

Project "Comparative study on functions of international programs in Poland", financed by National Science Centre Poland, No. 2020/38/E/HS6/00048

## Beyond the Horizon - Education System and International Schools in Poland Opportunities and Challenges for the Teacher Training. The Polish Perspective

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# Lecture outline

International Education in Poland – an overview  
A case of International Baccalaureate (IB) curriculum in Polish schools – policy and practice perspectives  
Teacher training in Poland *versus* IB teacher training  
Challenges for teacher education and practice  
Q&A

# What is International school programme?

Characteristics of an international curriculum may include:

**Global Perspective:** The curriculum emphasizes a broad understanding of global issues, cultures, and perspectives.

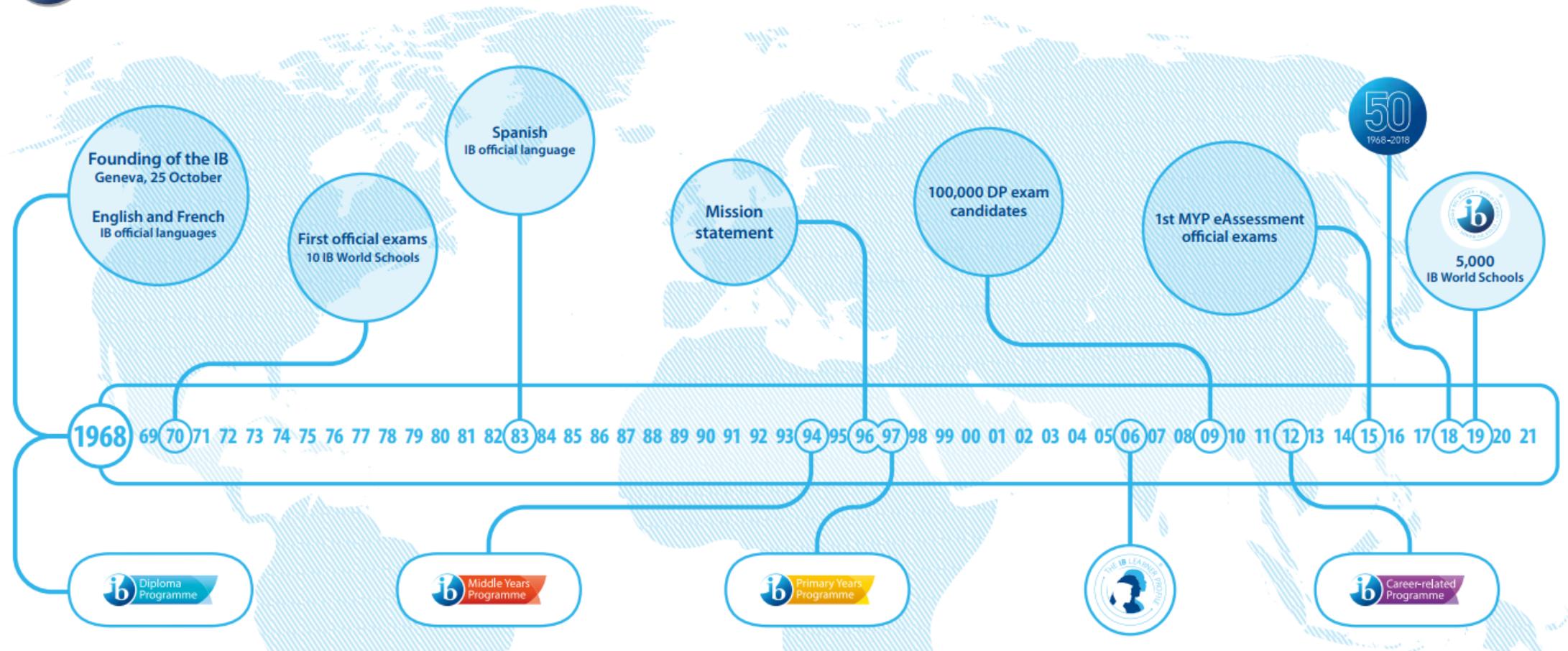
**Multilingualism:** International curricula often promote the learning of multiple languages to foster effective communication across borders.

