follow the world-centred approach in education, we still experience the clashes between methodological praxis, teaching routines, digital challenges and cultural impact. It is in everyone's best interests that there is an interaction between these factors, as well as a reasonable balance enabling students to meet the world and find a personal relation with it in order for them to feel at home.

We already stated that way of cognoscence requires a direct perception of the object. Without real experience and handling, learning is incomplete. Here, I would like to share a meaningful example of raising cognoscence at the preschool level, proof that it is not a one-shot action for success but a long-lasting multidimensional process that starts in early childhood.

Figure 3. Multisensory learning with nature

These two photographs, which I found complemented each other, were taken while working in my preschool with my last group of "Bees". In the left picture, there is a boy facing a task that combines mathematical perception with the topic of trees. The boy successfully managed the measurement activity of putting tree icons in order from the smallest to the tallest, capably manipulating them on an interactive whiteboard. Including other activities in the lesson, e.g. introducing knowledge about various tree species, such as the different appearances of their leaves and fruit, still does not bring the full concept of the tree into children's minds. That is why, especially at a young age, a child needs an opportunity to observe the real object and discover it in a multisensory way – to see, touch, smell, eat and play with it (if possible) in order to know it. Sometimes it is possible to start a relationship with it – to hug it, like it, or love it. That is what you can see in the right photograph, can't you?

Scott Sampson, in his work *How to Raise a Wild Child: The Art and Science of Falling in Love with Nature*, acquaints his readers with

three key factors working for empiric cognoscence, connecting them with the need for a profound relationship with the natural world. He distinguishes the issues of experience, learning and understanding in the spiral set of events that a child is faced with during the process of entering into a relationship with the world.

Sampson highlights that "the best place for finding a love of nature in ourselves is the place we currently are", so any place could then be treated as the optimal learning space if only it is grasped with a wider perspective and creativity. He agrees that the basis to achieve the empiric features in education is a direct multisensory **experience** supported by nature and the emotions it carries to children's minds. In Sampson's opinion, **learning** becomes most effective when a child is engaged in exploration, concentrating on his play instead of "processing information" received from the teacher-mentor, who is to be more a listener and observer, a live stimulation for a student, rather than a book of answers. Finally, **understanding** comes, but it requires a wider perspective of awareness and intellectual ability in order to make connections between phenomena (see Sampson, 2016, pp. 79–81).

Educational deliberations lead nowhere if they omit the role of a modern-quality teacher and a modern-quality school. The specific picture of a teacher and the learning space he/she creates is a direct answer to the humanistic view of a child. I strongly agree with Ewa Kaliszuk, who writes that a teacher "cannot be a monopolist in knowledge distribution anymore, but has to become a guide and facilitator in the process of discovering leading to learning" (Kaliszuk, 2019, p. 23). After all, a child is not an empty box, a **tabula rasa** of mankind, when entering a preschool and a school system.

It is not rare to see a child demonstrate quite well-developed personal competencies, such as perceptiveness, mindfulness, patience and enthusiasm in experimenting, zest and involvement in doing that teachers can extend and develop in the process of discovering. Such a learning path, filled with a variety of emotions (like happiness and enthusiasm taken from experimentation but also anger and sadness caused by failure), supports a child's growth in mental resilience. A readiness for inconvenience and an optimistic attitude towards meeting challenges are connected with far-reaching results, such as gaining independence in decision-making and having

courage for one's actions, which are essential to one's preparation for being and living in a changeable and unforeseeable world (see Kaliszek, 2019).

The modern vision of the developmental process to be carried out at school requires both world-centred and action-centred attitudes for learning.

Christopher Clouder's deliberations over knowledge and learning by doing perfectly tunes the discussion. In his opinion, "knowledge is not enough and [...] the future will be built by those who can collaborate and apply insight and sound judgement to different and unexpected challenges", understood as "the moments of learning that come unexpectedly and unplanned" (Clouder, 2014, p. 78). Clouder finds such an opportunity in children's unstructured play, when they are so absorbed in a task that it challenges them to do the best they can, achieving the "flow" effect – so welcomed in the learning by doing concept. He strongly asserts the meaning of enthusiasm within children and youth actions, which are more relevant than curricula targets or expectations of future exam results.

