

PERMANENT MISSION  
OF THE REPUBLIC OF POLAND  
TO THE UNITED NATIONS OFFICE  
AT GENEVA



MISSION PERMANENTE  
DE LA REPUBLIQUE DE POLOGNE  
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A GENEVE

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The Permanent Mission of the Republic of Poland to the United Nations Office and other International Organizations at Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights and has the honour to transmit herewith the reply of the Government of the Republic of Poland to the Questionnaire on norms and standards for quality of education, sent by the Special Rapporteur on the right to education.

The Permanent Mission of the Republic of Poland to the United Nations Office and other International Organizations at Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, January 20, 2012



Enclosure – 19 pages

Office of the United Nations High Commissioner for Human Rights  
Geneva

OHCHR REGISTRY

24 JAN. 2012

Recipients :.....SPD.....

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**Questionnaire**  
**on norms and standards for quality of education,**  
**by the Special Rapporteur on the right to education**

**1. Please list existing national laws, regulations and policies establishing norms and standards for quality of education in your country. Please also indicate any guidelines on the quality of education.**

**National legislation:**

- 1) Act of 26 January 1982 - The Teachers' Charter (Ustawa z dnia 26 stycznia 1982 r. - Karta Nauczyciela (Dz. U. z 2006 r. Nr 97, poz. 674, z późn. zm.));
- 2) School Education Act of 7 September 1991 (Ustawa z dnia 7 września 1991 r. o systemie oświaty (Dz. U. z 2004 r. Nr 56, poz. 2572, z późn. zm.));
- 3) Regulation of the Minister of National Education of 30 June 2006 on the programme requirements for initial teacher training (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 7 września 2004 r. w sprawie standardów kształcenia nauczycieli (Dz. U. Nr 207, poz. 2110));
- 4) Regulation of the Minister of National Education of 12 August 1997 on initial teacher training institutions (with further amendments) (Rozporządzenie Ministra Edukacji Narodowej z dnia 12 sierpnia 1997 r. w sprawie zakładów kształcenia nauczycieli (Dz. U. Nr 104, poz. 664, z późn. zm.));
- 5) Regulation of the Minister of National Education of 30 June 2006 on the programme requirements for initial teacher training in teacher training and foreign language teacher training colleges (Rozporządzenie Ministra Edukacji Narodowej z dnia 30 czerwca 2006 r. w sprawie standardów kształcenia nauczycieli w kolegiach nauczycielskich i nauczycielskich kolegiach języków obcych (Dz. U. nr 128, poz. 897));
- 6) Regulation of the Minister of National Education of 12 March 2009 on the detailed qualification requirements for teachers, and on schools and cases in which teachers without a higher education qualification or a diploma of a teacher training institution may be employed (Rozporządzenie Ministra Edukacji Narodowej z dnia 12 marca 2009 r. w sprawie szczegółowych kwalifikacji wymaganych od nauczycieli oraz określenia szkół i wypadków, w których można zatrudnić nauczycieli niemających wyższego wykształcenia lub ukończonego zakładu kształcenia nauczycieli (Dz. U. Nr 50, poz. 400));
- 7) Regulation of the Minister of National Education and Sport of 31 December 2002 on the safety and hygiene in public and nonpublic schools and institutions (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 31 grudnia 2002 roku w sprawie w sprawie bezpieczeństwa i higieny w publicznych i niepublicznych szkołach i placówkach (Dz. U. z 2003 r. Nr 6, poz. 69 z późn. zm.));
- 8) Regulation of the Minister of National Education of 21 May 2001 on the outline statutes of public nursery schools and public schools (Rozporządzenie Ministra Edukacji Narodowej z dnia 21 maja 2001 r. w sprawie ramowych statutow publicznego przedszkola oraz publicznych szkół (Dz. U. Nr 61, poz. 624 późn. zm.));
- 9) Regulation of the Minister of National Education of 30 April 2007 on the conditions and rules for pupil assessment, eligibility for assessment and promotion, and examinations and tests in public schools, with further amendments (Rozporządzenie Ministra Edukacji Narodowej z dnia 30 kwietnia 2007 r. w sprawie warunków i sposobu oceniania, klasyfikowania i promowania uczniów i słuchaczy oraz

przeprowadzania sprawdzianów i egzaminów w szkołach publicznych (Dz. U. Nr 83, poz. 562, z późn. zm.));

10) Regulation of the Minister of National Education of 23 December 2008 on the core curricula for pre-school education and general education in individual types of schools (Rozporządzenie Ministra Edukacji Narodowej z 23 grudnia 2008 r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Dz. U. z 2009 r. Nr 4, poz. 17));

11) Regulation of the Minister of National Education and Sport of 20 December 2003 on the accreditation of in-service teacher training institutions (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 20 grudnia 2003 r. w sprawie akredytacji placówek doskonalenia nauczycieli (Dz. U. Nr 221, poz. 2248);

12) Regulation of the Minister of National Education and Sport of 20 December 2003 on the accreditation of institutions providing continuing education in non-school settings (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 20 grudnia 2003 r. w sprawie akredytacji placówek i ośrodków prowadzących kształcenie ustawiczne w formach pozaszkolnych (Dz. U. Nr 227, poz. 2247 oraz z 2005 r. Nr 88, poz. 746));

13) Regulation of the Minister of National Education of 7 October 2009 on pedagogical supervision (Rozporządzenie Ministra Edukacji Narodowej z dnia 7 października 2009 roku w sprawie nadzoru pedagogicznego (Dz. U. Nr 168, poz. 1324));

