

Reform of teacher education in Poland

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Education – a common welfare of the entire society

Reform addressed to:

- young people who really want to be teachers,
- part-time and full-time teachers who want to stay in the profession,
- teacher education providers.

Why reform? (1)

- As a consequence of the reform of the entire education system in Poland (1997 – prepared, 1999 – implemented, 2006 – to be completed).
- As a consequence of the changing role of teachers in the knowledge society.
- As a consequence of the accession to EU – to make teacher education compatible and effectively validated throughout the Union.

Why reform? (2)

- To support teacher professionalism and to attract and retain the best in the profession.
- To implement common criteria for quality assurance.
- To introduce Polish society to lifelong learning.

What has been done?

- Act on Schools of Higher Education (currently: second reading in the Parliament) introducing a system composed of three cycles – degree Bachelor, Master and Doctorate.
- Decree of the Minister of National Education and Sport of 7 September 2004 on competences and qualifications profile of teachers (& regulation of postgraduate studies).

Teacher qualifications:

- Specialists of two subjects: Bachelor – for teachers of pre-, primary and lower secondary schools.
- Master - for upper secondary schools.
- IT as an obligatory subject for all.
- Knowledge of foreign languages:
 - B2 for Bachelor,
 - B2+ for Master,
 - C1 for teachers of languages in primary schools,
 - C2 for teachers of languages.

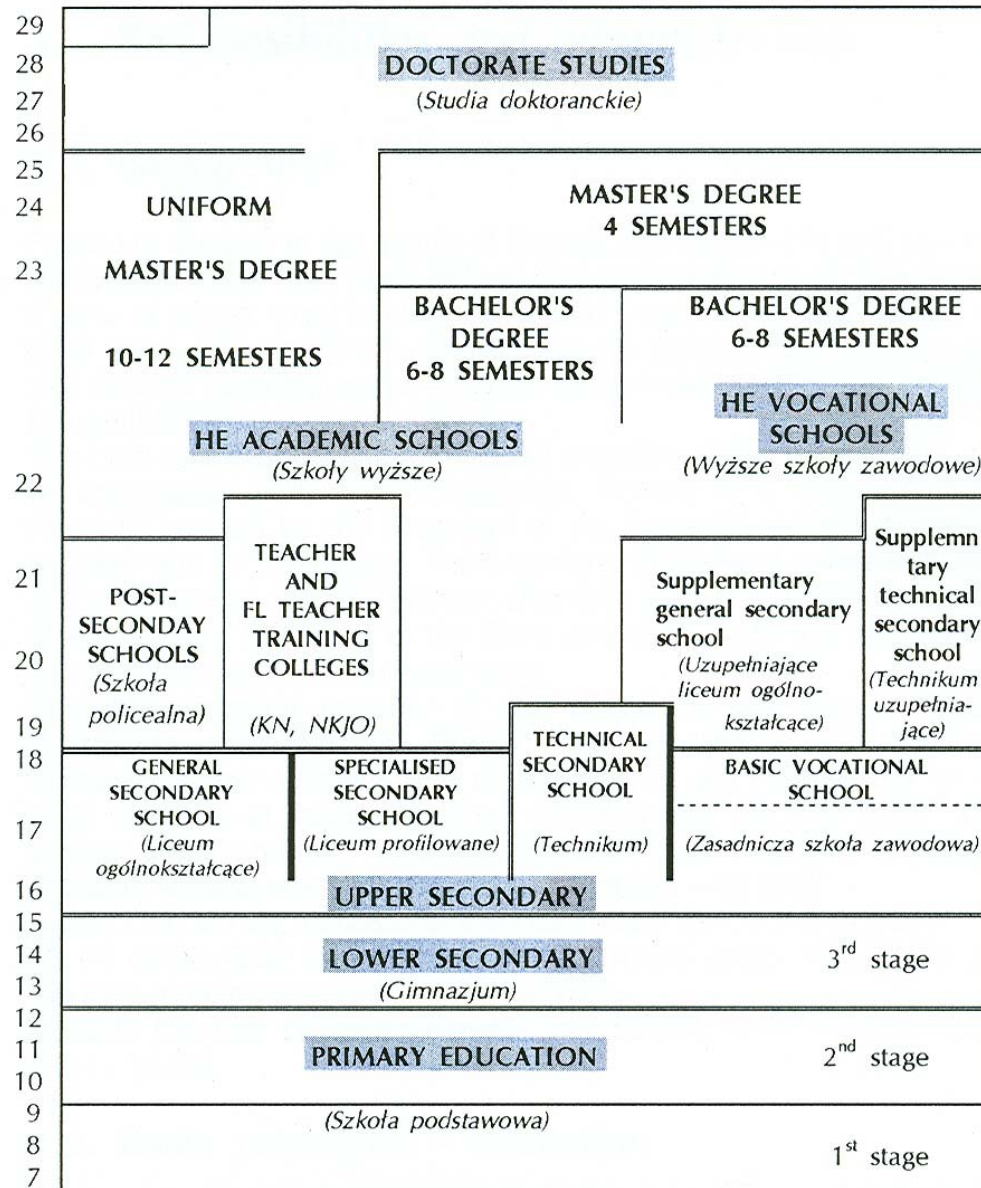
Key competences:

- Work with human beings – learners, colleagues and other partners in education.
- Work with and in society – at local, regional, national, European and global levels.
- Habit of lifelong learning for professional and personal development.

Further changes

- Decree of the Minister of Economy and Labour of 8 December 2004 on classification of professions and specialities for labour market.
- Decree of the Minister of National Education and Sport of 28 December 2001 establishing The State Accreditation Commission, as a legal body of the higher education system, responsible for improvement of teaching quality.

