

„Teacher Training in Europe – Challenges, problems and solutions“
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**Demands of international schools as a challenge
for transformation of the teacher training in Poland**

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NATIONAL SCIENCE CENTRE
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Context for the study:

Poland and policy of education – an overview

- Teacher training in Poland is the responsibility of Ministry of Education
- Teacher training is being conducted in Higher Education Institutions, like Universities, Colleges
- Teacher education is of a technological and instrumental nature, consisting in preparation for imparting specific knowledge to University students, consolidating the achievements of science and culture.

Teacher education in Poland

Policy of education



- Teacher training standards in the form of curriculum (last change 2019)
- Focus on preparation for national education
- Content from the field of psychology and education sciences
- Content examples: Teaching methods, principles, usage of ICT, planning



International education in Poland

- Before 1990 Poland behind Iron Curtain (Soviet influences)
- First international schools after socio-political changes 1990s
- In 1993, the Ministry of Education issued a regulation that allowed teaching in Polish schools according to 'non-national programmes'.
- In the first years after their introduction in Poland, IB programmes were described in the policy documents as an 'educational experiment' in Poland
- With the introduction of IB education into the Polish education system, it was believed that international programmes in Polish schools would support foreign language acquisition among Polish youth and support contacts between Polish youth and young people from other countries (traditional international schools).

International Baccalaureate (IB)	Advanced Placement (AP)	International General Certificate of Secondary Education (IGCSE)
International Baccalaureate Organisation - 1968 rok (PYP- 1997, MYP – 1994, DP – 1968, CP – 2012)	College Board - 1955 rok	University of Cambridge International Examinations – over 30 years
In Poland – 63 schools	In Poland – 6 schools	In Poland – 10 schools
focuses on the individual needs of each student, develops critical thinking and a sense of responsibility	the most important thing is to learn the content of the curriculum. Subjects (courses) delve into the content of a specific scientific discipline	emphasis on building subject knowledge, but also developing the skills of critical thinking, independent research, problem solving and cooperation





Research aims



- Our aim is to contribute to an understanding of transformation of teacher training system, to investigate whether and what changes have occurred in the preparation for the teaching profession in the last 30 years in Poland and what is related to the requirements for teachers of international schools.
- For teachers changes in training, changes in school system and work with international curriculum involve coping with uncertainty (Edwards, Gilroy, & Hartley, 2002) as well as instigating productive change and transformation. We adopt therefore a transformative perspective (Ellis & McNicholl, 2015) on teachers, professional development.

2020/38/E/HS6/00048

Project title: Educational functions of international programmes in Poland



- The study is underpinned the theory of social action Parsons (1968)
- Parsons drew on elements from the works of Weber, Pareto, Alfred Marshall, and Émile Durkheim) to develop a common systematic theory of social action based on a voluntaristic principle—i.e., the choices between alternative values and actions must be at least partially free
- Parsons (1968) defined the locus of sociological theory as residing not in the internal field of personality but in the external field of the institutional structures developed by society.
- Parsons (1968) advocated a structural-functional analysis