14) Regulation of the Minister of National Education and Sport of 27 February 2003 on the organisation of special education-and-care activities in special schools established within hospitals and welfare institutions (Rozporządzenie Ministra Edukacji Narodowej z dnia 27 lutego 2003 r. w sprawie organizacji kształcenia oraz warunków i form realizowania specjalnych działań opiekuńczo-wychowawczych w szkołach specjalnych zorganizowanych w zakładach opieki zdrowotnej i jednostkach pomocy społecznej (Dz. U. Nr 51, poz. 446));

15) Regulation of the Minister of National Education of 18 September 2008 on certificates and opinions issued by opinion-giving committees attached to public psychological and educational support centres (Rozporządzenie Ministra Edukacji Narodowej z dnia 18 września 2008 r. w sprawie orzeczeń i opinii wydawanych przez zespoły orzekające działające w publicznych poradniach psychologiczno-pedagogicznych (Dz. U. Nr 173, poz. 1072));

16) Regulation of the Minister of National Education of 18 September 2008 on the organisation of the individualised compulsory pre-school preparatory year and individualised teaching for children and young people in special schools established within healthcare and welfare institutions (Rozporządzenie Ministra Edukacji Narodowej z dnia 18 września 2008 r. w sprawie sposobu i trybu organizowania indywidualnego obowiązkowego rocznego przygotowania przedszkolnego i indywidualnego nauczania dzieci i młodzieży (Dz. U. Nr 175, poz. 1086));

17) Regulation of the Minister of National Education and Sport of 3 February 2009 on the provision of early support for children's development (Rozporządzenie Ministra Edukacji Narodowej z dnia 3 lutego 2009 r. w sprawie organizowania wczesnego wspomagania rozwoju dzieci (Dz. U. Nr 23, poz. 133));

18) Regulation of the Minister of National Education of 17 November 2010 on the rules for providing psychological and educational support to pupils in public nursery schools, schools and institutions (Rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. w sprawie zasad udzielania i organizacji pomocy psychologiczno-

pedagogicznej w publicznych przedszkolach, szkołach i placówkach (Dz. U. Nr 228, poz. 1487));

19) Regulation of the Minister of National Education of 17 November 2010 on the detailed operational arrangements for public psychological and educational support centres, including specialist centres (rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. w sprawie szczegółowych zasad działania publicznych poradni psychologiczno-pedagogicznych, w tym publicznych poradni specjalistycznych (Dz. U. Nr 228, poz. 1488));

20) Regulation of the Minister of National Education of 17 November 2010 on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in special kindergartens, schools, classes and centres (Rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. w sprawie warunków organizowania kształcenia, wychowania i opieki dla dzieci i młodzieży niepełnosprawnych oraz niedostosowanych społecznie w specjalnych przedszkolach, szkołach i oddziałach oraz w ośrodkach (Dz. U. Nr 228, poz. 1489));

21) Regulation of the Minister of National Education of 17 November 2010 on the on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in public or integration kindergartens, schools and classes (Rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. w sprawie warunków organizowania kształcenia, wychowania i opieki dla dzieci i młodzieży niepełnosprawnych oraz niedostosowanych społecznie w przedszkolach, szkołach i oddziałach ogólnodostępnych lub integracyjnych (Dz. U. Nr 228, poz. 1490));

22) Regulation of the Minister of National Education of 12 May 2011 on the types of, and the detailed operational arrangements for, public institutions, the conditions to be provided for children and young people attending them, the level of fees and rules for charging fees from parents (Rozporządzenie Ministra Edukacji Narodowej z dnia 12 maja 2011 r. w sprawie rodzajów i szczegółowych zasad działania placówek publicznych, warunków pobytu dzieci i młodzieży w tych placówkach oraz wysokości i zasad odpłatności wnoszonej przez rodziców za pobyt ich dzieci w tych placówkach (Dz. U. Nr 109, poz. 631));

23) Regulation of the Minister of National Education of 17 November 2010 on the outline statutes for public psychological and educational support centres, including specialist centres (Rozporządzenie Ministra Edukacji Narodowej z dnia 17 listopada 2010 r. zmieniające rozporządzenie w sprawie ramowego statutu publicznej poradni psychologiczno-pedagogicznej, w tym publicznej poradni specjalistycznej (Dz. U. Nr 228, poz. 1492));

24) Regulation of the Minister of National Education of 30 January 1997 on the rules for providing on the principles of organizing rehabilitation and education activities for children and young people profoundly mentally retarded (Rozporządzenie Ministra Edukacji Narodowej z dnia 30 stycznia 1997 r. w sprawie zasad organizowania zajęć rewalidacyjno-wychowawczych dla dzieci i młodzieży upośledzonych umysłowo w stopniu głębokim (Dz. U. Nr 14, poz. 76));

25) Regulation of the Minister of National Education and Sport of 12 February 2002 on the outline timetables in public schools (Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 12 lutego 2002 r. w sprawie ramowych planów nauczania w szkołach publicznych (Dz. U. Nr 15, poz. 142, z późn. zm.)).

#### **European guidelines:**

- 1) Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ("ET 2020") - 2009/C 119/02
- 2) Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) 2009/C 155/02
- 3) Bruges Communiqué on closer European cooperation in vocational education and training in 2011- 2020.
- 4) Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century: an agenda for European cooperation on schools (2008/C 319/08)

### **National guidelines on vocational education:**

Regulation of the Minister of National Education of 23 December 2011 *on the classification of the professions in vocational education* is a part of the changes in the vocational training system to improve the quality of vocational training and adapt the educational offer to the needs of a changing labor market.

A new classification of vocational education indicates:

- 1) professions, for which education is carried out by schools;
- 2) types of secondary schools where education for a particular profession can be carried out, i.e. three-year vocational schools for young people, four-year technical schools for young people and post-secondary schools;
- 3) qualifications specified in the professions, for which education can be carried out on qualifying professional courses;
- 4) professions for which qualifications are not specified (art education professions);
- 5) applicants – ministers who requested the professions to be introduced to the classification;
- 6) areas of education to which the professions, which are introduced to the classification of the professions in vocational education, are assigned.

