



INCLUSIVE EARLY CHILDHOOD EDUCATION (IECE) COUNTRY QUESTIONNAIRE – POLAND

1. ACCESS, PROCEDURES AND PARTICIPATION

Key principles

1.1 Provision that is available and affordable to all families and their children.

1.2 Provision that encourages participation, strengthens social inclusion and embraces diversity.

Early childhood education and care (ECEC) in Poland is divided into two stages:

- crèches, kids clubs or settings where care is provided by carers and nannies for children aged 0–3 years. These organisational institutions are supervised by the Ministry of Family, Labour and Social Policy;
- nursery schools, pre-primary classes in primary schools and other pre-primary settings, including pre-primary units and centres for children aged 3–5 years. These settings operate under the Education Act.

Pre-primary education institutions in Poland are attended by children from the age of 3 years up to the start of primary school.

Currently 5-year olds are required by law to complete one preparatory year in a pre-primary setting. From 1 September 2016, in connection with the introduction of compulsory education for 7-year-old children, this obligation will apply to six-year olds. Children aged 3 and 4 (and 5-year olds from 1 September 2016) attend pre-primary institutions on a voluntary basis, as decided by their parents.

Parents are encouraged to allow their children to benefit from pre-primary education, in order to better prepare for primary schooling and equal educational opportunities.

In the school year 2014–2015, 79.4% of 3 to 5 year-olds participated in pre-primary education. The proportion of children attending pre-primary institutions is still larger in cities and towns (92.7%) than in rural areas (only 60.9%). Five-year olds represent the overwhelming majority of children attending pre-primary institutions, as they are required to complete one pre-primary preparatory year in a nursery or primary school.

Guiding questions	Country response
<i>Legislation and policy at national level</i>	1. According to the Education Act, it is the commune's task to provide pre-primary education.



Guiding questions	Country response
<p>1. Is there a national policy and legislation that gives the right to all children, without exception, from at least 3 years onwards, to attend mainstream Early Childhood Education (ECE)?</p> <p>2. Is there support available to enable every child to attend ECE?</p> <p>3. Is there a period of compulsory ECE before school starts?</p> <p>4. Are arrangements in place for transition from home to ECE and from ECE to primary education for all children?</p> <p>5. Is inclusion stated as a goal of ECE provision? Is there a policy making ECE accessible to all children?</p> <p>6. Is there a policy that obliges mainstream publicly funded ECE to make adaptations so that all children can attend and participate? Please describe</p>	<p>Currently, children from 4 years old to school age are entitled to benefit from pre-primary education, when their parents decide so. From 1 September 2017, this right will also apply to 3-year-old children.</p> <p>The changes to the ECE system introduced in 2011 for children aged 3 and below are designed to extend the range of services provided by introducing a wider variety of care settings and to enable parents or guardians to choose the most suitable setting. The arrangements proposed should also help parents or guardians to take up employment. The services provided by crèches include the following elements based on the norms set for children of this age: meals, care and nursing, sleep and rest, hygiene, indoor and outdoor educational activities, activities aimed at preventing diseases and promoting health, corrective activities and the provision of ad-hoc medical care.</p> <p>2. In order to eliminate economic barriers in access to pre-primary education, pre-primary settings guarantee a minimum of 5 hours of pre-primary education free of charge per day. The rate for the remaining hours cannot be higher than PLN 1 per hour (approximately 0.25 euro). The municipal council may determine the conditions of partial or total exemption from fees.</p> <p>3. The pre-primary programme is compulsory for one year before the start of primary school.</p> <p>4. All children, including those with disabilities, are covered by ECE.</p> <p>The network of pre-primary settings is agreed by the municipality with the educational superintendent of the province (<i>kurator oświaty</i>). The distance from home to pre-primary setting for a child should be no more than 3 kilometres in principle. When the distance is longer, the municipality is obliged to provide transport and care during transport for children who attend the obligatory one-year preparatory programme free of charge. When parents provide transport, they are entitled to a reimbursement of travel costs for public transport.</p>