Part 1 of study



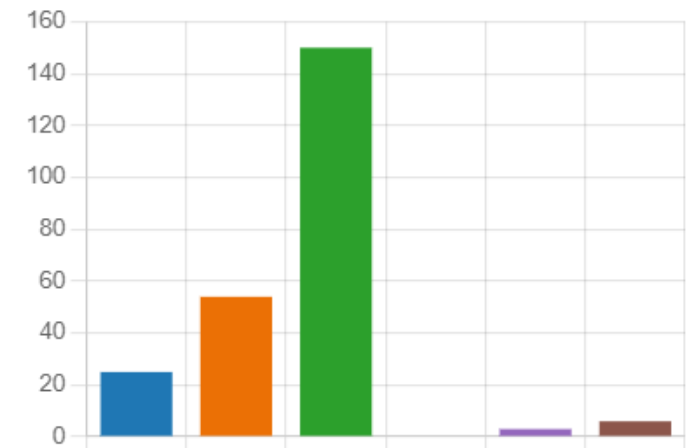
1. Document analysis

- Policy of education
- School documents

2. Survey

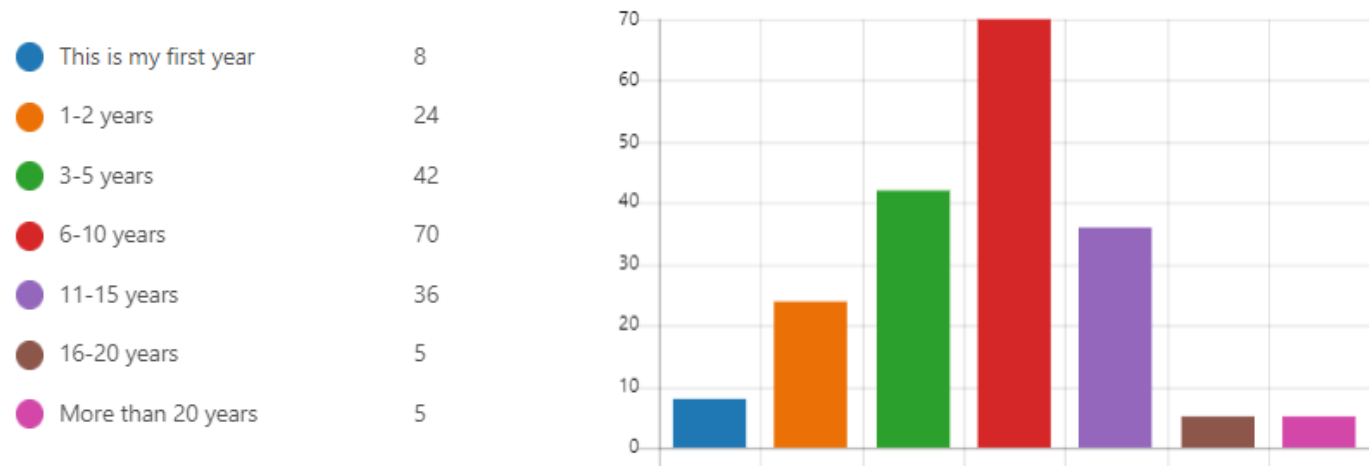
- 45 questiones
- November 2021 - Jnauary 2022 wzięło udział 190 teachers from 32 schools in Poland

● Primary Years Programme	25
● Middle Years Programme	54
● Diploma Programme	150
● Advanced Placement	0
● International General Certificate...	3
● Other	6

