

POLAND

with the contribution of Joanna Wojdon, Grażyna Pańko, Jacek Piotrowski

I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase - The information database on education systems in Europe (<http://www.eurydice.org>)

Laws and regulations for initial teacher training¹

Standards for ITT (regulation by the Ministry of Education of 7 September 2004):

Contents: general principles, professional profile, required achievements, groups of subjects and minimal number of courses (hours), content of subjects, information technology, foreign languages, practical training, postgraduate studies.

Structure of the education system²

The education system is:

comprehensive until (student age) 14 years
selective from (student age) 15 years
Compulsory full time education up to 18 years of age
School leaving age: 19 years (general), 18-19 (vocational), 20 (technical)

B. Statistical data

Teachers, students, history students, teacher trainees, history teacher trainees, teacher trainers

Pupils³

Pupils in	Male	Female	Total
Lower secondary general education	883 082	825 920	1 709 002
Upper secondary general education	289 074	455 231	744 305
Upper secondary vocational education	176 471	88 596	265 067

¹ Source: Załącznik do rozporządzenia Ministra Edukacji Narodowej i Sportu z dnia 7 września 2004 r. (poz. 2110.), Standardy kształcenia nauczycieli na studiach wyższych zawodowych, uzupełniających studiach magisterskich, jednolitych studiach magisterskich oraz studiach podyplomowych. Retrieved 11 January 2005 from http://www.men.waw.pl/prawo/wszystkie/rozp_302_1.doc.

² Source: <http://www.buwiwm.edu.pl/educ/schemat.htm>.

³ Source: <http://www.stat.gov.pl/serwis/polska/2004/dzial9/dzial9.htm>; for lower secondary education Tabl. 5. Uczniowie w szkołach dla dzieci i młodzieży, <http://www.stat.gov.pl/serwis/nieregularne/oswiata2003.htm> for upper secondary education: <http://www.stat.gov.pl/serwis/polska/2004/dzial9/obrazy9/rys11.htm> and <http://www.stat.gov.pl/serwis/polska/2004/dzial9/obrazy9/rys10.htm>

– Ratio of upper secondary graduates to total population at typical age of graduation⁴

	Male	Female	Total
Ratio of upper secondary graduates to total population at typical age of graduation	29%	46.9%	37.8%

*Students*⁵

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	774 922	1 025 578	1 800 500

• *Students per institution*⁶

Institution/ ISCED	Male	Female	Total
universities			527 200
pedagogical academies			138 900
colleges of higher education			130 100
technical universities			344 300
agricultural academies			98 100
economical academies			389 500
medical academies			37 700
marine academies			12 400
sport academies			23 700
art academies			14 100
theological academies			10 100

• *New students in 2002/03*⁷

Institution/ ISCED	Male	Female	Total
universities			66 632
universities of applied sciences			83 663
pedagogical academies			12 959
colleges of higher education			16 715

⁴ These are not graduates, but generally pupils at upper secondary schools (excluding vocational, which do not give qualification to enter university)

Source: Tabl. 3. Współczynniki skolaryzacji w roku szkolnym 2002/2003. Retrieved 30 December 2004 from <http://www.stat.gov.pl/serwis/nieregularne/oswiata2003.htm>

⁵ Source: Mały rocznik statystyczny Polski (2004), Warsaw: GUS, p.235

⁶ Source: Mały rocznik statystyczny Polski (2004), Warsaw: GUS, pp.232-233

⁷ Source: Informacja o planowanej liczbie miejsc, liczbie kandydatów oraz liczbie osób przyjętych na I rok studiów dziennych w uczelniach MENiS w roku akademickim 2002/2003 i 2003/2004 opracowana na podstawie meldunków uczelni. Retrieved 7 January 2005 from <http://www.men.waw.pl/szk-wyz/statystyka/informac.php>

• *Students graduating in 2002/03 per institution*

Institution/ ISCED	Male	Female	Total
universities			99 400
pedagogical academies			31 100
Colleges of higher education			12 600
Technical universities			52 000
agricultural academies			15 800
economical academies			93 600
medical academies			5 700
marine academies			2 200
sport academies			24 900
art academies			2 200
theological academies			1 800

Teachers in general and history teachers⁸

School level	Number of teachers	Number of history teachers
Primary	242 400	n/a
Lower secondary	129 400	n/a
Upper secondary general	52 100	n/a
Upper secondary vocational	16 400	n/a

• *Number of teachers in school⁹*

School level	Male	Female
Primary	1 000	108 500
Lower secondary	74 700	236 100
Upper secondary general		
Upper secondary vocational		

• *Number of teachers in state and non-state schools¹⁰*

School level	State (public) schools	Non-state (private) schools
Primary	226 288	2 857
Lower secondary	110 185	1 381
Upper secondary general	94 211	2 512
Upper secondary vocational	14 928	111

⁸ Data refers to 2003

As of 2002: primary schools: 109 500 teachers, post-primary 310 800 teachers. Source: Pracownicy pełnozatrudnieni według sektorów własności, płci oraz grup zawodów, wielkich dużych i średnich za październik 2002 roku in: Struktura wynagrodzeń według zawodów w październiku 2002 r., p. 75.