A new approach to acquiring professional education is to specify the individual qualifications of particular professions, each of which includes specific knowledge and skills. Vocational schools will continue training for professions, based on specified skills. Training in individual qualifications will be carried out on qualifying professional courses. The completion of the courses will entitle to accede to the external examinations of the qualifications in the profession.

Confirmation of all qualifications within the profession and possession of the school-leaving certificate will mean both getting a profession and a diploma. The use of a certificate confirming a single qualification will be also possible.

The Regulation implements the concept of harmonizing basic training period at vocational school. From 1 September 2012, the training for all professions in basic vocational schools will last three years.

Graduates of vocational schools will have the opportunity to continue their education at secondary schools for adults, from the second class, and complete qualifications in a profession on professional qualification courses.

New classification of the professions in vocational education covers 200 professions, in the scope of which 251 qualifications specified.

**2. Please describe briefly applicable norms and standards and minimal requirements, especially with regard to the following:**

*(Please specify, if there are different norms for different types of education institutions including: (i) primary schools, (ii) secondary schools)*

In accordance with art. 22 item 2 of School Education Act of 7 September 1991, minister responsible for education determines by regulation:

- 1) outline timetables in public schools,
- 2) core curricula for pre-school education and general education in individual types of schools,
- 3) conditions and rules for pupil assessment, eligibility for assessment and promotion, and examinations and tests in public schools

**a) School infra-structure**

Pursuant to article 5, item 7 of the Act of 7 September 1991 *on the education system*, a school or education institution authority (a unit of local government) is obliged to ensure conditions for the school operation, including safe and hygienic conditions for learning, education and care as well as to carry out repairs of school buildings and facilities and other investment projects in that field, e.g. removal of architectural barriers impeding access to schools for disabled pupils. Units of local government may receive funding from the state budget, in the frame of the division of 0,6% of educational provision of the general subsidy.

School infrastructure norms and standards are stipulated in the regulation of the Minister of National Education and Sport of 31 December 2002 *on the safety and hygiene in public and nonpublic schools and institutions*. They include, inter alia, equipment of the rooms where classes are held, rules to conduct sport activities and to act in case of accidents in which are involved people who are in the care of school or institution.

According to the Regulation of the Minister of National Education of 17 November 2010 *on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in special kindergartens, schools, classes and centres*, kindergartens, schools and centers are required to provide conditions for learning, specialized equipment and teaching aids, adequate to the individual developmental and educational needs and psychophysical opportunities of students.

The core curriculum for early childhood education (grades I-III primary school) recommends that classrooms consisted of two parts: educational and recreational. It is recommended to equip the rooms with thematic corners (eg. nature, sport, etc.), library, etc., as well as to provide students with the possibility of leaving some of their school textbooks and other supplies in the school.

**b) Class size and pupil-teacher ratio**

Pursuant to article 5, item 7 of the Act of 7 September 1991 *on the education system* the authority that runs a school is responsible in particular for ensuring the safe and hygienic conditions for education and care.

The issue of determining the maximum number of students in school divisions remains within the competence of the school or institution.

Number of students in special and integration school divisions and in kindergarten divisions is indicated in the Regulation of the Minister of National Education and Sport of 21 May 2001 *on the outline statutes for public nursery schools and public schools*.

The core curriculum indicates that education in grades I-III of primary school was made in peer groups of no more than 26 children.

In 2009/2010, the ratio of pupils to teachers in primary education was 13:1 and in lower secondary education – 17:1.

Only one teacher is responsible for all subjects at the first stage of instruction, with the exception of foreign language teaching (specialist teachers).

From the fourth year on, each subject is taught by a specialist teacher.

### **c) Teacher qualification**

Teachers must have a higher education qualification. The type of training required depends on the stage of education.

1. Primary education stage: the teacher is required to graduate from the first or second cycle studies (they last 3 or 5 years, teachers are awarded the titles of *licencjat* or *magister*) – ISCED 5A (B.A. or M.A.), or from teacher training colleges (they last 3 years and finish with a diploma) – ISCED 5B.

2. Lower secondary education stage: a degree of *licencjat* or *magister* is required (ISCED 5A Bachelor or Master).

3. Upper secondary education stage: a *magister* degree is required (ISCED 5A Master only). The completion of a professional training is also required at all the levels of education. The concurrent model prevails, though the consecutive model is also available for all 3 levels of primary and secondary education.

According to teacher training standards, teachers should undergo continuous professional development, they should be competent to teach two subjects, they should be computer literate and have a good command of a foreign language (at least at the B2, B2+ level of the Common European Framework of References for Languages).

The amended *Teachers' Charter*, adopted on the 18th of February 2000, has introduced four categories in the teaching career: trainee teacher, contract teacher, appointed teacher and chartered teacher.

Chartered teachers with an outstanding record may also be awarded the title of honorary school education professor.

Trainee and contract teachers have the status of contractual employees (on the basis of the *Teachers' Charter*). Appointed and chartered teachers enjoy the status of career civil servants (also on the basis of the *Teachers' Charter*).

Qualification requirements for teachers working with students in special schools and centers are determined in the Regulation of the Minister of National Education of 12 March 2009 *on the detailed qualification requirements for teachers, and on schools and cases in which teachers without a higher education qualification or a diploma of a teacher training institution may be employed*.

Pursuant to the Regulation of the Minister of National Education of 17 November 2010 *on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in public or integration kindergartens, schools and classes*, in public and integration kindergartens, schools and classes are



additionally employed teachers qualified in the field of special education, in order to co-organize an inclusive education.