This surprisingly corresponds with the matter of space and time for boredom in a child's life. The pace of life that we all suffer from and separation from natural environs have a lot in common. Aldo Leopold, a 20th century naturalist, explains this as follows: "Your truly modern Man is separated from Earth due to numerous go-betweens and material inventions. He has no genuine bonds [...]. Leave him for one day somewhere on a piece of land and, if it is not a golf course or a scenic park, he will get bored to death" (Leopold, cited in: Haskell, 2017, p. 322).

What is more, Clouder points out parents' feelings of guilt or wishes for their children's achievement, which results in them filling their free time with an abundance of activities or technologies. Whereas, as he writes, "in a hyperactive and driven world we can forget that children too have the right to stillness", and later states that "boredom is not comfortable but out of this empty space much creativity can be born" (Clouder, 2014, p. 79).

This directly matches my professional experience within the unstructured play that children embrace during their time outdoors in a park or some woods, and, more generally, the understanding of teaching resources. Leaving aside an individual teacher's vision

on using the natural environment as an educational aid (suitable for mathematics and literacy skills, scientific knowledge and other areas of the curriculum), it is extremely worthwhile to set a time and space aside for children to freely observe, play and wonder at the world.

After the first moments of "I-have-nothing-to-do" and "I-am-bored", creativity arrives together with the readiness to "do things" together with others. Following the simple ideas inspired by nature itself, children manipulate accessible items and truly create, in collaboration with others or individually, bringing their own concepts into life. Besides, a world-book for academic skills is within their hands, as they can search for the shapes of letters among the shapes of sticks, make comparisons with the items around them, and count up to high numbers using stones. For me, as a teacher, these are the most valuable moments in which they learn about and in the world. It is accessible from the very beginning, even with 3-year-olds, so there is no need to wait until they get older! That would simply be a waste of precious time!

And I am totally sure that, after a few years spent in preschool, they will forget all of their book activities, most of the interactive whiteboard tasks, and even my exceptional teacher talks about everything and nothing. But they will not forget the time they were running around the playground barefoot to enjoy the morning dew, playing with those sticks and stones, building forest food containers with snow and filling them with carrots and apples, or just hugging or sitting under the trees with their eyes closed.

The basic question is whether teacher educators sufficiently value such a learning path", building the strong belief in future teachers that the environment is a kind of a textbook they need to use in the learning process. Are they able to grasp a variety of competencies to evolve within not only academic ones but also soft skills, so important to children's daily lives? Wollman-Mazurkiewicz makes this plain by saying that "there came the end of developing single lessons which became an absurdly chock-full pot and an empty one, all at once" (Wollman-Mazurkiewicz, 2000, p. 65).

Therefore, the main question is not even "How can I set up a good lesson?" but "Where is the classroom in which our students learn the most?" and "How can I support their life progress?"

According to Kaliszuk, a fundamental aspect in searching for the point in a child's development is grasping two equal sides of the issue: the subject and the object.

Obviously, the subject is a child and his/her regular development. The key task for us, as adults, is to lay on the appropriate environment for this vital process. The environment Kaliszuk talks about includes family, siblings, friends, but also nature, without which we simply do not exist. And nature itself is an object in the process of development where important resources are found, essential for our well-being. Subject and object can coexist in a unique relationship. Building and then nursing that relation "seems to be the crucial task of our lives" (Kaliszuk, 2019, p. 37). And again, as Kaliszuk highlights, it is adults' responsibility to create an opportunity and a space for establishing the conscious bond between a child and nature.

—— **On the natural path**

The more high-tech we become, the more nature we need.