Guiding questions	Country response
	<p>Transport for children with disabilities who attend the obligatory pre-primary education programme is free of charge from home to the nearest pre-primary setting.</p> <p>5. According to the Education Act, disability is one of the preferential criteria for being accepted for a place in a pre-primary setting.</p> <p>Parents of children with disabilities decide whether their children will attend a mainstream, inclusive or special kindergarten. For special education provision, an official decision on the need for special education (DSPE) is required. This decision is issued by a public centre for guidance and counselling for children and young people at their parents' request. DSPE entitles a child to additional support as defined in the decision and allows the pre-primary setting to receive an increased amount of money from the state budget for the organisation of special education. The municipality is obliged to provide special education in the form chosen by parents. The pre-primary setting is obliged to develop an individual educational and therapeutic plan for children with DSPE which should take into account the forms of support specified in DSPE.</p> <p>6. In Poland, local authorities, which have significant autonomy in the management of public services including education, are awarded a lump sum on the basis of a funding formula. This lump sum is used for buying or allocating the resources needed for the running of public services under their remit.</p> <p>ECE is financed by the resources transferred to local governments from the state budget as an educational subsidy. Local governments make decisions on the allocation of funds among pre-primary education settings. The state obliges governments to carry out specific tasks for the implementation of which local governments spend money which comes from the aforementioned subsidies, targeted subsidies (including funds provided from the state budget), European funds and their own incomes.</p>



Guiding questions	Country response
<p><i>Practice at national level</i></p> <p>1. What percentage of children attend mainstream ECE provision at ages</p> <ul style="list-style-type: none"> • 3 years • 4 years • 5 years (if not primary) • 6 years (if not primary)? <p>2. What are the main factors preventing some children from accessing mainstream ECE?</p> <p>3. Are there children who attend special ECE settings? Please provide data if available.</p> <p>4. Describe arrangements for inter-service collaboration to enable children's attendance and participation?</p> <p>5. What proportion of children is formally identified as having additional needs at:</p> <ul style="list-style-type: none"> • 3 years • 4 years 	<p>1. School year 2015–2016:</p> <ul style="list-style-type: none"> – 3 years: 70.5%; – 4 years: 83.8%; – 5 years: 97.2%. <p>2. In some parts of the country, the number of pre-primary settings is insufficient to meet need.</p> <p>3. Parents decide the type of pre-primary setting that their child with special needs will attend. Of children with disabilities, 80% (17,129) attend mainstream pre-primary settings and 20% (4,201) attend special pre-primary settings.</p> <p>The funds calculated for a child with special needs are the same, regardless of the type of kindergarten (an exception is inclusive kindergartens where an additional support teacher is required and as such the funds are slightly higher). Education is financed from the resources transferred to local governments from the state budget as an educational subsidy.</p> <p>4. The provision of opportunities in pre-primary education is the responsibility of municipalities. They have to ensure pre-primary education places and ensure kindergarten (with care provision) for children with disabilities.</p> <p>5. Each pre-primary setting is obliged to provide psychological and educational support to children attending, as well as to their parents and teachers, in line with their individually identified needs. The education system also offers this support through guidance and counselling centres (GCCs). In 2015, 33% of children received psychological and educational support.</p> <p>Pre-primary schools provide psychological and educational support during coursework with their learners and in the following classes:</p> <ul style="list-style-type: none"> – classes for gifted and talented children; – specialist remedial and compensatory classes;



Guiding questions	Country response
<ul style="list-style-type: none">• 5 years• 6 years	<ul style="list-style-type: none">– speech therapy, social therapy and other therapeutic activities;– workshops;– guidance and counselling. <p>Among children with special educational needs, there are those who require special education. Special education is provided on the basis of an official decision (DSPE). Only children with the following disabilities are entitled to receive this decision at a pre-primary education level:</p> <ul style="list-style-type: none">– blind or visually impaired;– deaf or hearing impaired;– autism, including Asperger’s syndrome;– intellectual or physical disability;– complex disabilities. <p>Children with disabilities represent approximately 2% of children covered by the ECG.</p>



