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### **GOVERNMENTAL AND NON-GOVERNMENTAL FORMS OF TEACHER DEVELOPMENT ORGANIZATION IN POLAND**

#### **ABSTRACT**

*The article analyzes the activities of governmental and non-governmental institutions aimed at organizing teacher development in the system of postgraduate education in Poland. The author pays attention to the most prominent governmental institutions involved in advanced teacher training, namely, the Center for Education Development and the National Center for Supporting Vocational and Continuing Education in Warsaw, the Polonia Teachers' Center in Lublin, which is part of the Centre for Polish Education Development Abroad. The activities of governmental institutions for teacher training in Poland operate at such three levels as central, regional and local. These institutions realize the main goal that is mainly related to teaching staff in the system of teacher development in accordance with the priorities in the country's education policy. The funding allocated for the activities of central institutions for teacher development is provided under the budget of the Ministry of Education. Non-governmental centers for advanced teacher training are established by natural or legal entities. There are more than 370 institutions of this kind in Poland. In addition, teachers can participate in various training courses offered through the EU projects and funded by the European Social Fund. Based on Polish experience, it was proved that the European vision of education and new quality criteria motivate the teacher to develop both national and pan-European identity in their students.*

**Keywords:** Poland, postgraduate education, teacher development, centres for advanced teacher training.

#### **INTRODUCTION**

The labour market globalization demands that employees hold comparable qualifications, however comparability may be unachievable if appropriate standards and qualification requirements have not been adopted (Kwiatkowski, 2006). A number of crucial education reforms in Poland, which were launched in the 1990s and are presently under way, include the education system structure, its content, management and financing, as well as the system of postgraduate education. This requires a new generation of teachers, who are able to provide the younger generation with high-quality knowledge, develop creative personalities, ready for life and activity under the new conditions of European integration. In this regard, the problem of teacher professional development is rather relevant, since it is considered as a strategic way to improve quality of teacher education. The organization of this process is a priority area for governmental and non-governmental institutions in Poland.

#### **THE AIM OF THE STUDY**

The article aims to identify and analyze governmental and non-governmental forms of teacher development organization in the system of postgraduate education in Poland.



### THEORETICAL FRAMEWORK AND RESEARCH METHODS

The development of education reforms in Poland has been studied by foreign and Ukrainian scholars such as C. Banach, L. Hrynevych, O. Liashenko, E. Łodzyńska, V. Pasichnyk, K. Savina, A. Vasyliuk. Particular attention should be paid to Polish scholars (M. Cackowska, D. Golebniak, S. Kaczor, Cz. Kupisewicz, B. Kwiatkowska-Kowal, S. Kwiatkowski, T. Lewowicki, T. Nowacki, W. Okoń, F. Szlosek), who analyze science, education and culture development, the national system of education, its achievements and failures, the process of creating alternative models of higher education reform and teacher training. However, the Polish system of postgraduate teacher education is rather relevant in the context of our study, since it has been intensively integrating into the European education space during the past years.

While researching, such methods as theoretical comprehension, systematization and generalization, study and analysis of literary, scientific, informational and Internet sources, statistical data were used.

### RESULTS

First of all, it must be noted that both governmental and non-governmental institutions are involved in teacher development organization in Poland. Self-education is often supported by the system of consultations and information activities in various scientific, cultural and educational institutions. Development is the process of systematic actualization, improvement and intensification of knowledge and abilities, general and professional skills (Mushynski, 2004). Polish governmental institutions for teacher training operate at three levels:

- 1) central – under the leadership of the Minister of Education and Training, the Minister of Culture and National Heritage, as well as the Minister of Agriculture;
- 2) regional – under the leadership of voivodship self-government and respective educational supervisors;
- 3) local – under the leadership of the gmina and district divisions of self-government.

Non-governmental institutions for teacher development are guided by natural and legal entities. They operate based on the statute and must draw up the plan for the current calendar year. With regard to governmental institutions, the work plan is prepared by the school principal and is approved by a governing body. The administration of institutions for teacher development should provide financial resources for its support, as well as create appropriate organizational and working conditions for the statutory objectives to be realized. The Ministry of Education establishes and manages centres for advanced teacher training at the national level. Today, there are three institutions of this kind, namely, the Center for Education Development in Warsaw (Ośrodek Rozwoju Edukacji w Warszawie (ORE)), the National Center for Supporting Vocational and Continuing Education in Warsaw (Kraowowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej w Warszawie (KOWEZiU)), the Polonia Teachers' Center in Lublin (Polnijnne Centrum Nauczycielskie w Lublinie (PCN)), which is part of the Centre for Polish Education Development Abroad (Ośrodek Rozwoju Polskiej Edukacji za Granicą (ORPEG)) (*Obshaya spravka*, 2018). These institutions realize the main goal that is mainly related to teaching staff in the system of teacher development in accordance with the priorities in the country's education policy. Those means designed to improve the activities of centres for teacher development are provided annually under the budget of the Ministry of Education.