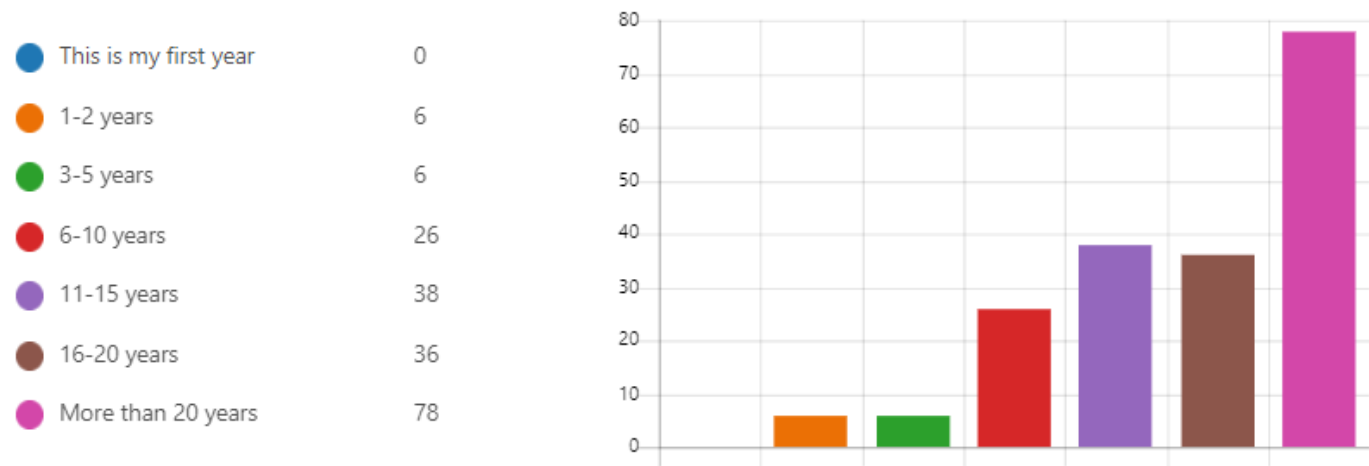




6. How long have you been working as a teacher in an international school(s)?



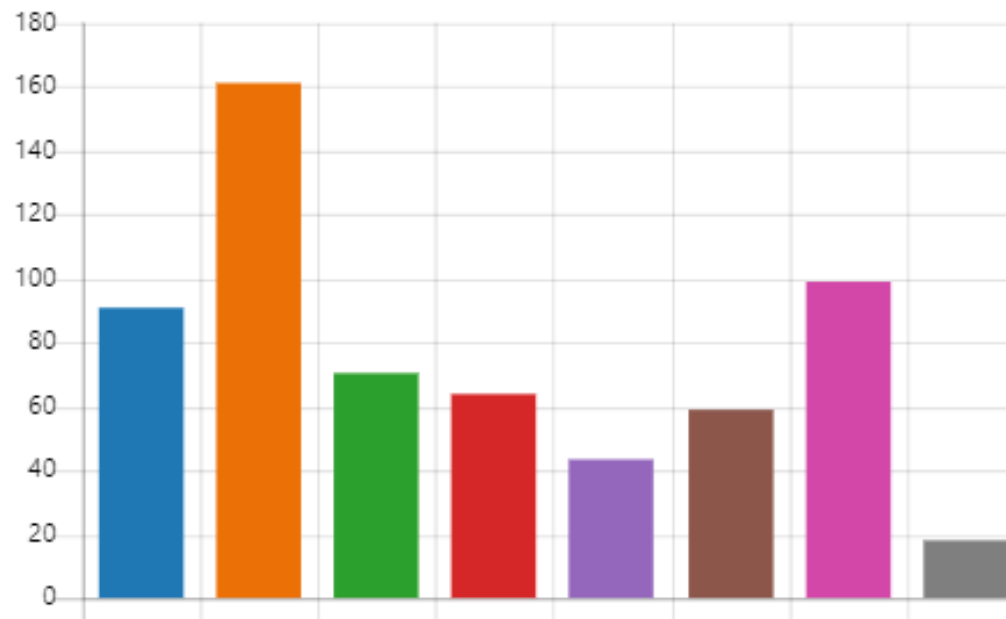
7. How long have you been working as a teacher in general?