Source: IBO [accessed 2.01.2024]

Source: IBO.org



# Education for a better world



# Educational functions of International programmes in Poland International Baccalaureate in Poland

Research number

2020/38/E/HS6/00048

Preparatory level: Focus on language; form: Bilingual education

Preparing students for academic change in secondary education

Preparation and (dis)continuity

Preparation for constructivist approach in **teaching** and learning = taking over leadership

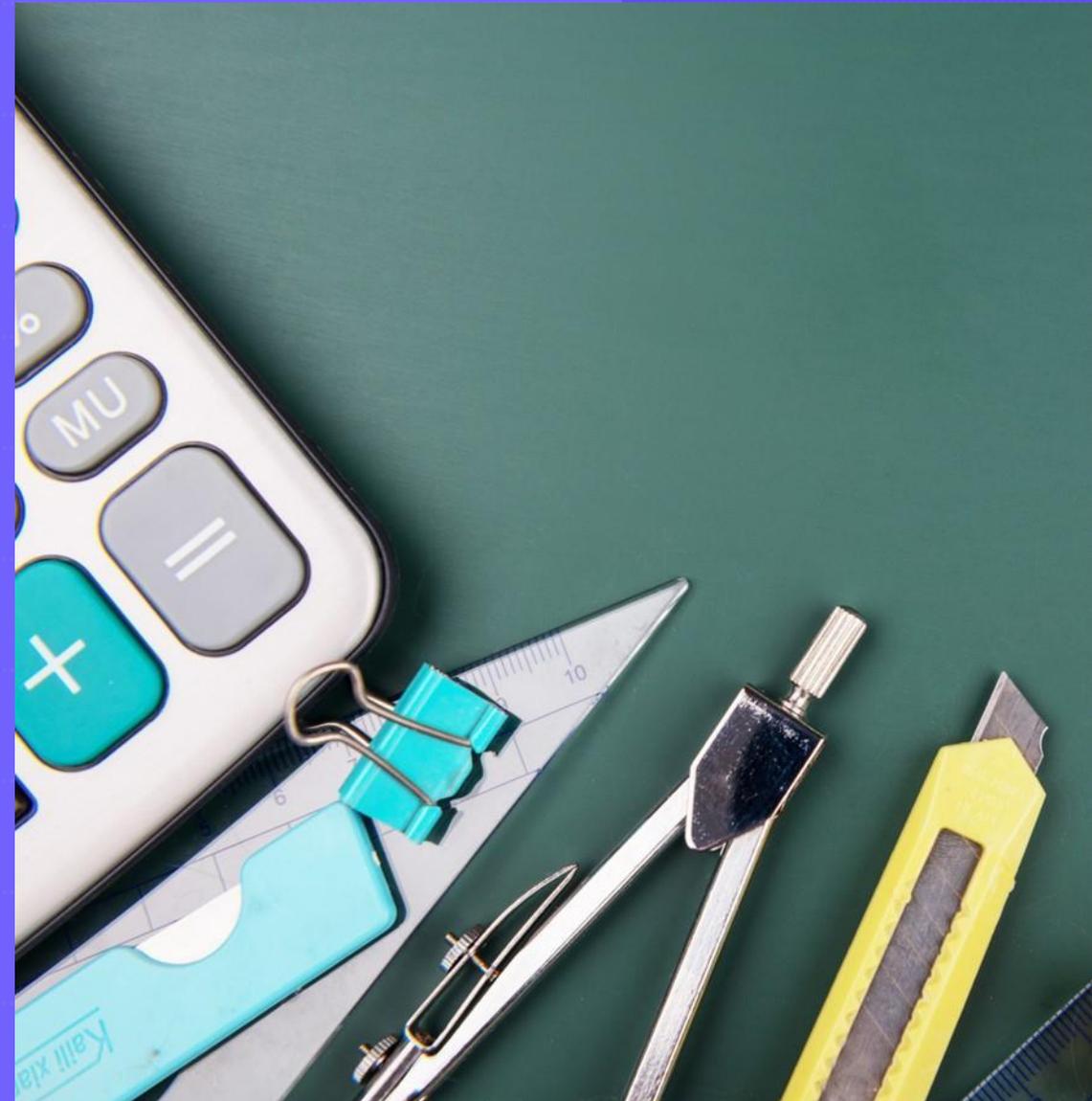
# International Education in Poland – an overview