**d) Working conditions for teachers and their professional development**

Allowances added to the basic pay, for difficult and arduous working conditions, have the teachers of special schools and institutions, as listed in the Regulation of the Minister of National Education and Sports of 31 January 2005 *on the minimum rates for the basic pay of teachers, and general conditions for granting allowances added to the basic pay and the remuneration for work on days free of duty*.

Teachers of special schools and institutions have the opportunity of professional development and provided financial resources for its realization, according to art.70 of Act of 26 January 1982 - *The Teachers' Charter*.

More information – see Eurydice “Organisation of the education system in Poland”

**e) School curricula content and pedagogical materials**

**Primary and lower secondary levels of education**

For the first stage of primary school the curriculum for integrated teaching applies, for the second stage of primary school and *gimnazjum* there are curricula for separate subjects. Core curricula for compulsory teaching, created at the central level by groups of experts appointed by the Ministry of Education, are the same for all pupils.

Teachers can choose the textbooks from a list approved by the Ministry of Education. They are free to decide the teaching and assessment methods, introduce innovative teaching methods and choose curricula which are approved by the school head. They can also develop their own curricula – based on core curricula – and submit them to their school head for approval.

Compulsory educational subjects:

Stage 1 (grades 1-3, primary school): early school education, additionally Religion or Ethics.

Stage 2 (grades 4-6, primary school): Polish language, History and civics, modern foreign languages, Mathematics, Natural science, Music/ Art, Technology, Computer science, Physical education, lessons with class tutor, additionally – Religion or Ethics.

Stage 3 (grades 1-3 of the *gimnazjum*): Polish language, History, Civic education, Modern foreign language, Mathematics, Physics and Astronomy, Chemistry, Biology, Geography, Art/Music, Technology, Computer studies, Physical education, lessons with class tutor, additionally Religion or Ethics.

At the **level of upper secondary education** there are curricula for separate subjects and cross-curricular themes. The Ministry of Education defines core curricula for general education for each subject and cross-curricular theme in all types of school.

Teachers can choose the textbooks from a list approved by the ministry. They are free to decide the teaching and assessment methods, introduce innovative teaching methods and choose curricula which are approved by the school head. They can also develop their own curricula – based on core curricula – and submit them to their school head for approval.

Core subjects (included in outline timetables):



**General upper secondary school:** Polish language, 2 foreign languages, History, Civic education, Culture studies, Mathematics, Physics and Astronomy, Chemistry, Biology, Geography, Introduction to entrepreneurship, Information technology, Physical Education, Defence Training, lessons for class tutor, lessons for additional subject teaching envisaged in the curriculum, additionally non-compulsory Religion or Ethics.

**Specialised upper secondary school:** Polish language, 2 foreign languages, History, Civic Education, Culture studies, Mathematics, Physics and Astronomy, Chemistry, Biology, Geography, Introduction to entrepreneurship, Information technology, Physical education, Defence training, lessons for class tutor, lessons for specialisation related teaching, additionally non-compulsory Religion or Ethics.

***Technikum (vocational secondary school):*** Polish language, 2 modern foreign languages, History, Civic education, Cultural studies, Mathematics, Physics and astronomy, Chemistry, Biology, Geography, Introduction to entrepreneurship, Information technology, Physical education, Defence training, lessons for class tutor, lessons for vocational training according to vocational curriculum for a given profession, additionally non-compulsory Religion or Ethics.

**Basic vocational school:** Polish language, modern foreign languages, History and civic education, Mathematics, Physics and astronomy, Geography with environmental protection, Introduction to entrepreneurship, IT, Physical education, Defence training, lessons for class tutor, vocational training according to relevant curriculum, additionally non-compulsory Religion or Ethics.

**Special education** is an integral part of the Polish education system. This is reflected in the legislation, which is common to both mainstream and special education.

Children can be qualified for suitable forms of special education on the basis of the opinion issued after the psychological, pedagogical and medical examination, carried out by specialists from psychological and educational services centres or external experts.

Most children with special educational needs are taught in separate schools or special classes in mainstream schools (1.69 % of all pupils in compulsory education). Integration is subject to the favourable recommendation given by the competent authority and/or the parents.

The core curricula for pre-school education and general education specify mandatory sets of objectives and content of education, including skills, described in the form of general and specific requirements for the knowledge and skills that a student should possess after completion of a particular stage of education, as well as educational school tasks, included respectively in the pre-school programs and curricula, and evaluation criteria for determining school and examination requirements.

In the case of a student having a decision about the need for special education, an individual program of educational and therapeutic has been developed, that takes into account the recommendations contained in the decision about the need for special education, tailored to the individual developmental and educational needs of a student and his/her psycho-physical capabilities.

Students with slight mental disability, implement the same core curriculum as students without disability. Students with moderate or significant mental retardation, in primary and lower secondary schools, implement separate core curriculum – annex 2 to the Regulation of the Minister of National Education of 23 December 2008 *on the core curricula for pre-school education and general education in individual types of schools*.

For children and young people with profound mental disability rehabilitation and educational activities are organized, in accordance with Regulation of the Minister of National Education of 30 January 1997 *on the rules for providing on the principles of organizing rehabilitation and education activities for children and young people profoundly mentally retarded*.

Moreover, school textbooks and books for blind, partially sighted, deaf and mentally disabled students are subsidized by Ministry of National Education.

**f) Teaching-learning processes**

The process of teaching and learning is tailored to individual needs and educational development, as well as psycho-physical abilities of the student.