Richard Louv

When talking about teachers' mission in the students' path towards nature, we could paraphrase Conor O'Gorman, who stated that "the best step that parents can make is the first step through the doors. It is not children who need an inducement to manage this, but parents" (cited in: Komorowska, 2019, p. 8). By replacing parents with teachers in his statement, we can discover that such a step should be made towards the classroom doors too. Are teachers encouraged enough to do so? To focus our teaching on such a direction and put our efforts into learning through nature, we need to be convinced why it is important and get an idea of how to manage it, including through our own personal contribution.

Figure 4. On the natural path

There is quite a lot of qualitative research that has established educational, physical and mental advantages from the direct contact of a man (and so of a child) with nature. Discussions, empirical studies and evidence-based medicine support this connection, which takes effect in such initiatives as **shinrin-yoku** (Japanese in origin, nowadays a worldwide practice of forest bathing for multisensory stimulation and relaxation) or treating nature as a kind of dietary supplement (prescribed seriously by Scottish doctors for medical reasons).

We can find interesting observations and comments on the situation of the modern child in the case studies of Richard Louv (in his works *Last Child in the Woods: Saving our Children from Nature-deficit Disorder* and *Vitamin N: The Essential Guide to a Nature-Rich Life*), Florence Williams (in *The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative*) and in Tim Gill's report called *Sowing the Seeds: Reconnecting London's Children with Nature*. These are three "Gospels" for parents and "must-reads" for educators, especially

those searching for solutions to the development difficulties children commonly suffer from nowadays that are connected with Louv's term "nature-deficit disorder".

As the child's relationship with nature is frequently and diversely estimated against the role and impact of technologies on new generations and its after-effects on education, the topic requires increased attention and a personal stance.

It is essential not just because our lives have generally shifted indoors, separating us from the outdoor environment. A more serious disturbance has been observed and described by Louv as the "physical limitation of childhood in the urban world, where experiencing nature is just one of the victims" (Louv, 2016a, p. 54). The walls of the house are the apparent boundaries, but there are other serious limitations of space that have a negative impact on children's development and health. Playpens, high chairs, and car seats are among them, but also baby carriers used by parents when walking or running outdoors. Children are also faced with other restrictions put on them by adults, mainly due to safety reasons or overwhelming fears, which appear in "be careful" and "it's dangerous" sentences and go together with "don't run", "don't jump", "don't climb" and of course "don't make yourself dirty!" Jane Clark uses the term "containerized kids" to explain their horrendous state (see Louv, 2016a, pp. 53–54) and calls for freedom to be restored to childhood. Of course, following this concept requires breaking quite a lot of personal and institutional barriers, including educational trends, structural directions, curriculum time pressures and fears for children's safety. A dozen recommendations for parents, educators and other decision makers were delivered by Gill (2014, pp. 154–157) as a starting point for such a change.

Figure 5. Getting children in touch with nature

As Richard Louv states, the situation of childhood nowadays demands sustained actions, and this change should be made urgently. Obviously it will not come about by itself – waiting idly will not work, so it is both parents' and teachers' task to bring the change to children. Rachel Carson (cited in: Louv, 2016a, p. 201) calls adults' attention to the simple fact that "while introducing nature to a child, we need to feel it first, and then to know". His appeal corresponds with Lidia Wollman-Mazurkiewicz, who states that "it is not possible to focus children's attention on natural phenomena when we are not absorbed in nature ourselves. Only our own delight and feelings showed freely are catching and shaping. It is then most important just to Be with children" (2000: 215). For me, Magdalena Lisak has the final word here when she says that "we are a part of nature even though we retreat from it. We search for comfort and quick solutions, but hide behind the lack of time, and increasingly we look at greenery only through our windows. Our only hope is to find an inner child in ourselves, the one who desires to spend all their free time outdoors" (Lisak, 2019, p. 9).

This all means that it is only with our own positive personal attitude towards the environment and time being given to such a mission that achievements in this matter will be possible. What is more, it has been recognised that engaging children with nature becomes much harder when they grow up, and therefore such human activity is necessary from the very beginning of childhood, including during preschool

education, and it should be continued in primary schools. If only we, as teachers, can let our inner child speak...