2. WORKFORCE

Key principles

2.1. Well-qualified staff whose initial and continuing training enables them to fulfil their professional role.

2.2. Supportive working conditions including professional leadership that creates opportunities for observation, reflection, planning, teamwork and cooperation with parents.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. What level of qualification is required to work in ECE:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>2. What regulation is there for staff-child ratios in ECE?</p> <p>3. What provision is there for additional staffing to support children with diverse and additional needs?</p> <p>4. Does the initial training of staff include understanding and supporting children with diverse and additional needs:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>5. Does initial training include preparation for working in partnership with families:</p>	<p>1. Pre-primary teachers in Poland must have completed higher education.</p> <p>Initial education and training:</p> <ul style="list-style-type: none"> – is provided within the higher education sector (degree programmes, including first-, second- and long-cycle programmes, as well as non-degree postgraduate programmes) and, until 2015, within the school education sector (college programmes, including teacher training colleges and foreign language teacher training colleges which are now being phased out); – is organised according to two models, i.e. a concurrent model and a consecutive one. The concurrent model is predominating; – according to the most recent legislation, first-cycle (bachelor’s degree) programmes prepare teachers for work in pre-primary and primary schools, while second-cycle and long-cycle (master’s degree) programmes prepare teachers for all school levels (they offer the minimum qualifications for lower and upper secondary schools); – consists of general education and professional training, called pedagogical preparation, which is also compulsory. <p>2. Universities provide training for the teaching profession in college and in postgraduate studies within the training modules.</p>



Guiding questions	Country response
<ul style="list-style-type: none">• for teachers?• for other staff? <p>6. Is there a policy for in-service training? Does it cover inclusive education skills?</p> <ul style="list-style-type: none">• for teachers?• for other staff?	<p>Preparation in college includes mandatory training in:</p> <ul style="list-style-type: none">– content for teaching or conducting classes (module 1), providing substantive preparation according to the learning outcomes for the course of studies undertaken;– psychological and pedagogical support (module 2), involving the general psychological and pedagogical preparation for teaching at the educational stage or stages of education and practice;– teaching (module 3), covering the basics of teaching the subject (type of activities) in an educational stage or stages of education and practice;– content for teaching another subject or conducting classes for university graduates (module 4);– special education (module 5). <p>3. In mainstream settings, additional teachers can be recruited who are qualified in the field of special education, in order to collaborate in the provision of inclusive education, taking into account individual child's needs as identified in the DSPE. In inclusive settings, a support teacher who is trained in special education is obligatory.</p> <p>In pre-primary settings, non-teaching staff may be employed, such as a teacher's helper (auxiliary and service position that occurs in entities operating in the field of education). This person must have completed primary education and have the ability to perform assigned tasks.</p> <p>4. and 5.</p> <p>There are defined standards for training in the teaching profession, which take into account learning outcomes in terms of:</p> <ul style="list-style-type: none">– substantive and methodical knowledge;– pedagogical and psychological knowledge of child development, including preparation for work with children with special educational needs;– training in the use of information technology;



Guiding questions	Country response
	<ul style="list-style-type: none">– the level of foreign language proficiency;– duration of studies and postgraduate studies, dimension and organisation practices. <p>Each higher education graduate has at least a basic pedagogical and psychological knowledge, including of special educational needs issues.</p> <p>After completing training in preparation for a teaching career, graduates:</p> <ul style="list-style-type: none">– have psychological and pedagogical knowledge enabling understanding of the processes of development, socialisation, education and teaching;– design and conduct diagnostic tests in pedagogical practice, expanded for the respective stages of education and taking into account the special needs of learners;– know the specifics of the functioning of learners with special educational needs, including gifted learners;– have the skills and competencies necessary for the comprehensive implementation of teaching, education and care tasks of schools, including preparation and adaptation of the curriculum to suit the needs and abilities of learners;– have diagnostic skills which allow recognition of the position of learners with special educational needs, the development of observation results and the formulation of conclusions;– are able to work with learners, individualise tasks and adapt methods and content to the needs and abilities of the learners (including those with special educational needs), taking into account changes in the world and in science;– are practically prepared to carry out professional tasks (teaching, education and care) expected from the role of the teacher;– are aware of the need for individualised teaching (teaching, education and care) in relation to



