



Programy międzynarodowe **w Polsce**

od eksperymentu w kształceniu do alternatywy edukacyjnej

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Systemy edukacyjne na świecie otwierają się na dualizm programowy i jak w Polsce wprowadzają programy krajowe i obok międzynarodowe

Programy międzynarodowe jako alternatywa edukacyjna

Wyspy oporu edukacyjnego



Programy międzynarodowe w Polsce są zarówno w szkołach publicznych jak i niepublicznych

W miastach, ale też w małych miejscowościach

- **Podejście konstruktywistyczne w nauczaniu rozwijanie umiejętności analitycznych, krytycznego myślenia, samodzielności uczniów.**
- **Oparcie nauczania na conceptach**
- **Rozwój umiejętności pozaakademickich, tzw. life skills, dbanie o well-being**
- **Świadomy wybór uczniów i ich rodziców**
- **Rozwój zawodowy nauczycieli**

Szkoły z oddziałami międzynarodowymi przodują w rankingach szkół przyjaznych LGBT+ w Polsce




Dziękuję za uwagę

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From educational experiment to an alternative to the national programme. International Baccalaureate Programmes in Poland – policy and practice perspectives

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ABSTRACT

The goal of this study is to examine the distinctive features of the International Baccalaureate (IB) programme in Poland. To address this, the study carried out a series of interviews with 9 IB schools in Poland. The functions here appear to be: 1) the development of international 2) the growth among students of a growing selection of choices.

KEYWORDS

International Baccalaureate; Poland; Primary Years Programme; Middle Years Programme; Diploma Programme; International Baccalaureate curriculum

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Homo Sovieticus in policy versus teacher leadership in Polish International baccalaureate practices

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ABSTRACT

This paper seeks to extend discussion on teachers' leadership within International Baccalaureate schools in Poland. Background for the discussions on leadership in Polish context of education is the term Homo Sovieticus [in English: Soviet Man], a notion associated with sarcastic and critical reference to an average conformist person living in the Soviet Union or in other countries of the Eastern Bloc in Europe, a spineless person who lacks any 'bottom up' initiative. In the paper, it is claimed that teachers' limited leadership in a centrally steered system of teacher training in Poland, demonstrates features of leadership developed according to the Homo Sovieticus model of the citizen. Strong emphasis on leadership within International culture do not let Homo Sovieticus features and behaviors to develop. In this understanding, International schools with strong emphasis on leadership in Polish post-soviet educational landscape creates path of evolution from stereotypical perception of teachers as passive 'Homo Sovieticus' to leader within school curriculum.

Introduction

The terms 'leadership' and 'Homo Sovieticus' as used in educational settings sound like oxymorons. In the most common sense, leadership assumes specific management, active engagement, motivation for acting, transforming the vision into an efficient reality. The basis for being a leader consists of planning, taking risks, building organizational commitment. Homo Sovieticus [in English: Soviet Man] is a term associated with sarcastic and critical reference to an average conformist person living in the Soviet Union or in other countries of the Eastern Bloc in Europe. It has been used to describe a spineless person who lacks any 'bottom up' initiative, simply acquiesces and is servile. What a Soviet Man should do, (or was supposed to do) was not up to the individual, but decided by the ruling party. All the actions of a Soviet Man were subordinated to authority, and led by the authority (the Communist party) so the Soviet Man had few opportunities to practice leadership, as the government was the leader and organizer of the life of the Soviet Man.

One main aim is to encourage and minds and caring instincts in youth, is around the world. IB programmes on personal development. Studies in challenges of international schools in China (Wright and Lee 2014), USA show the drivers of the expansion of IB. Another, there appear to be common reasons: (1) market-driven expansion of IB (Balancing local and global curriculum 2001), (3) deregulatory policy of education (2014), curriculum disconnections among parents for their children to (5) outcomes of higher education (2012; Bunnell 2009). There is a gap,


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International Baccalaureate schools as islands of educational resistance. A case study of Poland.

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ABSTRACT

This study discusses International Baccalaureate schools in Poland from the perspective of their educational function to serve as a resistance to counterbalance trends toward nationalisation in the Polish educational landscape. To address this aim, a review of the relevant legislation has been carried out, accompanied by interviews with teachers and students from 9 IB schools in Poland. Results show that during the 30-year history of IB in Poland, international schools seem to have become places where international education is not opposed to its national education programme, however, they do demonstrate their potential to break away from intra-national education in this country. IB programmes have come to represent a counter-revolutionary force that supports grassroots initiatives in schools. International schools potentially remain safe from any authoritarian interference from the government and become 'islands of educational resistance' against intra-national tendencies in education.

ARTICLE HISTORY



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KEYWORDS

International Baccalaureate; international schools; educational resistance; international education; educational functions; education in Poland

Introduction

International schools share educational standards and practices to create and sustain global learning communities and can be 'cosmopolitan enclaves' that embrace ideals of cultural diversity and global mobility (Rey and Bolay 2020). Although International Baccalaureate World Schools (IBWS) operate globally, they do so within national educational systems and thus may be subject to greater or lesser pressure from the national educational policies currently in play. In the Polish context of IBWS, features of 'cosmopolitan nationalism' are visible – the concept applied to international schooling by Wright, Ma, and Auld (2021), first developed by Maxwell et al. (2020). The authors recognise with 'cosmopolitan nationalism' how global education trends are interpreted and taken up in national-local contexts where aspects of nationalism are present. By appreciating the interconnections of cosmopolitan forces and nationalistic tendencies, this study extends the Wright, Ma, and Auld (2021) concept of 'cosmopolitan nationalism' with a particular focus on how IB education in Poland supports global trends in international education, and at the same time, how global tendencies in education influence IB schools in Poland. These dual pressures within 'cosmopolitan nationalism' create the intended function of IB education in responding to global or national concerns and priorities. In this understanding, IBWS in Poland, from the perspective of their educational function, serve as a resistance to nationalisation tendencies in the Polish educational landscape of IB schools.

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