I strongly agree that (as the word "preschool" indicates) this time of childhood is also devoted to appropriate preparation for school, which includes the acquisition of a set of skills and competencies. But then, do children learn anything or do they just play and absorb vitamin D while they are outdoors? A meaningful answer to this is given by Lidia Wollman-Mazurkiewicz, who furthers the scheme formed by Kirsti Vindal Halvorsen on the topic of education through environmental factors.

Halvorsen presents three circles of cognoscence, bringing different structures into the process. These are: **to be** (understood as experience, developing social contact and an attitude towards nature), **to learn** (read as discovery leading to knowledge) and **to dare** (which brings action, and then persistence and creativity) (Wollman-Mazurkiewicz, 2000, pp. 213–215).

Indeed, learning is an imperative factor of the educational process, comprising a set of facts and abilities gained within intentional activities in literacy, mathematics, science and art for the development of intellectual and emotional functions. However, the learning environment can be successfully set outdoors, both in natural surroundings (gardens, parks, forests, or even a little green space between blocks of flats) and in urban settings (industrial landscapes, cultural places and human-made constructions), if the closest vicinity is understood as a teaching resource.

Dahlgren and Szczepanski state clearly that "the natural environment offers a wide range of visual impressions, scents, movements, sounds and shapes, appealing to all of the child's senses in a way which no other environment is capable [of]" (2005, p. 24). They emphasise that multisensory stimulation is essential in the world-centred process because "when we meet the world around us, we learn how it works, how it tastes, smells and feels. We get to know the world in parts and wholes, at the same time as we create roles towards our environment" (ibidem).

Figure 6. Education in the natural environment

Both authors see the red light in the matter of understanding the natural world as an educational aid, writing that "in today's school, there is a sharp contrast between life in the classroom and life in a schoolyard. In the learning environment of the classroom, there are pedagogic tools that the teacher is actively using. The pedagogic tools of the outdoor environment, however, are invisible for most teachers" (Dahlgren & Szczepanski, 2005, p. 35).

Nonetheless, as they claim, "outdoor education in practice becomes an important methodological tool that can make the intentions of curricula come alive" (ibidem, p. 23). They highlight a multitude of hands-on methods thanks to which a student gets trained to interpret and analyse processes observed in an outdoor environment, providing qualities that cannot be created in a classroom or any indoor space. Thanks to time and actions taking place outdoors, children usually have many opportunities to collaborate together, which affects their socialisation processes. Meaningful learning situations engage both children's minds and bodies, as they certainly encourage creativity and are more profoundly secured in memory by confronting children with sensory perceptions and bringing positive impressions.

Rycielski and Rycielska refer to Liz O'Brien's research on the evaluation of Forest School's effectiveness, showing empirical merits from contact with the natural environment and the setting up of a learning space in a spirit of freedom and time for exploring (2019, pp. 24–26).

Significant beneficial effects are seen in:

- the increase of self-confidence and self-control;
- growth in social competences;
- relevant/vital improvements in communication with a group;
- the awareness of consequences from their actions towards others – both humans and nature itself;
- the acceleration of language development;
- the evolution of motivation and attention management;
- the increase of gross and fine motor skills and strength;
- a better acquirement of knowledge and understanding of educational content;
- mental support through the increase of good moods, subjective levels of energy, and a decrease in affective disorder risks (including depression).

The three circles of cognoscence of Halvorsen complement the "learning by doing" concepts in education of Dahlgren and Szczepanski, which link knowledge, non-academic competencies and the role of the tutor in the process. First of all, they remark that "knowledge does not exist in a part of Man, but Man as a part of activity". Then, they add that "training and learning by doing and noticing are anchored in a dialogue-based structure between the student and a tutor in direct contact and dialogue with each other" (Dahlgren & Szczepanski, 2005, p. 32).

