

and also an ability to work out efficacious didactic and educational strategies. Therefore, simulated tasks are worth considering in candidate selection.

In the context of the presented research (the findings of which, for obvious reasons, are only partly presented) the ability to communicate messages occupies the third place which, to my mind, should oblige school headmasters and daily care centres principals (employers) to get to know candidates' views not only on education and up-bringing but also on the role of the teacher in the contemporary world.

The last factor reported is vulnerability which might be observed via individual contact with the person applying for the post of teacher.

The research findings induce the reflection on the question of teacher additional training and developing further skills. Still, a rough analysis of the curricula implemented at schools and teachers' workshops show that efficient communication training, very fashionable and popular nowadays, is limited to presenting the ways of learning instrumental negotiation techniques or basic empathy "tools" such as paraphrasing, probing/testing, concluding and reflecting feelings (Egan 2007:153–156). Without a thorough anthropological knowledge the techniques might be not only ineffective but also applied dubiously from the ethical point of view, e.g., in a cynical way (i.e., in order to manipulate). Responsible empathy use is possible only when the teacher perceives the pupil/student from a wide perspective, realising his/her capabilities as well as limitations and impediments requiring intervention. Thus, systematic monitoring of the quality of the offered workshops and training for teachers seems to be well-founded.

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