Source: Teachers in thous. Retrieved 30 December 2004 from <http://www.stat.gov.pl/serwis/polska/2004/dzial9/obrazy9/rys1.htm>

⁹ Primary also includes here pre-school teachers.

Source 1: Pracownicy pełnozatrudnieni według sektorów własności, płci oraz grup zawodów, wielkich dużych i średnich za październik 2002 roku in: Struktura wynagrodzeń według zawodów w październiku 2002 r., p. 75.

Note2: Generally, women comprise approx. 78% of all the persons employed in education.

Source 2: Kobiety i mężczyźni na rynku pracy, Tab. Udział kobiet wśród pracujących według wybranych rodzajów działalności miejsca pracy w 2003 r. Retrieved 30 December 2004, http://www.stat.gov.pl/dane_spol-gosp/praca_ludnosc/kob_mez_praca/index.htm

¹⁰ The numbers should be regarded as estimates according to the introduction to the cited book.

Source: Nauczyciele w roku szkolnym 2002/2003 (2003). Warsaw: CODN, p. 278.

II. Initial training

A. Training institutions

*Institutions involved in ITT*¹¹

Institution	For which school level
Universities	All levels
Pedagogical academies	All levels
Colleges of higher education	ISCED 1-2
Teacher training colleges	ISCED 1 and secondary vocational schools (ISCED 3)

*Main purposes of institutions*¹²

Institution	Purpose
Universities	Education of researchers
Pedagogical universities	Education of teachers
Colleges of higher education	Education of professionals in different fields
Teacher training institutes	Education of teachers for primary and vocational schools

*ITT institutions are required to meet legal standards set by*¹³

Institution/ ISCED	the state (including government)	the local/ regional authorities	the training institutions themselves
Universities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pedagogical universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities of applied sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogical academies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colleges of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher training institutes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

¹¹ Source: Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 10 września 2002 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. z dnia 23 września 2002 r.). Retrieved 7 January 2005 from http://www.men.waw.pl/prawo/wszystkie/rozp_175.php

¹² The first teacher training colleges were established on 1 October 1990. They train candidates (including in-service teachers) who intend to work as teachers in nursery schools, primary schools and other educational establishments. A teacher training college may be established and function only on the basis of an agreement with a higher education institution which offers teacher training; this agreement covers issues such as scientific and educational supervision, requirements for graduates to be awarded the title of *licencjat* (bachelor) and the possibility of their undertaking complementary *magister* (master) level courses in the partner higher education institution.

Source: Jung-Miklaszewska, J. (2003), *The System of Education in the Republic of Poland*, Warsaw: Bureau for Academic Recognition and International Exchange. Retrieved 7 January 2005 from <http://www.buwiwm.edu.pl/publ/edu/System.pdf>

¹³ Source: Załącznik do rozporządzenia Ministra Edukacji Narodowej i Sportu z dnia 7 września 2004 r. (poz. 2110.), *Standardy kształcenia nauczycieli na studiach wyższych zawodowych, uzupełniających studiach magisterskich, jednolitych studiach magisterskich oraz studiach podyplomowych*. Retrieved 7 January 2005 from http://www.men.waw.pl/prawo/wszystkie/rozp_302_1.doc

Number of training institutions

providing a training programme for initial teacher training (general)¹⁴

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities, ISCED 4 and 5	17 (2)	n/a	17 (2)
Pedagogical universities	n/a	n/a	n/a
Universities of applied sciences	n/a	n/a	n/a
Pedagogical academies, ISCED 4 and 5	7	n/a	7
Colleges of higher education, ISCED 4	24	60	84
Colleges of higher education, ISCED 5	n/a	15	15
Teacher training institutes	107	n/a	107

providing a training programme for initial training of history teachers

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities/ ISCED 4 and 5	17(2)	n/a	17 (2)
Pedagogical universities	n/a	n/a	n/a
Universities of applied sciences	n/a	n/a	n/a
Pedagogical academies	7	n/a	n/a
Colleges of higher education ISCED 4	n/a	3	n/a
Colleges of higher education ISCED 5	n/a	7	n/a
Teacher training institutes	n/a	n/a	n/a

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

Adam Mickiewicz University; Jagiellonian University; Warsaw University; University of Wrocław; Pedagogical Academy, Cracow; Mikołaj Kopernik University, Toruń; Kazimierz Wielki Academy, Bydgoszcz; Maria Curie-Skłodowska University, Lublin; University of Rzeszów

The structure of ITT is
Concurrent.