STRUCTURE OF THE EDUCATION SYSTEM

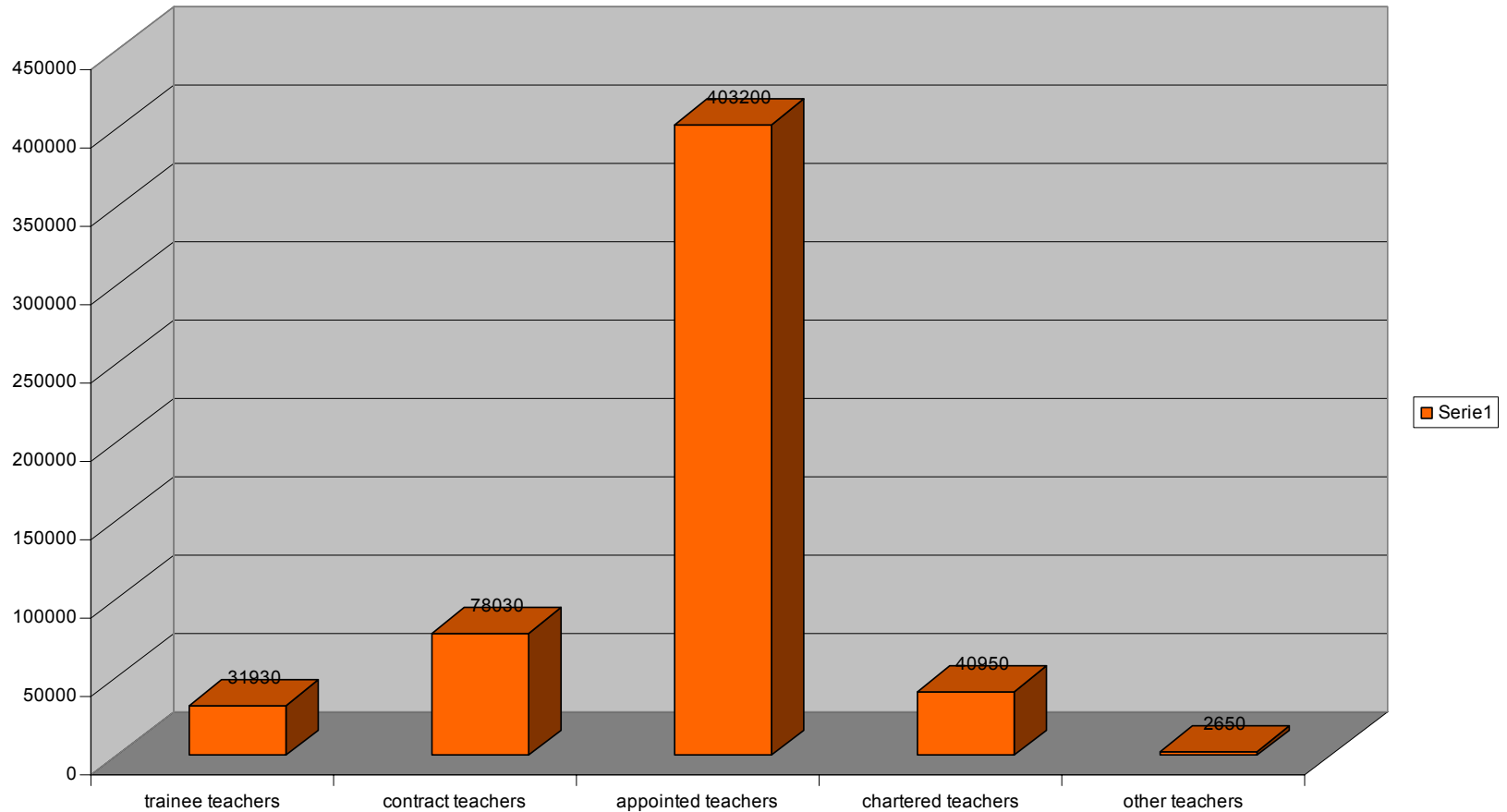


In-service teacher training

- Addressed to:
 - 556,700 full-time teachers (90,2% MA),
 - 176,100 part-time teachers (90,9% MA).
- Conducted in two forms:
 - professional development (4 national centres, 57 regional, 70 district, 324 private),
 - counselling (1 counsellor for 300 teachers).
- Based on the Decree of the Minister of National Education and Sport of 23 April 2003.

Teacher promotion grades

Teachers' Charter, of 18 February 2000 and 24 August 2001, has introduced four categories of teacher carrier.



Polish „average teacher”

- a 39 year old woman,
- 11 years in the same school,
- likes the job,
- knows a foreign language,
- gives priority only to:
 - pupil's development,
 - transmitting knowledge of the subject,
 - assessing pupils' achievements.

Expected outcomes of the reform

- Better qualified teachers.
- Equalisation of teacher qualifications among Polish regions, urban-rural areas, equal chances for pupils.
- Better educated people, able to actively participate in an open information society.

The impact of Group A achievements (1)

- initiation of broad national discussion on teacher competences,
- basis for a wider comparative perspective (also international) and application of competences as descriptors of qualifications,
- guidelines and recommendation in developing in-service training programmes,
- identification of needs of teachers and schools and reference for solving problems in schools.

The impact of Group A achievements (2)

- framework for new types of partnership between teacher education institutions and research-based teacher education,
- incentive for teachers to acquire new competences,
- strong argument for continuous development,
- effective means for selfevaluation.



Thank you for attention!