17. Please describe who you think a contemporary teacher is? You can tick more answers.

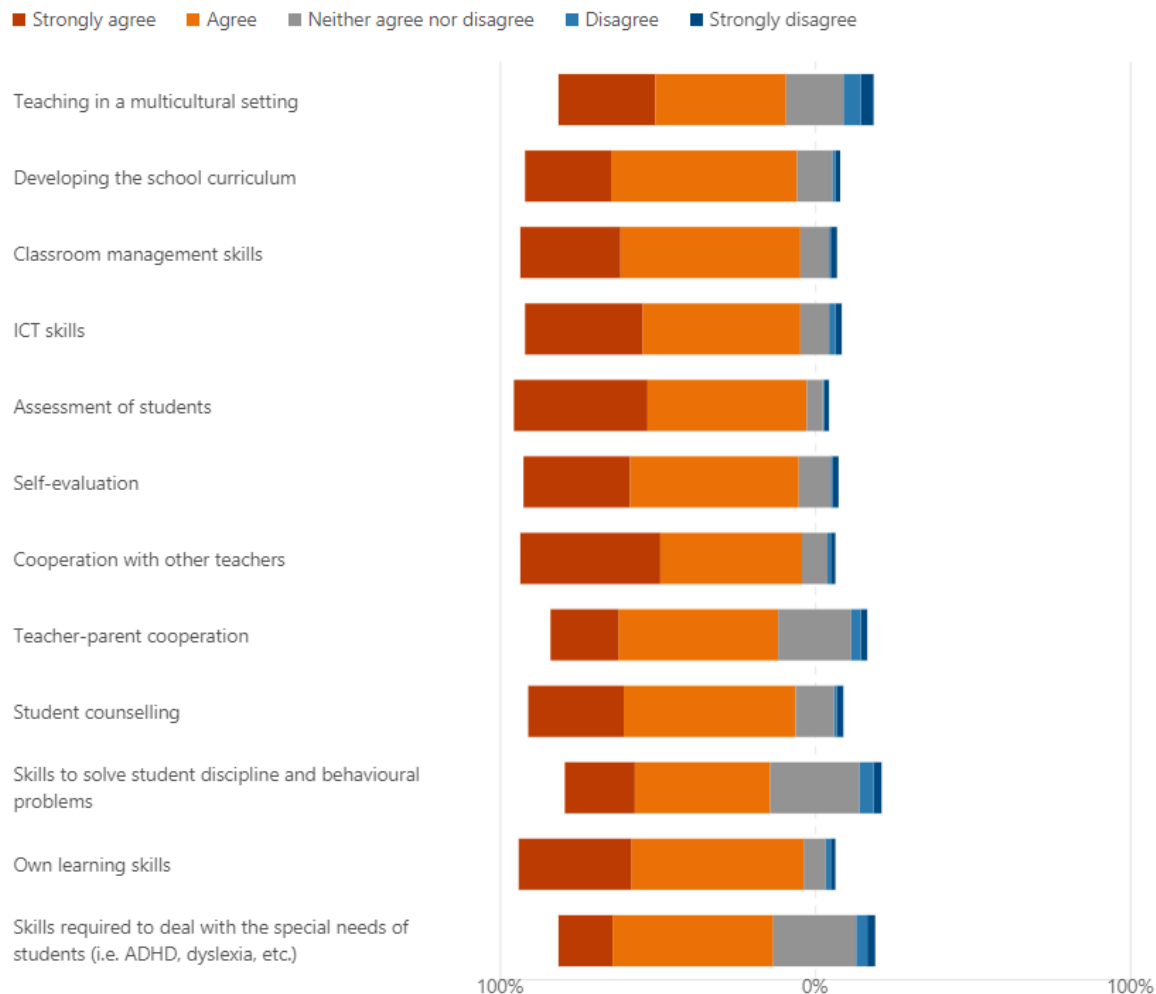
● Source of informations	91
● Educator	161
● Guardian	70
● Knowledge executor	64
● Administrator	43
● Friend	59
● Authority	99
● Inne	18



The teacher education program should better prepare teachers to act as a guide in learners' lives in understanding the world and participating in the process of change. In the research, teachers of international schools emphasized that a teacher is primarily an educator (161 people), authority (99 people), and only then a source of information (91 people), guardian (70 people) and a knowledge executor (64 people). The answers indicate the necessity to prepare not so much for the transmission of knowledge as for dialogue.



18. Now think of your own professional development. Since you are teacher in an international school, what activities does an international programme require from you?



The teachers paid attention to the skills and competences related to their subjectivity, autonomy and cooperation. They indicated that the implementation of an international education program requires, among others:

- own learning skills (90%),
- cooperation with other teachers (89,4%),
- classroom management skills (88,4%),
- self evaluation (87%),
- developing the school curriculum (86,3%),
- student counsellig (84,7%).



27. Now we will ask about your research practices when working with the international programme. How strongly do you agree or disagree with the following statements about your research practices?

In IB programme, I have an opportunity



When working in an international education program, teachers:

- to conduct research related reading (70,5%),
- to research-focused discussions with colleagues (69,5%),
- to engage in research-related professional development (65,3%),
- to engage in research-related events (62,1%),
- to engage in research-related training (57,8%).



Thank you

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