¹⁴ Source: <http://www.men.waw.pl/szk-wyz/wykaz/szkw-p.php>, Wykaz państwowych wyższych szkół zawodowych utworzonych na podstawie ustawy z dnia 26 czerwca 1997 roku o wyższych szkołach zawodowych, stan na 2 grudnia 2004 r., <http://www.men.waw.pl/szk-wyz/wykaz/zawod.php>, Wykaz uczelni niepaństwowych, http://www.men.waw.pl/szk-wyz/wykaz/niepan_1.php, search “kolegium nauczycielskie” and “nauczycielskie kolegia języków obcych” at <http://www.codn.edu.pl:10000/ise/DisplayPlacowkiForm.doc>

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG-training
For primary schools:						
Any ISCED 5, history (or similar) with ITT	Restrictions like "numerus clausus" ¹⁵ and fees	oral	5	MA	yes ¹⁶	None, admission at end of study
Any ISCED 5, other subject with ITT + postgraduate studies in history			5	MA		
University, pedagogical academy, college for higher education, ISCED 4, history (or similar) with ITT			3	BA		
Any of mentioned above, ISCED 4 or ISCED 5, other subject with ITT + postgraduate studies or qualification course in history			3-5	MA or BA		
Teacher training institute, ISCED 4 in history			3	certificate		
Teacher training institute, ISCED 4 in other subject than history + qualification course in history			3	certificate		
For lower secondary schools:						
Any ISCED 5, history (or similar) with ITT	Restrictions like "numerus clausus" ¹⁷ and fees	Usually oral, it depends on the particular institution	5	MA	yes	None, admission at end of study
Any ISCED 5, other subject with ITT + postgraduate studies in history			5	MA		
University, pedagogical academy, college for higher education, ISCED 4, history (or similar) with ITT			3	BA		
Any of mentioned above, ISCED 4 or ISCED 5, other subject with ITT + postgraduate studies or qualification course in history			3-5	MA or BA		
For upper secondary schools:						
Any ISCED 5, history (or similar) with ITT	Restrictions like "numerus clausus" ¹⁸ and fees	Usually oral, it depends on the particular institution	5	M.A	yes	None, admission at end of study
Any ISCED 5, other subject with ITT + postgraduate studies in history			5	MA		

¹⁵ There is "numerus clausus" for regular studies in public schools. There are usually also evening studies (i.e. classes are in the afternoon, 2-3 days a week) and extramural studies (classes are on Friday evenings, Saturdays and Sundays, usually twice a month) where students have to pay fees. There are also fees in private schools.

¹⁶ Students do not write a diploma thesis at the end of qualification course.

¹⁷ See footnote 18.

¹⁸ See footnote 18.

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG-training
For upper secondary vocational schools:						
Any ISCED 5, history (or similar) with ITT	Restrictions like "numerus clausus" ¹⁹ and fees	oral	5	MA	yes	None, admission at end of study
Any ISCED 5, other subject with ITT + postgraduate studies in history			5	MA		
University, pedagogical academy, college for higher education, ISCED 4, history (or similar) with ITT			3	BA		
Any of mentioned above, ISCED 4 or ISCED 5, other subject with ITT + postgraduate studies or qualification course in history			3-5	MA or BA		
Teacher training institute, ISCED 4 in history			3	N/A		
Teacher training institute, ISCED 4 in other subject + qualification course in history			3			

• *Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools*

Students have to follow a curriculum which is completely separate from the curriculum of history teaching.²⁰ Length of study, etc., is as for the teachers of history, but they have to study political science additionally.

• *Form of graduation and allocation of years for teaching EDC/civic education in (lower and) upper secondary vocational schools*

Same as for history.

Standards for ITT

• *Professional profile*

There is a professional profile for history teachers in Poland.

The professional profile is important for the implementation and planning of curricula, educational programs and practical work.

The profile of the graduate²¹: A teacher training graduate should acquire competence in certain scientific disciplines, psychology and pedagogy, didactics of the particular subject, information technology, including its use in teaching his subject, and in a foreign language.

Moreover the graduate should be prepared to cooperate with teachers, students and their home and social environment in the completion of educational tasks, accomplish educational tasks beyond his discipline, create and develop projects of his own actions and undertake the

¹⁹ There is "numerus clausus" for regular studies in public schools. There are usually also "evening studies" (i.e. classes are in the afternoon, 2-3 days a week) and "extramural studies" (classes are on Friday evenings, Saturdays and Sundays, usually twice a month) where students have to pay fees. There are also fees in the private schools.