The responsibilities of governmental institutions for teacher development at the national level, guided by the Minister of Education, include:



1) designing the nationwide programmes for professional teacher development, processing educational materials and, therefore, training those individuals who will implement these programmes;

2) implementing the nationwide programmes for professional teacher development designed by respective governmental institutions, centers for advanced teacher teaching, pedagogical libraries, which are run by the voivodeship self-governments and those individuals, who carry out pedagogical supervision;

3) organizing training of candidates for the position of an expert in qualification and examination commissions for professional teacher development;

4) introducing the nationwide system of pedagogical information, accumulating and accessing the information related to available forms of training and teacher development;

5) processing and publishing information and methodical materials, advertising innovative and experimental activities in professional teacher development, including publishing activities;

6) providing methodical support and ensuring professional development of Polish teachers, who work abroad;

7) maintaining relevant cooperation with the authorities, which carry out pedagogical supervision, the Central Examination Commission, as well as district examination commissions;

8) maintaining relevant cooperation with other governmental and foreign partners, including pan-Polish pedagogical associations (Kharchenko, 2004).

The Ministry of Culture and National Heritage establishes and monitors governmental institutions for art teachers' development. One of them is the center for training teachers from the Center for Teaching at Art Schools in Warsaw. Its responsibilities include:

a) designing programmes for teacher professional development and processing educational materials for art teachers;

b) organizing training of candidates for the position of an expert in qualification and examination commissions for teacher professional development;

c) organizing different forms of cooperation and experience exchange, including trainings, conferences and seminars, for teachers from various art schools;

d) supporting teachers' initiatives and assisting art teachers in professional development and self-development;

e) identifying and processing the priorities in professional development of art teachers in cooperation with pedagogical supervision bodies;

f) cooperating with Polish and foreign partners in the field of art teachers' professional development.

The Ministry of Agriculture and Rural Development is also authorized to establish and monitor governmental institutions for professional development of those teachers, who teach specific subjects in agricultural schools. Its responsibilities include:

1) designing programmes for teacher professional development and processing educational materials for teachers, who teach specific subjects in agricultural schools;

2) organizing different forms of cooperation and experience exchange, including trainings, conferences and seminars for teachers from various agricultural schools;

3) supporting teachers' initiatives and assisting agriculture teachers in professional development and self-development;

4) identifying and processing the priorities in professional development of agriculture teachers in cooperation with pedagogical supervision bodies;

5) cooperating with Polish and foreign partners in the field of agriculture teachers' professional development.



The establishment of institutions for teacher development at the regional and sub-regional levels and their monitoring are carried out based on voivodship self-government. Accordingly, the responsibilities of voivodship institutions for teacher development include:

- 1) identifying and processing the priorities of teacher professional development in voivodships in cooperation with pedagogical supervision bodies;
- 2) designing and implementing the programmes for professional development of teachers-methodologists in cooperation with pedagogical supervision bodies;
- 3) designing and implementing the programmes for professional development of school leaders, as well as employees in governing and controlling bodies;
- 4) organizing and providing teachers with methodical assistance, if necessary, including teachers, who teach specific subjects of unique professions and work in schools of national and ethnic minorities;
- 5) managing the voivodship system of pedagogical information, including the storage and provision of information in available forms of training and professional development of teachers;
- 6) organizing different forms of cooperation and experience exchange, including trainings, conferences and seminars for teachers from various schools and institutions;
- 7) supporting teachers' initiatives and assisting them in professional development and self-development;
- 8) organizing professional development of teachers in cooperation with governing bodies;
- 9) cooperating with those bodies, which supervise schools and institutions, which provide teachers with methodical assistance.

These voivodship institutions can also implement other goals related to professional development of teachers at the request of a leading local body. Municipal and district bodies of local self-government can create and supervise governmental centers for teacher training. Governmental institutions, which are subordinate to municipalities and district structures, realize goals in the field of teacher professional development and pay a particular attention to methodological consultations.

