



Model of the Philosophy and Civic Education Teacher as an Instructor in the “School of the Future”

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ABSTRACT: The article examines a model of the Philosophy and Civic Education (PCE) teacher in the context of the “School of the Future.” The focus is on the transformation of the teacher’s professional role from a traditional instructor to a leader, mentor, and learning facilitator. The study analyzes the key personal and professional qualities required to deliver curriculum content aimed at fostering critical thinking, moral reflection, and civic responsibility. The proposed model integrates interactive teaching methods and the use of digital technologies as tools to enhance student engagement and active participation. The findings highlight the significance of the PCE teacher as a central factor in developing conscious and active citizens in contemporary society.

KEYWORDS: Philosophy and Civic Education teacher, School of the Future, critical thinking, civic competencies, interactive learning

INTRODUCTION

Contemporary educational policies and pedagogical frameworks emphasize the need to develop key competencies, values, and attitudes in students that correspond to the dynamics of 21st-century society. In this context, Philosophy and Civic Education hold strategic importance, as they foster the development of critical thinking, moral responsibility, and civic self-awareness (Ivanov, 2019; Dimitrova, 2021). This necessitates a re-examination of the teacher’s role and the construction of a new professional model aligned with the concept of the “School of the Future.”

The concept of the “School of the Future” refers to educational institutions adapted to contemporary and emerging social, pedagogical, and technological challenges. Its core objective is to transform traditional education into a system that develops the key competencies, personal qualities, and skills required by learners in the 21st century.

Numerous innovative educational models and practices offer alternatives to traditional schooling. Among the most widely recognized are Montessori education, Waldorf pedagogy, and Alexander Neill’s Summerhill School.

In addition, several other models deserve attention as perspectives for Schools of the Future or as exemplary practices for optimizing the educational process. Examples from Krasnoyarsk, Russia, include “School 2100” (*Shkola 2100*), “Planet of Knowledge,”

“Perspective,” and “Harmony.” These approaches are grounded in addressing students’ individual needs according to their developmental level and knowledge, through the use of differentiated instructional methods, didactic tools, and curricula.

A lesser-known yet highly significant educational experiment is the so-called “Sendov System,” developed by the Bulgarian academician Blagovest Sendov. This system introduced innovative teaching methods and a modified curriculum based on interdisciplinary connections and full-day instruction.

Other noteworthy and relatively less familiar examples of Schools of the Future include Green School Bali (Indonesia), Ørestad High School (Copenhagen, Denmark), Vittra Telefonplan (Stockholm, Sweden), and KEY (Keep Educating Yourself) Academy (Lagos, Nigeria). These institutions are characterized by open learning environments, encouragement of individualized learning and project-based learning, as well as the development of critical thinking and learning skills essential for the 21st century.

Some scholarly projections regarding the future of education suggest a shift from the memorization of facts toward problem-solving. It is anticipated that academic disciplines will converge into integrated curricula aimed at the holistic development of students’ knowledge and skills. Greater emphasis will be placed on critical thinking, problem-solving abilities, and teamwork. Traditional testing is expected to be replaced by creative project-based work, learning through video materials, and interactive

methods, with a strong focus on students' independent learning. Universities and schools will increasingly function as spaces for discussion and reflection on acquired knowledge. Qualities such as creativity, intuition, communication skills, and the ability to work collaboratively will be highly valued. Consequently, the role of the teacher will evolve: teachers will no longer be present in every lesson but will instead create instructional recordings that students can access and learn from at their own pace. Education will thus become accessible at any time and from any place.

Essentially, the “School of the Future” represents an innovative educational model aimed at developing students into active, responsible, and competent citizens capable of adapting to a rapidly changing world.

The Model of the Philosophy and Civic Education Teacher in the Context of the “School of the Future”

Within the framework of the “School of the Future,” the Philosophy and Civic Education teacher fulfills a complex set of interconnected roles—leader, mentor, and facilitator. The teacher is not merely a source of knowledge but an active participant in shaping students' value orientations and socially significant skills.

The teacher introduces students to the philosophical, ethical, legal, and civic dimensions of contemporary society while simultaneously providing psychological support and fostering an atmosphere of trust and open dialogue (Petrov, 2018). The professional profile of the teacher is built on a balance between high subject-matter competence and personal qualities that contribute to a stable professional self-concept.

Key attributes within this model include responsibility and reliability, empathy and respect for individual differences, integrity and ethical conduct, as well as well-developed communication skills. Adaptability and flexibility enable the teacher to respond effectively to social and educational changes and to maintain the relevance of instructional content (Kostova, 2020).

Methodological and Technological Aspects

The implementation of the Philosophy and Civic Education curriculum relies on interactive and student-centered methods such as discussions, debates, role-playing activities, and case studies. These approaches stimulate critical thinking, argumentation, and reflection on real social and civic issues (Georgieva, 2017).

The integration of digital technologies and innovative educational platforms enhances student motivation and engagement and creates conditions for the development of digital and civic competencies (Nikolova, 2022).