More information – see Eurydice – “Structures of Education and Training Systems in Europe - Poland 2009/2010”

**g) School management, including student and parents participation**

The head teacher (of a school or pre-school) is selected by the school running body, through open competition, for a five-year tenure.

In consultation with the school running body e.g. the commune or the district, the head teacher appoints and dismisses his/her deputy and other executive staff upon consulting the school council, pedagogical council or the school running body (commune or district), if those posts are in agreement with the statutes of a school (pre-school institution).

In particular, the head teacher of a school or an educational institution:

- manages the school (institution) and represents it externally;
- exercises pedagogical supervision;
- takes care of pupils and provides a background for their harmonious psychological and physical development through various pro-health activities;
- implements the resolutions of the school council or the teachers' council (undertaken in accordance with their competencies);
- is in charge of financial means and is responsible for their proper use;
- co-operates with higher schools and teacher training institutions in the field of organizing teacher training
- is responsible for the organization and implementation of the tests and exams in his/her school
- creates conditions for volunteers, associations and other organizations to undertake activities at school, with respect to scouting organizations in particular, which have statutory aims including upbringing and care activities or promotion and offering of additional educational activities to the given school or institution.

The head teacher is the manager of an institution employing teachers and non-teaching staff.

The head teacher (of school or pre-school) is partially relieved from a duty to teach in the classroom. The number of the head teacher's obligatory teaching hours depends on the size of the school. The head teacher of a school with up to four classes is obliged to teach 12 hours a week, while his teaching duty is reduced to 3 hours a week in a school with 17 or more classes.

Pedagogical council should be established in every school (or educational institution) employing at least 3 teachers. This council is a collegial body concerned with the

implementation of statutory tasks related to education and care. Teachers employed in schools with less than 3 teachers are members of pedagogical council of the school which supervises the local school where they work.

Pedagogical council includes the following members: teachers employed in the school or institution, staff employed in other institutions offering practical vocational training to pupils of that school, staff responsible for education and care of pupils in boarding schools who are employed as teachers and care takers. Persons invited by the council's head or upon the council's motion can also participate in such meetings as advisors, this includes representatives of organizations and associations focused on education and care activities, in particular the scouting instructors. The school head is the head of school's pedagogical council.

The school head is obliged to present, minimum twice during every school year, general conclusions resulting from the implementation of pedagogical supervision procedure and information on the school's activities.

The school pedagogical council is particular responsible for:

- Approval of school action plan upon opinion of issued by the school council;
- Approval of decisions related to marking and promotion of pupils;
- Approval of decisions concerning innovations and pedagogical experiments in school on the basis of opinion by the school council;
- Establishing the organization of in-service teacher training in that school;
- Approval of decisions concerning relegation of pupils.

The school pedagogical council is particular responsible for issuing opinions on:

- Organization of school activities, including the weekly time table of compulsory and extracurricular classes;
- Draft document on school finances;
- Motions by the school head concerning rewards and medals for teachers;
- School head's proposals on the division of tasks among teachers within the obligatory tasks related to basic pay and those educational tasks which lead to additional remuneration.

Pedagogical council drafts the school statutes or any amendments to such statutes and presents them to the school council. Pedagogical council can apply for dismissal of teacher from the post of school head, or any other managerial position in that school.

School/institution councils can operate in schools and institutions:

The school council participates in solving school internal problems and:

- Approves the school statutes;
- Presents motions concerning the school financial plan related to special funds and issues opinions on the school financial plan;
- Can apply to school running body to implement school/school head/teacher evaluation procedures, the application is binding for the school running body;
- Issues opinion on school activity plan, on application of innovation and experimental pedagogical solutions and other issues relevant in school's functioning;
- Can undertake evaluation of school activities/condition and can issue motions addressed to the school head, pedagogical council, school running body, regional education council, in particular related to extracurricular activities and additional classes.

In order to support the statutory activities of school the school council can collect funds from voluntary donations and other sources. The rules of spending of such funds are defined in the internal regulations.

The school council includes (in equal numbers):

- Teachers elected by all teachers;
- Parents elected by all parents;
- Pupils elected by all pupils.

School councils in primary schools do not include pupils, and their participation in school councils in gimnazjum is not obligatory. The council should include minimum 6 members. The voting procedure is defined in the school statutes. The statutes can also recommend participation by members other than those listed above. The school council term lasts for 3 years. The school statutes can allow for exchange of one third of its members once a year.

The school council decides on its internal regulations and elects its chairman.

The school head can participate in the council meetings in advisory capacity. Other guests - advisors can be also invited by the chairman. School councils can cooperate on the basis of jointly established procedures.

The council is established by the school head on his/her initiative, upon a motion by the parents' council, and in the case of lower and upper secondary schools, upon a motion by the pupils' self-government.

Parents' councils representing all the pupils' parents operate in schools and institutions.

The parents' councils include:

- In schools – one representative per class elected by secret ballot during the first parents school year meeting;
- In institutions – minimum 7 representatives elected by secret ballot during the meeting of all parents;
- In artistic schools - minimum 7 representatives elected by secret ballot during the meeting of all parents.

The parents council establishes its own regulation for their activities, and in particular:

- Internal structure and procedures;
- Detailed rules concerning the election of members.

Parents' councils can cooperate on the basis of jointly established procedures.

Parents' council can issue motions related to all school matters to school head and other school bodies, to the school running body or the body responsible for pedagogical supervision.

The parents' council can in particular establish in cooperation with the pedagogical council:

- School care programme encompassing all care related activities directed at pupils and implemented by teachers;
- Prevention programme adjusted to pupils' needs as well as to the needs of local community encompassing all prevention related activities directed at pupils, teachers and parents.

The parents council can also issue opinions on the programme and time table for improvement of efficiency in teaching or care of the school, and issue opinions on the financial plan proposed by the school head.