First International schools after socio-political changes  
1990s

International programmes: the most popular  
International Baccalaureate

60% Non-public schools, 40% Public schools

90% chosen by local (Polish) students



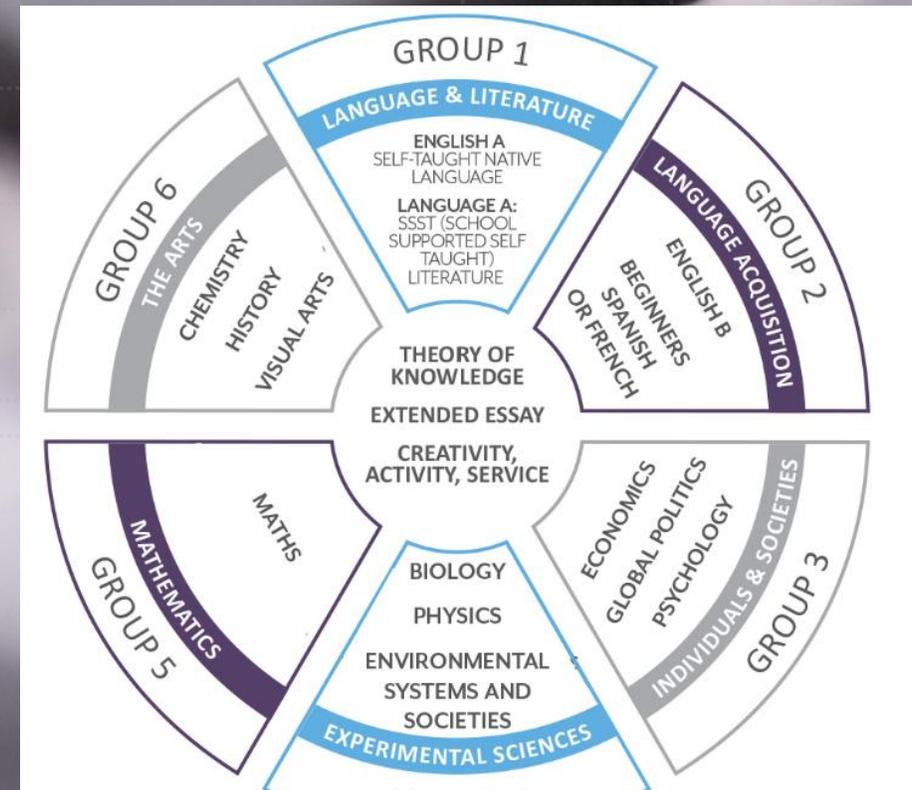
# International Baccalaureate policy perspectives

In 69 schools: 13 Primary Years Programme, 18 Middle Years Programme, 60 Diploma Programme

Primary Years Programme & Middle Years Programme – language of Instruction Polish or English

Diplomma Programme only in English

Photos/Graphics - source IBO [Accessed 2.01.2024]





# The International Baccalaureate (IB) offers a variety of teacher training programs

20XX-02-02



## IB Workshops and Online Courses

IB Teacher Certification in specific IB programs, involves completing a series of courses, attending workshops, and demonstrating competence in implementing the IB curriculum in the classroom

IB Educator Certificates certificates may be program-specific (PYP, MYP, DP, CP) and are obtained by completing a set of required courses and demonstrating practical application in the classroom

## School-based Training

# Teacher Pre-service training in Poland

At (only) Higher Education level (3 semesters/ at least 90 ECTS credits)