²⁰ Students can follow the same curriculum as for history teaching, plus subjects relating to political science and economics within their studies of history, but most history departments do not give them such opportunities, so they have to major in political science or attend postgraduate studies in political science.

²¹ Source: Załącznik do rozporządzenia Ministra Edukacji Narodowej i Sportu z dnia 7 września 2004 r. (poz. 2110.), Standardy kształcenia nauczycieli na studiach wyższych zawodowych, uzupełniających studiach magisterskich, jednolitych studiach magisterskich oraz studiach podyplomowych. Retrieved 11 January 2005 from http://www.men.waw.pl/prawo/wszystkie/rozp_302_1.doc

actions that propagate good pedagogical practice, direct his own professional and personal development, perfect his teaching abilities, also in cooperation with other teachers, and use the educational law, especially pertaining to the teacher status.

- *Certification system (qualified teacher status)*

There is no process of certification after finishing studies of history teaching (e.g. qualified teacher status).

- *Low-qualified history teachers*

In Poland, there are low-qualified history teachers actively teaching history in school.

- *Core curriculum*

There is a common/core curriculum for all institutions of initial training for history teachers in Poland.

- General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education.

- Coordination of curricula

Curricula of different institutions are not coordinated. Curricula of the same institutions are also not coordinated.

Training at universities

- *Curriculum*

The current curriculum dates from 2004 (year of implementation) and will be replaced by a new curriculum in 2005 (year of replacement).

- *The aims of IT for history teachers*

The general aim is to fulfil the requirements of the Ministry of Education concerning the standards of ITT.

- *The content of initial training for history teachers*

Generally, students acquire psychological and pedagogical knowledge (developmental psychology, relations between a pupil and his/her family, a pupil and a teacher, subcultures – in psychology; school system, the role of the teacher, the profile of a teacher conscious of his aims and possibilities – in pedagogy), and then (or in some universities, simultaneously) have a course of didactics of history.

At the University of Wroclaw the history didactics curriculum contains: aims and tasks of didactics of history, school curricula of history and ECD, textbooks, exercise books, aims and methods of teaching history and social sciences, methods of control and evaluating the pupils' work, use of different pedagogical tools, homework, regionalism, museums, biographies, historical songs, drama, preparing lesson plans, structure of historical knowledge, individualisation of teaching, preparing pupils for the final examinations, teachers' mistakes, pupils' historical consciousness.

At Adam Mickiewicz University in Poznan students also have courses required for teaching EDC (economy, philosophy, law, European structures, biomedical issues, sex education), literature and theatre, voice emission.

• *The coursework in history teacher training*

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other (not specified)
University of Wrocław, ISCED 5	59%	7%	5%	3%	26%
Adam Mickiewicz University, Poznań, ISCED 5	59%	11%	4%	5%	21%

These courses are mostly separated.

• *Training of history competencies*

The history curriculum is the same for students who want to become teachers and for students who want to become historians/researchers.

The general history courses in the curriculum are based on a:²²

	Wrocław	Poznań
Chronological structure	40%	34%
Thematic structure	60%	66%

– Ratio of local, regional, national, European and world history in history courses

Wrocław: the core of the subject courses (compulsory for all the students) contains 44% courses on Polish history, and 56% on world history (which mostly comprises European affairs). This accounts for 40% of all the courses the students have to take. The rest are courses of their choice and they may include courses on the regional history (of Lower Silesia) or the history of the USA (world history), or of the ancient world, etc.

Poznań: In Poznan, the core is 35% Polish history, 65% world history, which accounts for 42% of the courses of the ITT trainees. The rest are courses of the student's choice.

– Ratio of political, social, economic and cultural history

This depends not only on the individual choice of a student, but also on the trainers' preferences. The same course, e.g. history of Poland in Middle Ages, can be oriented more to political, social or cultural aspects, depending on the trainers' interests.

– In the history courses the following approaches are

Extremely important: problem oriented, multi-perspective; important: teaching by example ; not important: multicultural; hardly used: bilingual

– Training in historical methods during general courses

Focuses on: quantitative analysis, statistics, qualitative analysis, discourse analysis; focuses quite a bit on: hermeneutics of history; barely focuses on: action research, working in and with archives, working in and with museums

²² Source: <http://historia.amu.edu.pl/IH/programy/dzienne-stary.rtf>, Informator dla studentów historii Instytutu Historycznego Uniwersytetu Wrocławskiego na rok akademicki 2003/2004 (2003). Wrocław: Wydawnictwo Tart.