The pupils' self-government operates in schools and it is established by all pupils in the given school. The rules concerning the election and functioning of self-government bodies are defined in the regulations established by all pupils in an equal, secret and popular vote. The self-government bodies are the only bodies representing all pupils.

The regulations concerning pupils self-government cannot be contradictory to the school statutes. The self-government can propose motions to the school council,

pedagogical council and school head which concern school matters, and in particular those related to the fulfilment of basic rights of pupils such as:

- A right to know the curriculum, its content and purpose as well as expectations towards learners;
- A right to open and justified assessment of progress in learning and conduct;
- A right to organize the school life in such a way that sensible balance between learning effort and possibilities of developing pupils' own interests is assured;
- A right to publishing a school newspaper;
- A right to organization of cultural, educational, sports and entertainment events according to the pupils' needs and organizational capacity of the school (in cooperation with the school head);
- A right to choose a teacher responsible for pupils' self-government supervision.

#### **h) Methods to evaluate student performance and assess learning outcomes.**

Specific issues relating to the assessment are set out in the Regulation of the Minister of National Education of 30 April 2007 *on the conditions and rules for pupil assessment, eligibility for assessment and promotion, and examinations and tests in public schools*.

The assessment of the knowledge and skills of pupils throughout the school year remains totally at the discretion of teachers. Assessments are made on the basis of regular written and oral tests. The results obtained at the end of each semester must be approved by the teachers' council of each school.

Pupils who obtain unsatisfactory results are required to repeat a year if the teachers' council decides so.

The external evaluation system in compulsory education consists of the following external standardised tests and examinations:

**At the end of the 6-year primary school (age 13)** – general, obligatory test with no selection function; the entry for the test enables pupils to start education in the *gimnazjum*; it provides pupils, parents as well as both schools, i.e. the primary school and the *gimnazjum*, with information about the level of achievements of the pupils. The skills required in core curricula are examined. The test was conducted for the first time in 2002.

**At the end of the 3-year lower secondary school, *gimnazjum* (age 16)** – general, obligatory examination, the results of which are indicated on the *gimnazjum* leaving certificate. This examination checks abilities, skills and knowledge in the field of humanities and science (and a foreign language as of 2008/09). It was conducted for the first time in 2002. The results of the test together with the final assessment of the pupils' performance determine the admission to upper secondary schools.

**At the level of upper secondary education**, a pupil is promoted to a higher grade if he/she has received 'acceptable' marks or above for all compulsory subjects at the end of the school year. In the case of one 'unsatisfactory' mark the pupil can take an exam in this subject. A pupil who is not promoted and has not passed the exam has to repeat the same grade. (There is also a possibility of a conditional promotion only once during the educational cycle upon the consent of the teachers' council)

At the end of the course, all schools (except for the *basic vocational schools*) organize final/matriculation examinations. The *general upper secondary school*, the *specialized upper secondary school*, the *complementary upper secondary school* and the *vocational secondary school* may issue a *matura* certificate for those who sat for and successfully completed the final examination, which is required for admission to higher education.

The *matura* examination, entitling pupils for admission to higher education is made up of two parts: external written (prepared and assessed by Regional Examination Commissions) and internal oral (assessed by school teachers).

The vocational examination, (in basic vocational schools, technical upper-secondary schools and post-secondary schools) consists of two parts: written, which examines the knowledge and abilities connected with a specific job and running a business activity, and a practical one, which examines the skills necessary to perform the job.

The *basic vocational schools* issue (a leaving certificate that gives students access to the job market. Post-secondary schools prepare their students for professional life.

All external tests and examinations are organised by agencies – 8 Regional Examination Boards supported and supervised by the Central Examination Board.

The main aims of the external evaluation system are:

- to assure better quality control in education;
- to support diagnosis of pupils' achievements;
- to enable the comparison of the results of tests and examinations at the national level.

Examination commissions are obliged to forward information concerning the exams' results to schools, local authorities and other school running bodies as well as to kurator oświaty (regional educational superintendent) and to the Minister. Reports prepared by the commissions make it possible for the above-mentioned institutions to undertake actions targeted at the increase of quality in education.

Assessment of student educational achievement and behavior takes place in the scope of intra-school evaluation, according to intra-school assessment principles contained in the statutes of the school or institution.

A multi-specialty evaluation of student's level of functioning is made, in accordance with:

- Regulation of the Minister of National Education of 17 November 2010 *on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in special kindergartens, schools, classes and centres,*
- Regulation of the Minister of National Education of 17 November 2010 *on the on the conditions for providing training, education and care for children and youth with disabilities and socially maladjusted in public or integration kindergartens, schools and classes.*

Effectiveness of psychological and pedagogical assistance is also subject to assessment, in accordance with the Regulation of the Minister of National Education of 17 November 2010 *on the rules for providing psychological and educational support to pupils in public nursery schools, schools and institutions.*

**3. Please identify the institutional mechanisms in your country used to collect and process information and to assess adherence to norms and standards established to ensure quality of education.**

*(Please specify if there are different mechanisms monitoring public or private institutions)*

The Polish education system covers three levels of pedagogical supervision. The Minister of Education exercises supervision over kurator oświaty (regional educational superintendent) (level 1). They, in turn, supervise schools (level 2) and school heads supervise teachers in their own schools (level 3).

Currently, the basic legislation concerning aims and tasks of pedagogical supervision is as follows:

- School Education Act of 7 September 1991
- Regulation by the Minister of National Education of 7 October 2009 *on pedagogical supervision*.