Molander's theory of knowledge and learning in action is of interest here, as he believes that action and thinking are not separate, and thus "mind and body live in a community of action". What is more, Molander described seeing, doing and being as "the silent forms of knowledge", finding in them the essential factors of observation and action, and seeing knowledge "in the form of attention to people's activities and practice, where we can see the whole" (cited in: *ibidem*, p. 31). Going further, Dahlgren highlights Molander's concept of reflection in action in the statement that "the learner must pause in his activity in order to reflect for the activity to be internalised and become knowledge" (*ibidem*, p. 33).

From the teachers' side, it is therefore important to constantly think about what we are doing, analysing if there is a compromise between active and passive ways of learning, and how we care

for the internalisation of children's experiences to lead them into knowledge. What resources do we find inspiring in this process? Is there a balance between indoor and outdoor time, visible in our general focus on books, technology and (hopefully) nature? And finally, do teachers set their hearts on students' well-being, in a way caring for their own well-being too?

The Council of Europe gave great importance to Learning for Well-being, describing well-being as a universal human right both now and in the future, taking its individual, societal and global meanings into account. Key components in the learning for well-being framework include a concern for everyone's unique potential (including mental, physical, emotional and spiritual factors), respect for the diversity of each individual, the meaning of communication, relationships, real participation and the engagement of children and youth.

It should not be surprising that in the "Well-being for All" vision, such a strong focus is put on nature and the quality of relationships established in various environments. As people learn primarily through their relationships with others, this includes learning through their relationships with non-human creatures and the natural environment, according to the framework, highlighting the primary importance of a positive relationship with the self, from which self-esteem, self-confidence and self-expression derive (Kickbush, 2012, pp. 28–31).

Nature as a tutor

In Dymara's opinion, the foundation and a starting point for world-schooling is the relation between man and nature that can be described with three verbs: to get to know, to get to love, and to protect. Working for these abilities can be the most valuable gift we can prepare for our children and students, as nature can become an important part of their lives, an aim of cognoscence, an object of interest, not just a meaningless background or a source of oxygen (Dymara, 2000, pp. 15–16, 21).

Figure 7. Direct contact with nature

It is therefore also teachers' task to ensure it, which is achievable by bringing nature to children, or rather, bringing it back. Wendell Berry said that "when going back makes sense, you are going ahead" (cited in: Louv, 2016a, p. 313), which, for me, means that by giving children direct contact with nature – which, for "homo urbaniensis", is "so close but so far", as Richard Louv says (ibidem, p. 41) – and by bringing them back to their roots, we are taking an important step for their better future. And surprisingly, for the better future of nature too, according to McGurk's self-explanatory affirmation, which says that if we help children to fall in love in nature, they will care for it, because everyone cares for what they love. I find Gary Snyder's thought even more meaningful when he says that "[n]ature is not a place to be visited. It is home" (cited in: Louv, 2016b, p. 99). Yes, it is. And it is high time to discover that again.

Therefore, what can we, as educators, teachers and parents, do to prepare children to live in the 21st century with fullness of well-being and world-changing creativity?

First of all, nobody is asking us to go back to the teacher-dominating learning strategies of the 19th century. But maybe there is no other way than to let children discover their natural roots, to keep the bond with the world they "inherit" from us. Secondly, people on all sides of the process are desperate for freedom and trust. That means giving back some freedom to children to leave them a space for growth, as they have a great natural potential to manage that. The same applies to teachers. They also need to be trusted more and need more freedom, opening a space for them to become creative curriculum makers. They have the potential to make education not only high quality, but a masterpiece!

And finally, there is something else that we educators can do to give serious relief to teachers. Let them accept that they do not need to be educational superheroes in preschools and schools. By taking that burden of responsibility and obligation off their backs, we can allow them to fly and shine. Prof. Pavel Zgaga, during the TEPE 2019 conference in Krakow, frankly admitted that what teachers actually need is to be treated as normal human beings, with all the concomitant merits and disadvantages. Then they will be able to take care of students as best they can. In my opinion, they have strong support to use on their path to discovery, which is the path of nature. It becomes an unforgettable pleasure for teachers to teach and for students to learn when we let nature become a tutor for both.

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