- *EDC as part of the curriculum*

The following competencies are explicitly emphasised in training

System of laws, jurisprudence, political systems, civics/civil and political rights, civic education, citizenship education

Courses in EDC - Adam Mickiewicz University of Poznan:

History of economic and sociopolitical thought, regional education, rudiments of the education of family life, European education, rudiments of law, biomedical issues, constitutionalism in historical and civic education, rudiments of sex education, didactics of the education of family life, emergence of territorial self-government, emergence of economic and professional self-government

- *Training of history subject didactics/methodology*

The following competencies are explicitly emphasised in training:

Textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, use of information technology, training of teamwork, training of key qualifications

–Subject (history) didactics courses

- didactics of teaching history, 120 h

- *Educational sciences, general didactics, pedagogy*

Following courses are part of the curriculum:

Theories of education, theories of teaching, developmental psychology, learning psychology, professional development, organisational development of school, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of information technology, teacher-parents relations, pupils with special needs, psychology

- *Practical training during universities studies*²³

Wrocław: three weeks at primary or lower secondary school (min. 36 lessons) and three weeks at secondary school (min. 36 lessons).

Poznan: 50 hours at primary school + 50 hours at lower secondary school + 50 hours at secondary general school.

- Forms of practical training during studies at universities

- Training in schools (102-150 hours)

- Relation between theory and practice

There are no established forms aiming at relating the theoretical production in (subject history) didactics to the practical work of history teaching in the classroom.

Postgraduate initial training (PG-ITT) for history teachers

There is an obligatory postgraduate initial training for history teachers in Poland who wish to teach history in primary and secondary schools.

²³ In Wrocław students also spend 30-50 hours of their regular didactics course at schools (6-8 different schools) where they observe and then conduct their first lessons.

Source: <http://historia.amu.edu.pl/IH/programy/dzienne-stary.rtf>. Informator dla studentów historii Instytutu Historycznego Uniwersytetu Wrocławskiego na rok akademicki 2003/2004 (2003). Wrocław: Wydawnictwo TArt.

Professional competencies

The following professional competencies are explicitly emphasised in training:

	history courses	general didactics	subject didactics	practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for applying historical knowledge in practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

• *Scale of professional training*

Training of teamwork (e.g. group work of students; team teaching)	70%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	20%
Training of Interdisciplinary cooperation	10%
Training for planning and organising lessons	50%
Training for teaching through directive structure	50%
Training for interactive teaching (e.g. group work)	70%
Training for organising project work	10%
Training for the use of feed back in classroom	20%
Training for reflection and self evaluation of courses	10%
Training for monitoring/social dynamics	10%
Training for use of media	40%
Training for use of information-technology	10%

• *Information technology and e-learning*

During ITT studies students of ITT have access to computers and the Internet. Training laboratories are equipped with computers. During the whole period of studies, approx. 1-2% of time is devoted to training for the use of new media/information technology.

Contents: interactive encyclopaedias, electronic textbooks and electronic versions of traditional textbooks, word processors, computer games, multimedia presentations, searching

the Internet, WWW pages, archives on the Internet, libraries on the Internet, scientific (historical) periodicals on the Internet, newspapers and magazines on the Internet, discussion groups (including pl.sci.historia), computer-generated tests.

Evaluation of ITT courses²⁴

Informal evaluation of courses by the trainers

There is an informal evaluation of courses by the trainers, depending on the particular trainer. It takes the form of verbal and/or written feedback.

C. The students

Training of key competencies

• History teacher training emphasises these key competencies²⁵

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

• Kind of learning environment in which training of these key competencies takes place

	academic qualification	didactic qualification	psychological qualification	juridical qualification
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

Trainee history teachers are involved in the planning and organisation of the curricula, academic courses, didactics courses, subject didactics courses and practical training. The students can choose from a wide range of courses (mostly of general history, but also from methodological/didactical subjects). They are usually encouraged to propose the problems they want to discuss during the course.

International mobility

In Poland there are no ITT programmes explicitly designed to foster the international dimension of teacher education. However, in 2002/2003, 152 Polish students of humanities participated in the Socrates-Erasmus exchange programme. Humanities include not only history, and not only trainee teachers (also future archivists or researchers), but it gives the upper estimate.²⁶

²⁴ There is no form of official and/or national evaluation

²⁵ Source: Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 7 września 2004 r. w sprawie standardów kształcenia nauczycieli. Retrieved 12 January 2005 from http://www.men.waw.pl/prawo/wszystkie/rozp_302.php

²⁶ Source: Programme SOCRATES-ERASMUS w Polsce. Wymiana studentów i nauczycieli akademickich. Wybór danych statystycznych. Tabela 2. Wyjazdy polskich studentów według dziedzin. Retrieved 13 January 2005, from <http://www.socrates.org.pl/erasmus/doc/Erasmus%20w%20Polsce%20statystyki.pdf>

D. Trainers

The trainers

- *Professional groups involved in ITT for history teachers:*
Historians, advisory teachers, psychologists, pedagogues, didacticians

- Coordination of these groups

These groups are coordinated.