In accordance with this law, pedagogical supervision includes:

- Assessment and monitoring of teaching/care conditions in schools;
- Assessment of conditions and effects of teaching and care and of other statutory activities;
- Support to schools and teachers in their teaching and care related tasks;
- Offering inspiration to teachers in implementing pedagogical, methodological and organizational innovations.

Subject in particular to supervision are:

- Accordance of teacher employment with the qualifications required;
- Realization of the basic programme and framework teaching plans;
- Compliance with the principles of assessment, classification and promotion of pupils, and conduct of examinations as well as compliance with the regulations concerning compulsory school attendance and compulsory education;
- Compliance with the statutes of the school or institution;
- Observation of the rights of children's rights and of the rights of pupils, and propagation of knowledge of these rights;
- Ensuring that pupils have safe and hygienic conditions for learning, upbringing and care.

In accordance with the above Regulation the forms of pedagogical supervision are: Evaluation, Monitoring and Support.

### **Evaluation**

Evaluation carried out by an agency exercising pedagogical supervision is external evaluation.

Evaluation carried out by the head of the school or institution in cooperation with other teachers is internal evaluation.

Evaluation comprises:

- Collection and analysis of information about the educational activity of the school or institution;
- Determination of the extent to which a school or institution has fulfilled the requirements set in a regulation by the minister responsible for education and upbringing.

These requirements are embraced within four areas of the activity of a school or institution:

- The effects of teaching, upbringing and care activity and other statutory activities of a school or institution;
- Processes taking place in the school or institution;
- Functioning of the school or institution in the local environment in particular with respect to cooperation with pupils' parents;
- Management of the school or institution.

The requirements set to a school or institution do not cover the whole range of possible issues connected with the obligations of a school or institution has toward its pupils, wards, and their parents. The requirements set to schools or institutions indicate rather



the strategic and priority tasks chosen in order to help them plan their work. When analyzing the requirements set therefore one should not seek a 'holistic' picture but see rather aspects worthy of emphasis as being key aspects.

Evaluation conducted within a school or institution has the aim of assessment of fulfilment of requirements at one of the five following levels:

Level A – indicates a very high degree of requirements fulfilment by a school or institution

Level B – indicates a high degree of requirements fulfilment by a school or institution

Level C – indicates a medium degree of requirements fulfilment by a school or institution

Level D – indicates a basic degree of requirements fulfilment by a school or institution

Level E – indicates a low degree of requirements fulfilment by a school or institution

Requirements at levels D and B (taking into account distribution between different types of school and kind of institution) were contained in an annex to the above mentioned Regulation.

Failure by a school or institution to fulfil requirements at level D indicates level E while fulfilment of requirements at a level higher than D but lower than B indicates level C. Fulfilment by a school or institution of requirements at a level higher than those defined at level B indicates Level A.

Evaluation will be carried out in all areas of the functioning of a school or institution - total evaluation.

In addition great importance is attached to **problem evaluation** carried out in the areas of various problems chosen from the range of activities of a school or institution. The agency exercising pedagogical supervision defines problems chosen from the range of activity of the school or institution undergoing evaluation taking into account the scope of the agency for pedagogical supervision.

The agency exercising pedagogical supervision over a school or institution will conduct evaluations in accordance with the procedures set down in the Regulation. With this aim the agency exercising pedagogical supervision will call into being a team to conduct the evaluation of the school or institution from among those entitled to conduct evaluations. In order to conduct an external evaluation in schools or institutions in which pedagogical supervision is exercised by more than one agency, these agencies will be able to designate a joint team to conduct the evaluation.

An element motivating schools and institutions to be concerned about the quality of their work is solution contained in the regulation concerning the obligation to take into account during an external evaluation the results of internal evaluation conducted in the school or institution. This means that the team conducting an external evaluation in a school or institution is obliged to inform itself of the results of an internal evaluation and to compare these results with the findings of its own investigations.

### **Monitoring**

The agency exercising pedagogical supervision monitors the school or institutions observation of legal regulations in the area of teaching, upbringing and care activity, and other statutory activities of the school or institution.

The aim of monitoring activity is to make an evaluation of the state and conditions of teaching, upbringing and care activity and other statutory activities of the school or institution with respect to its legality.

The themes of monitoring arising from the plan for pedagogical supervision of kuratoria will accord with the basic lines of implementation of the state's educational policy as determined by the minister responsible for education and upbringing, as well as with the guidelines and recommendations defined in the law concerning the system of education. In the case of need arising for exercise of monitoring in other areas, kuratoria may make use of the possibility of conducting *ad hoc* monitoring .

### **Support**

Within the range of tasks of agencies exercising pedagogic supervision (kuratoria) will remain assistance of the work of schools or institutions by (among others):

- Preparation and publication on the agency's web site of:
  - + analyses of results of pedagogical supervision carried out, including results from external evaluation and monitoring of observation of legal regulations,
  - + examples of good practice;
- Organization of conferences and consultations for directors of schools and institutions;
- Promotion of use of evaluations in the process of improvement of the quality of teaching, upbringing and care activities, and other statutory activities of a school or institution.

The head of a school or institution is obliged to organize assistance for teachers. In particular:

- Organization of training and consultations with the aim of improving the quality of the educational activities of a school or institution, assisting teachers' development and inspiring them to make pedagogic innovations;
- Motivating teachers to improve and undertake professional development;
- Presenting to teachers the findings of pedagogical supervision.

In order to ensure high quality work of in-service teacher training institutions, in Regulation of the Minister of National Education and Sport of 20 December 2003 *on the accreditation of in-service teacher training institutions*, standards of their work have been specified.

Every public and private in-service teacher training institution may apply to the accreditation, with the exception of the central in-service teacher training institutions conducted by the Minister.