Non-governmental centres for advanced teacher training are established by natural or legal entities. There are more than 370 institutions of this kind in Poland. The establishment of a non-governmental educational institution requires that the entry in the register kept by voivodeship's self-government should be made, taking into account the location of development centre registration. The entry in the register of non-governmental educational centers for teachers is carried out at the request of a natural or legal entity. The application must contain a draft statute and documentation confirming the availability of conditions for realizing statutory objectives, in particular, data containing information on qualifications and professional experience of persons working in these centres, relevant conditions and facilities.

Voivodship self-government may refuse the entry in the register if the status of a non-governmental center for teacher development is incompatible with the law and despite the requirement to eliminate non-conformities, they have not been changed or conditions for realizing statutory objectives have not been ensured.

C. Kupisiewicz (1999) believes that teacher training in the context of their qualification advancement should coincide with reforming the forms and content of their training. The author notes that the essence and methods for teacher training are influenced



by such factors as willingness to learn; the amount of information; professional mobility; scientific progress; mass media (Kupisiewicz, 1999). In this regard, it is important that teachers can participate in different training courses, related to the subject they teach and general pedagogy. A wide range of trainings for teachers is offered through the EU projects funded by the European Social Fund.

Various kinds of e-learning as an additional form of education and the acquisition of additional qualifications by teachers through the Internet are becoming more and more popular. Among them there are so-called inflexible and flexible forms of training. The first group is related to those skills related to professional activities. The second one involves personal skills, which are necessary for personal development. Owing to e-learning, teachers can improve their knowledge of foreign languages and computer skills. E-learning, without a doubt, has many advantages, among which one should distinguish, first of all, economic ones (saving expenses on e-learning compared to traditional forms, which require travel and accommodation expenses in the case of trainings organized outside of the workplace). In addition, important advantages also include flexibility of the learning process, namely, the teacher can find a proper time to study (for example, during working hours or spare time) by adjusting learning to their plans, an individual rhythm of the day or week; mobility – the opportunity to participate in the didactic process, regardless of place, which is especially important for travelers (delegations); the possibility of expanding knowledge and skills not only at home, but also in other places that are convenient for the teacher; no temporal and spatial barriers: the teacher can participate in trainings organized abroad; this is especially important for the organizations with affiliates in other cities or countries. The great advantage of online courses is the possibility to study at home, therefore, the pace and time the teacher devotes to learning adapts to their own abilities and needs. Through e-learning tools like computer programmes, websites, e-learning platforms, forums, chats and video conferencing, the teacher can improve their knowledge without leaving home.

It is indisputable that progress and effectiveness of teacher development in Poland (in other countries as well) depend, first of all, on proper funding. It must be noted that in Poland, additional funding of vocational training and teacher advanced training is regulated at the state level. Thus, Article 70-a in the Act as of 26 January, 1982 contains the Teacher's Card, which defines the mechanism of financial provision, which is aimed at eliminating one of the most serious obstacles to education continuation – financial resources. Additional funding is allocated:

1) in budgets of the bodies, which supervise these institutions – 1 % of the planned different sources, spent on teacher salaries. This funding is intended for methodological consultations, reduction of hours, additional working conditions, functional supplements and methodologists' business trips, organization of methodical trainings, design of educational and informational materials, tuition fees taken by higher education institutions, institutions for teacher development and travel expenses related to training;

2) in budgets of voivodships (an average of 5000 salaries per teacher trainee). This funding is intended for voivodship programmes for teacher training and professional development, realizing the objectives in the field of teacher training and advanced training at the request of high education and other institutions, participation in international projects and programmes for teacher professional development;

3) in the budget of the Ministry of Education.

Due to Poland's membership in the European Union, new opportunities for teacher professional development have emerged. Within the framework of various international



programmes, they can enrol in free of charge language, methodological and special courses in order to improve their language skills, familiarize themselves with innovative approaches to teaching methodology. This is a great opportunity to expand one's horizons, gain new professional experience, and establish international cooperation between schools within the framework of various projects funded by the European Union (*Mizhnarodni prohramy*, 2018).

### CONCLUSIONS

So, we can conclude that the process of organizing teacher development in the system of postgraduate education in Poland is a priority, first of all, at the national level. In Poland, there is an appropriate legal framework, which maintains, finances and monitors governmental and non-governmental institutions of this kind. Poland's membership in the EU reveals new opportunities for acquiring modern knowledge and developing core skills and abilities in a modern teacher. The European vision of education and new quality criteria motivate teachers to develop both national and pan-European identity in their students. In this regard, Polish experience in enhancing teacher development may be rather beneficial. Therefore, we believe it necessary to further identify and analyze international exchange programmes for teachers and students in Poland.

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