Forms of cooperation: They can either work at one faculty of the university (other institution), or work together under the auspices of the institution's ITT centre. They follow the guidance of one curriculum.

- Interdisciplinary cooperation between these groups

There is no interdisciplinary cooperation between these groups.

- *Average percentage of working time devoted by teacher trainers to the training of trainee teachers*

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Didacticians	Pedagogues
University of Wroclaw	50%	10%	100%	70-100%	100%

Structure of personnel in training courses

The training courses are entirely run by one teacher/trainer.

E. Training of teacher trainers

In-service training

There is no opportunity for in-service training for teacher trainers at universities.

International mobility of history teacher trainers

History teacher trainers are not encouraged to participate in international research or exchange programmes. However, 37 academic teachers of pedagogy/teacher training and 41 of humanities (not necessarily teacher trainers) took part in the international exchange under the auspices of Socrates-Erasmus programme. Participants: Adam Mickiewicz University, Faculty of the Didactics of History, research project: Memory and history in post-modern times.

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages 10-18/19)

- *History as a school subject*

School level	Full name of the subject
ISCED 1 – Primary school	History and society
ISCED 2 – Lower secondary general school	History
ISCED 3 – Upper secondary general	History

ISCED 3 – Upper secondary vocational school	History and society
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• *Separate subject*

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – Primary school	no	History and society	50-90%
ISCED 2 – Lower secondary general school	yes	n/a	n/a
ISCED 3 – Upper secondary general	yes	n/a	n/a
ISCED 3 – Upper secondary vocational school	no	History and society	50%

• *Number of history lessons*

Number of lessons per grade each week and school type:

Grade (age)	Primary	Lower secondary	Upper secondary general	Upper secondary vocational
1 (6-7)				
2 (7-8)				
3 (8-9)				
4 (9-10)				
5 (10-11)	4			
6 (11-12)				
7 (12-13)				
8 (13-14)				
9 (14-15)		2		
10 (15-16)				
11 (16-17)			2	2
12 (17-18)				
13 (18-19)				

• *History curriculum in school*

(For a more detailed version of the school curricula of Poland see the ITT website <http://www.itt-history.eu>)

Primary school gives pupils general information about history, historical sources, society and how it works, and includes 13 basic facts about Polish history. It also teaches basic competencies like reading maps, images, tables, diagrams, etc. Finally, it develops local, national and European consciousness, patriotism, and tolerance.

Secondary school graduates learn the basic problems of history in Poland and in Europe (plus basic facts of world history, mostly USA and other information pertaining to the history of Europe) in chronological order. They should be able to read historical texts critically and acquire other historical competencies that will help them to analyse different historical sources and write their own short papers on historical subjects.

– Aims and content of the subject in primary school²⁷

Aims: to develop pupils' identification with their family, local community, ethnic group, nation, state, European and world community; to develop patriotic attitudes which motivate

²⁷ Source: Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 26 lutego 2002 r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół, Załącznik Nr 2, podstawa programowa kształcenia ogólnego dla szkół podstawowych i gimnazjów. Retrieved 5 January 2005 from http://www.men.waw.pl/prawo/rozp_155/zal_2.php

responsible participation in social and public life; to teach pupils to recognise values as important motivations for individual and public activity in Poland, Europe and in the world.

Contents: Who am I? what is important for me?; my dignity and that of others; my attitude towards others; fellowship, friendship, love; my rights and the rights of others; attitudes towards the natural and cultural environment; personal freedom and the consequences of one's behaviour; obligations, duties; values; elements in the history of the family, region and everyday life in Poland and other countries in different periods of history; society: citizens' rights and duties, social and antisocial attitudes. Examples of different social systems at present and in the past; work: its role in individual and social life; regions, administration, neighbours of Poland; the events and people important for the fate of the Polish nation and state; my civilisation and my historical heritage; Poland in Europe – the direction of cooperation, integration with the European Union; national and religious symbols and holidays

– Aims and content of the subject in lower secondary general school

Aims: to develop historical thinking and criticism, to broaden pupils' ability to relate the history of Poland to the history of Europe and of the world; to develop the pupils' abilities to work with historical material on their own; to broaden understanding of the terminology and values relating to political, economical and social life; to develop the ability to notice the complexity of cause and effect relations; to broaden and strengthen the patriotic attitude.