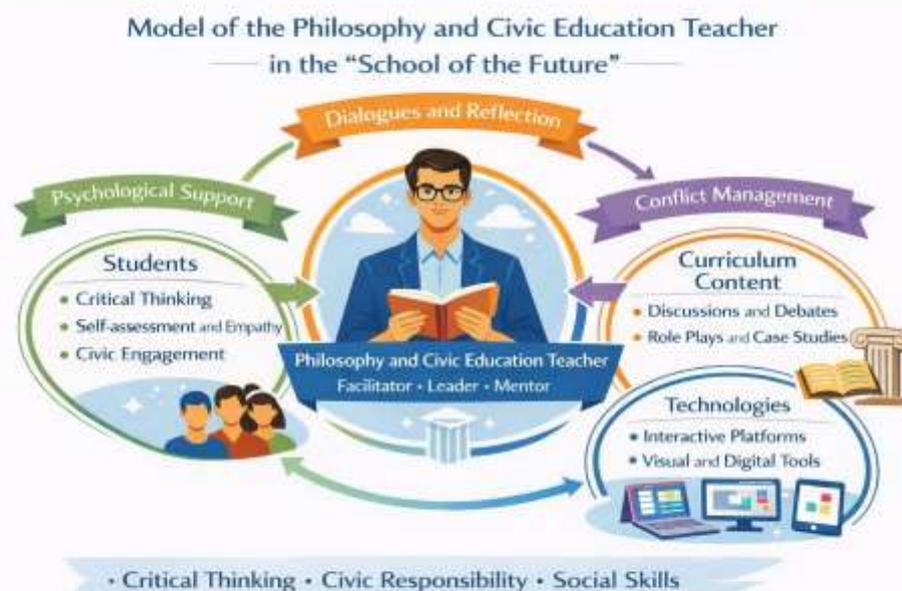


Fig. 1. Model of the Philosophy and Civic Education Teacher in the Context of the “School of the Future”



As shown in Fig.1, the model of the Philosophy and Civic Education teacher in the context of the “School of the Future” presents the teacher as a central, integrative figure whose professional role extends beyond the mere transmission of knowledge. Positioned at the core of the model, the teacher functions simultaneously as a facilitator, leader, and mentor, coordinating the dynamic interaction between students, curriculum content, and educational technologies.

At the conceptual level, the model emphasizes dialogue and reflection as fundamental pedagogical principles. Through dialogic interactions, the teacher fosters critical thinking, ethical reasoning, and reflective thinking—processes that are essential for the study of Philosophy and Civic Education. This dialogic approach supports the development of learner autonomy, self-awareness, and the capacity for well-reasoned decision-making.

The “student” dimension highlights the intended learning outcomes, including critical thinking, self-assessment, empathy, and civic engagement. Students are viewed as active participants in the learning process whose perspectives, experiences, and expectations shape classroom interactions and influence the teacher’s professional self-concept.

The model also incorporates psychological support and conflict management as key functional aspects of the teacher’s role. By providing emotional support and constructively managing interpersonal and value-based conflicts, the teacher creates a safe and trusting learning environment that encourages open discussion and democratic participation.

The “curriculum content” dimension is realized through discussions, debates, roleplaying activities, and case studies that enable students to connect theoretical concepts with real social and civic issues. These methods promote experiential learning and the practical application of knowledge.

The “technology” dimension reflects the integration of interactive platforms and visual and digital tools as means of enhancing engagement, collaboration, and access to diverse perspectives. Technology is not an end in itself but a resource that enriches dialogic and student-centered learning.

Overall, the model conceptualizes the professional practice of the Philosophy and Civic Education teacher as a dynamic and holistic system oriented toward the development of critical thinking, civic responsibility, and social skills. The teacher is presented as a key figure in fostering active, reflective, and responsible citizens within the context of contemporary and future education.

CONCLUSION

The presented model of the Philosophy and Civic Education teacher in the “School of the Future” outlines the contemporary pedagogical role as multifaceted, dynamic, and socially responsible. The teacher is positioned not merely as a transmitter of knowledge but as a key mediator of values, meanings, and relationships, who intentionally creates conditions for active, reflective, and student-centered learning.

The model demonstrates that effective teaching in Philosophy and Civic Education requires the integration of dialogic methods, psychological sensitivity, pedagogical competence, and the purposeful use of educational technologies. Through this integration, a sustainable learning environment is established in which students develop critical thinking, ethical responsibility, and civic engagement—skills essential for meaningful participation in a democratic society.

Within this framework, the teacher’s Professional Self-Concept is shaped through continuous interaction with students, curriculum content, and social reality. The Philosophy and Civic Education teacher emerges as an active agent of change whose role is crucial in preparing thoughtful, responsible, and socially engaged citizens. Thus, the model not only reflects contemporary educational demands but also offers a sustainable vision for the development of the teaching profession within the conditions of the “School of the Future.”

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