Conditions for obtaining accreditation:

- 1) to provide qualified staff,
- 2) to prepare and implement teacher training programs and to conduct their evaluations,
- 3) to carry out information and dissemination activities on teacher professional development,
- 4) to provide modern teaching facilities.

Regional Educational Superintendent maintains and provides a list of accredited training institutions and submit it to the minister responsible for education as at the 30 June and 31 December each year.

#### **4. Please provide information on other relevant initiatives and developments aiming to promote quality in education.**

a) Measures to promote quality in education include a number of projects implemented under the Sector Operational Programme Human Resources Development 2004-2006, co-financed by the European Social Fund.

The following projects, which allowed teachers to adapt their qualifications to the needs of local education markets, were completed:

- Post-graduate studies in preparation for teaching a second subject or to conduct additional classes (with the component in ICT and foreign language).
- Post-graduate studies in preparation of teachers for profession guidance (with the component in ICT and foreign language).
- Improvement foreign languages courses, aimed at raising skills in foreign languages among teachers;
- Improvement courses in the field of methodology of teaching vocational subjects (with the component in ICT and foreign language),
- Improvement courses in the field of ICT,
- Post-graduate studies in preparation to conduct continuing distant learning (with the component in ICT and foreign language),

**b) Under Priority III - High quality of education - Human Capital Operational Programme, projects co-financed by the ESF are implemented:**

- Implementation of the modernized pedagogical supervision and evaluation of school performance system - program of strengthening the effectiveness of pedagogical supervision and evaluation of school performance - stage 2
- Teacher training system, based on complex schools support

**c) In the scope of the system project “Vocational School a school of positive choice”, implemented by the Ministry of Education, are being developed vocational education quality standards for school / institution that conduct vocational training.**

The first material is intended for evaluators conducting evaluations in those schools and institutions. The second one, quality standards of education in the profession, will assist the directors and teachers of schools and institutions providing vocational training in the development of internal quality assurance systems and the preparation and conduct an internal evaluation.

Vocational education quality standards will be a comprehensive document covering all aspects of vocational training included in 10 thematic areas - it will eventually contain a direct reference to any legislation governing vocational training, taking into account the changes implemented since September 2012 - on the other hand, a tool that indicates the desired target state to be achieved in each area, which determines the quality of training conducted, and the quality of the school / institution.

The standards will also serve as tool for directors and teachers of schools and institutions providing vocational education, in the implementation of changes resulting from the modernization of vocational education and training system.

Furthermore, the standards are a form of national approach to the implementation in of EQARF / EQAVET initiative.

According to the Recommendation of the European Parliament and of the Council of 18 June 2009 *on the establishment of a European Credit System for Vocational Education and Training*, Member States are recommended to develop, by 18 June 2011, the approach aimed at improving, where necessary, vocational education and training quality systems at national level and make the best use of the above mentioned initiative.

It is expected that the guidelines, after their final approval in the first half of 2012, despite their voluntary use, will contribute to the improvement of vocational education and training quality in schools and institutions.



d) As part of the system project "Increasing the effectiveness of education of pupils with special educational needs", the following activities were carried out:

1. Consultation and information meetings for teachers, perfecting their skills and knowledge on changes in legislation, model working with a pupil with special educational needs, identification of learning difficulties risks – conducted by the leaders of the change

time: October-December 2010

number of meeting: 1007

number of participants (teachers, directors): about 53.000

2. Consultation and information meetings for representatives of pedagogical supervision and representatives of school and institution authorities

time: September-December 2010

number of participants: 190

3. Consultation and information meetings for representatives of school and institution authorities

time: September-December 2010

number of participants: 1182

4. Study meetings with experts on the preparation of proposals for changes in legislation

time: September-December 2010

number of meeting: 5

number of participants: 205

5. Conferences to summarize the consultation and information meetings conducted by the leaders of the change

time: December 2010

number of conferences: 2

number of participants: 450

6. Test project on a new organization of psychological-pedagogical support in 103 selected schools in Poland

time: November 2010-August 2011

7. Information meetings for the representatives of psychological and educational clinics

time: March-April 2011

number of meetings: 5

number of participants: 1092

8. Meetings with high schools representatives

time: June 2011

number of meetings: 2

number of participants: 80

9. Development and edition of training materials for leaders of the change

number of sets: 1200

10. Development and edition of training materials for teachers

number of sets: 50.000

11. Edition of training materials and transfer to kindergartens, schools and institutions, in cooperation with the regional educational superintendents

time: December 2010- March 2011

number of copies: 198.000

12. Development and edition of the guide for directors and transfer to kindergartens, schools and institutions

time: December 2010-March 2011

number of copies: 53.000

The Guide describes legal changes in a clear and yet concise way. That's the assistance to the directors in the schools and institutions preparation for providing support and special education in the new formula.

13. Purchase of special tools for schools participating in the test project

time: June-October 2011

number of schools: 103

The tools are used to identify the risk of dyslexia and for therapeutic work with students in primary and lower secondary schools.

14. Conferences summarizing the test project

time: September-October 2011

number of conferences: 5

number of participants: at least 600

15. Development and edition of the guide for teachers, guide for parents, information leaflet for parents

time: September-December 2011

**For more detailed information – see Eurydice database:**

**1. Overview Poland**

<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Poland:Overview>

**2. Organisation of the education system in Poland, 2009/2010**

[http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase\\_full\\_reports/PL\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/PL_EN.pdf)

**3. Structures of Education and Training Systems in Europe - Poland 2009/2010**

[http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/structures/041\\_PL\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/structures/041_PL_EN.pdf)

**4. National system overview on education systems in Europe - Poland, June 2011**

[http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/national\\_summary\\_sheets/047\\_PL\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/national_summary_sheets/047_PL_EN.pdf)