Content: periods of history; the conditions of life in the prehistoric times; ancient civilisations, their cultural heritage and its durability; origins of Christianity and the first centuries of its history; Europe and the Mediterranean world in the Middle Ages: states, religions, societies, cultures; Poland in the Piast dynasty period; first Jagiellonians on the Polish throne. The economy and society of Poland in the Middle Ages. Specificity of medieval Polish culture; geographical discoveries; Europe in the sixteenth and seventeenth centuries; the Enlightenment in Europe and Poland; the origin of the United States of America; French Revolution. Poland at the end of the eighteenth century; social changes in the nineteenth century, the Napoleonic era, origins of modern democracy in Europe and North America, colonialism, economic and social development in the nineteenth century; the fates and attitudes of people in partitioned Poland: insurrections, concepts of 'organic work', the fate of Polish exiles; World War I; Russian Revolution; the world in the inter-war period. The crisis of democracy (totalitarian regimes, Nazism and Communism), economic, social and political problems; independent Poland: reconstruction of the state, shaping its borders, political evolution, economic and social problems, foreign policy, the position of Poland in Europe; World War II, Holocaust, Nazi and Soviet concentration camps; Poland 1939-1945, world after World War II, civilisation progresses, political and cultural changes, East-West conflict, new political and social phenomena, decolonisation, mass culture, Poland after 1945, fight for the shape of the country, Polish Stalinism, social and economic changes in the People's Republic of Poland, political crises in 1956, 1968 and 1970, the Polish Pope, 1980 and the Solidarity movement, martial law and the 1980s, the turning point of 1989, building the Third Polish Republic.

– Aims and content of the subject in upper secondary general school

Aims (basic level): to broaden the understanding of the relation between the present, the past and the future, to build the pupils' identity and to create the pupils' system of values, to develop civic and patriotic attitudes, to make pupils feel like members of their families, local and regional communities, ethnic and national groups, to prepare pupils to participate in the life of different communities, to form an attitude of tolerance towards different cultures, customs and beliefs which fits the standards of civilisation.

Content (basic level): *World*: the variety of the world's civilisations in the past and at present; progress and crises of civilisation, social conflicts, wars, genocide, the Holocaust, the evolution of methods of farming and management from prehistoric to modern times, the development of material culture. *Europe*: the foundations of Europe, the formation of European nations, the changes of the structures, identity and customs of European societies. *Poland*: Polish state and its forms, Polish national and political identity, Poland in the history of the European economy and social structures, attitudes of individuals and social groups toward the needs of particular periods of history, multiculturalism in the history of Poland, co-existence of different religions, the role of Christianity and of the Catholic Church. *Region* ("little homeland" and the Polish territory): the peculiarity of the region and its contribution to the common history, the historical basics of the cultural specificity of the region, regional historical monuments. *Family and individual*: the history of individuals and family in the context of global historical change

Aims (advanced level): to consolidate and restructure historical knowledge and abilities, to present the methodology of historical research and writing; to compare the opinions of representatives of different historiographic and historiosophic schools.

Content (advanced level): the achievements of ancient civilisations, religions of the ancient Middle East; the origins and development of monotheistic religions; medieval civilisation; Europe and other civilisations; the origin and development of Poland in the Middle Ages, the role of Christianity in the origins of the Polish state and cultures, changes in civilisation in Europe from the Renaissance to the Enlightenment; Europe and different cultures and systems of values; the changes in Christianity in the sixteenth and seventeenth centuries, the circumstances of the rise and decline of the Commonwealth of the Two Nations, the Industrial Revolution and its results, the political map of Europe and the world in the nineteenth century, the changes in European identity, democratic processes and the parliamentarianism of the nineteenth century, Polish society without its own state; the World Wars – their origins, characteristics and results; democracy in the twentieth century, evolution of the international relations, supranational structures in politics and economy, technological revolution of the twentieth century; cultural changes. Vaticanum II and papal encyclicals; constraints and independence in the Republic of Poland.

– Aims and content of the subject in upper secondary vocational school

Aims: to structure the knowledge and abilities acquired in the earlier stages of education in order to help pupils better understand the relation between the present, the past and the future, to prepare pupils to participate in social life, to form pupils' respect for their country, to form an attitude of tolerance toward different cultures, customs and beliefs.

Content: a state as the form of the organisation of society, the Polish state in Europe and its changes, the processes of integration with the EU, the citizen and government in different types of states, the evolution of methods of farming and management from prehistoric to modern times, the development of material culture and technology, the changes of social structure, in conjunction with political and economic changes.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/ history courses²⁸

²⁸ It very much depends on the particular author of the curriculum and/or handbook, and even on the particular teacher. There are handbooks locally or regionally oriented and there are the universal ones. Generally local and regional history is more and more appreciated, although national history still dominates. Source: Personal impression, based on the analysis of different textbooks.