Academically oriented programmes (50%)

180h in school training = Practically oriented programmes (50%)

HEIs train teachers for all levels of the school education system, including nursery, primary, post-primary and post-secondary schools, as part of degree programmes (first-, second- and long-cycle programmes) and non-degree postgraduate programmes

## subject-area training

Focus on learning processes

## teacher / pedagogical training

psychology and pedagogy

## training on teaching/learning processes

basics of teaching and learning,  
training for the teaching of the first / main subject or for conducting the first / main type of classes, or for the teaching of an additional subject or conducting an additional type of classes

## voice production

voice modulation

# Academically oriented programme

# Who is a qualified teacher?

## INTERNATIONAL BACCALAUREATE rules

1. Teacher with a recognized teaching credential in your country or region
2. To complete an IB-approved professional development course for the programme you wish to teach
3. To follow the IB standards and practices for the programme you teach, which include curriculum development, pedagogy, assessment, collaboration, and school culture

## Example

### Standard: Leadership and governance

The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community

### Standard: Student support

The school fosters the social, emotional, and physical well-being of its students and teachers

### Standard: Teacher support

The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice

The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s).

The frequency of teacher training in the IB system varies. Many teachers engage in ongoing professional development throughout their careers to stay updated on curriculum changes, teaching methodologies, and assessment practices. Some schools may require teachers to participate in IB workshops or training sessions regularly, while others may leave it to the discretion of individual educators.

Source: IB educator and leadership certificates (IBEC) <https://www.ibo.org/professional-development/professional-certificates/>



### Not all subjects not covered by training

There are subjects that are not being covered by

### Concept – based teaching

Inquiry-Based Learning  
**Interdisciplinary** Learning  
Applying Concepts Across Disciplines  
Depth of Understanding  
Assessment

### Language

But not the proficiency (B1, B2, C1, C2) but the content (subject) language

### Students' leadership

Learner Profile  
Preparation for academic learning (independence)

### Collaboration with other teachers

Resisting the temptation of teaching their language or subject in isolation, and ignoring what the student might know in terms of language, knowledge or skills in other languages

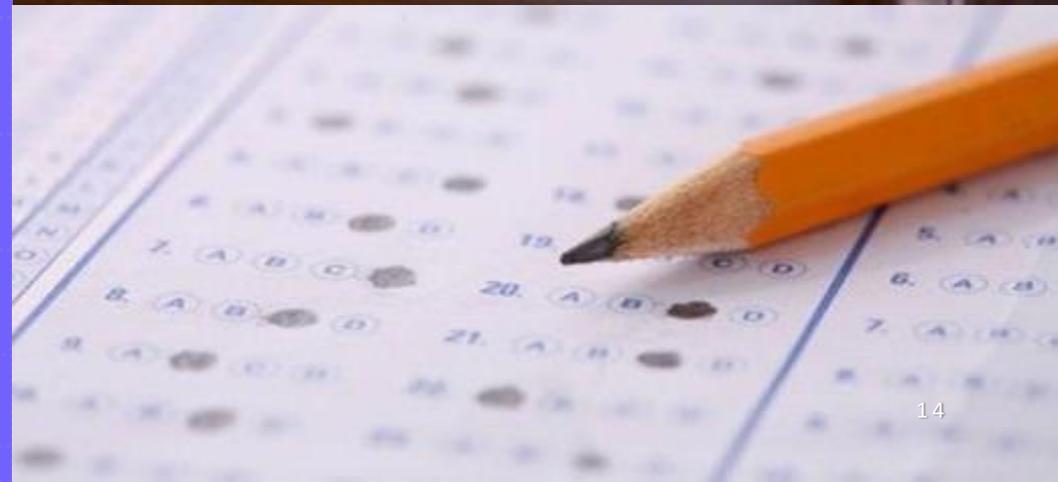
Sharing best practices

Navigating the educational change and innovation that the IB curriculum requires

# Challenges

# Questions and answers

Time for students



Thank you