Local history	5%
Regional history	10%
National history	50%
European history	30%
World history	5%

Local history: history of one's town or village, how it corresponds to national and/or European affairs; local historical monuments, famous people

Regional history: history of one's region, the region in the history of Poland. Regional and local education should be present in all school subjects (it is a so-called "educational path"), but it is usually taught in connection with Polish or European affairs during history lessons

National history: history of Poland from its origins in the tenth century to the present day. It is the main part of history teaching at school. It is mostly political history

European history: begins with ancient times (Greece, Rome) which comprises at least one semester in lower and upper secondary schools. It provides a broad context for the study of national affairs.

World history: some elements of the ancient history of Egypt, Middle East, India, China. Mongol Empire in the Middle Ages, Arabian peninsula, few images of American history, decolonisation

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/ history courses

Political history	65%
Social history	15%
Economic history	5%
Cultural history	15%

Political history: political formations in the past, their forms, theories; law and its evolution; wars, alliances, political and military blocs; states, borders and their evolution etc.

Social history: everyday life in the past, social classes, their changes and relations.

Economic history: forms of production, money and trade in the past, main places involved in these processes; economical theories

Cultural history: literature, theatre, music, architecture, arts and sciences from different ages, different styles, famous artists and/or scientists, institutions etc.

– The relationship between history and other (school) subjects

History is combined with civic education in primary school. It has always been taught in close correlation with the Polish language and literature. More and more often in primary and lower secondary schools, one teacher teaches both history and Polish. Some textbooks and detailed curricula try to combine all the humanities into one bloc and teach the same problems at the same time (e.g. Renaissance history in history, literature in Polish literature, philosophy during philosophy lessons). These are interesting but not yet very popular curricula. In theory, the school subjects should be correlated, in practice it depends very much on the teachers and/or schools.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
History is taught in a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

fixed combination (e.g. geography)				
History is taught as an integrated subject (e.g. history and social studies)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

In the curricula of history and society there are chapters relating to both of the components of the subject's name, but a lot depends on the authors of particular sets of detailed curricula, course books, and even on the teachers. The aims of this subject both at primary and at upper secondary vocational schools give them a lot of freedom in this matter.

– Subjects taught at school

	Primary school	Lower secondary	Upper secondary general	Upper secondary vocational
Geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Human rights education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Comparison school curriculum vs. ITT

There are no important differences between topics studied in ITT and topics which have to be taught in school according to the curricula.

There have been important changes during the last ten years concerning the field of history teaching in Poland:

These changes in history teaching have directly affected ITT.

• *Future developments*

Following changes for the subject history are expected:²⁹

The basic curricula for all subjects in all types of schools will be adjusted to the school practice and examination standards (it will be the first revision of the curricula since the general reform of the Polish education system in 1999). The process began in 2005.

B. History teachers in schools

Socio-economic situation of history teachers

• *Job opportunities*

In 2002, graduates had to wait for a period before they could get a job as a history teacher.

• *Salaries*

In 2002, a full-time secondary school teacher had a below-average income compared with all wage-earners³⁰.

²⁹ Source: Wyjaśnienie Ministerstwa Edukacji Narodowej i Sportu w sprawie podstawy programowej. Retrieved March 22, 2005 from http://www.menis.gov.pl/oswiata/biezace/list_05_01_2005_rzecznik.php

³⁰ Salaries of teachers in Poland do not depend on the level of school they teach in. Source: <http://www.stat.gov.pl/serwis/polska/2003/rocznik6/wynag.htm>¹, Załącznik do rozporządzenia Ministra Edukacji Narodowej i Sportu z dnia 25 września 2002 r., http://www.men.waw.pl/prawo/wszystkie/zal_177.php. Retrieved 30 December 2004.

• *Number of history teachers newly employed in 2002*

- 966

• *Number of unemployed history teachers*

- 1 457 teachers in ISCED 2 and 3.

• *Future developments*

The number of jobs available will decrease significantly due to demography (fewer children of school age).

• *Relation between school and university*

Institutional links and forms of cooperation:

a) contract between institutions

b) contract between an institution and an individual (lecturer, advisory teacher): Advisory teachers show lessons they teach to groups of students, and they also lead practical training for individual students. There are about 10 teachers involved in the first form, and much more in the second one (up to 100).

c) Legal framework

• *Status of history and history teaching in society*

– Rank of studies

Arts, humanities and theology	7
Social sciences	6
Educational sciences	8
Juridical sciences	1
Natural sciences	5
Mathematics and computer related sciences	3
Medical sciences	2
Engineering and architecture	4

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 3

Teachers are generally not particularly appreciated in Poland. This may be partly due to their level of income, which, in the past, has led to a situation in which the best graduates find jobs elsewhere, and the others teach at schools. History as a school subject is regarded as rather boring and useless. Therefore, teaching history combines these two disadvantages. There has been no change in the last couple of years.

Reputation of history on a scale from 0 (worst) to 10 (best): 7

Researchers generally have high social status in the Polish society. There has been no change in the last couple of years.