Guiding questions	Country response
	<p>learners with special educational needs;</p> <ul style="list-style-type: none"> – recognise the importance of professionalism, ethical reflection on topics and compliance with the rules of ethics; – exhibit the characteristics of reflective practice; – are aware of the ethical dimensions of diagnosis and assessment of learners. <p>6. In-service training is carried out during the studies.</p>
<p><i>Practice at national level</i></p> <p>1. What proportion of staff has the required qualification:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>2. Please describe any proposed changes to the required qualifications.</p> <p>3. Describe the role of leaders of ECE settings in ensuring inclusive practice?</p> <p>4. Provide any data on staff–child ratio.</p> <p>5. Please describe the range of specialist support that is available and how it is organised?</p> <p>6. How do regular and support staff collaborate in IECE settings?</p>	<p>1. In Poland, qualified teachers in kindergarten and grades 1–3 of primary education have completed:</p> <ul style="list-style-type: none"> – higher education specialising in the subject to be taught, and – pedagogical or higher education to the standard of education for the relevant study group including core content of the subject taught or – pedagogical or higher education in specialisms other than those mentioned in point 1 and 2, and post-graduate studies or qualifications in the field of the subject taught and – pedagogical or teacher training in the specialism corresponding to conducted classes. <p>People who are qualified to assume the position of teacher have completed:</p> <ul style="list-style-type: none"> – higher education majoring in education and specialising in working with children in pre-primary education. This group represents 86% of teachers, or – teacher training qualification and specialising in working with children in pre-primary education. This group represents 14% of teachers. <p>2. There are currently no planned changes to the required qualifications.</p> <p>3. The director of a pre-primary setting is obliged to provide psychological and pedagogical support.</p> <p>In organising psychological and educational support, the</p>



Guiding questions	Country response
7. Describe the role of support assistants in the ECE setting?	<p>leader co-operates with:</p> <ul style="list-style-type: none">– GCCs, including specialist ones;– children’s parents;– in-service teacher training institutions;– other pre-primary institutions;– non-governmental organisations and other institutions acting for families, children and young people. <p>Counselling, consultations, workshops and training are conducted by teachers, class tutors and specialists.</p> <p>Education and care provided to disabled children is organised in mainstream and alternative pre-primary settings. These settings are situated as close to the children’s place of residence as possible, in accordance with Article 24 of the Convention on the Rights of Persons with Disabilities, which places upon the ratifying signatories the duty to ensure inclusive education at all levels.</p> <p>Providing special education in mainstream and alternative pre-primary settings is an educational task to be fulfilled by communes.</p> <p>Pre-school managers are responsible for the implementation of recommendations contained in DSPEs.</p> <p>The authority managing a pre-primary setting is responsible for its operation, providing conditions in which teaching and learning processes can be organised and appropriate methods of working with children receiving special education can be applied. The authority also ensures that the setting possesses the teaching aids and equipment required for the full implementation of the curriculum and education programmes, as well as performing other statutory tasks.</p> <p>Pre-primary settings, schools, classes and centres provide the following to children in special education:</p> <ul style="list-style-type: none">– the implementation of recommendations contained



Guiding questions	Country response
	<p>in DSPE;</p> <ul style="list-style-type: none">- working conditions, specialist equipment and teaching centres which take account of their individual developmental and educational needs as well as their psychological and physical abilities;- activities suitable for individual developmental and educational needs, rehabilitation classes as well as classes focussing on psychological and educational support, including specialist activities;- integration with their peers;- preparation for independence in adult life. <p>Children with disabilities in pre-primary education follow the same core curriculum as their peers.</p> <p>4. A single teacher can accompany no more than 25 children. An additional person who is not a teacher may be employed to conduct appropriate activities. In inclusive groups a specialist teacher is also employed.</p> <p>5. and</p> <p>6. Teachers, tutors and specialists – in particular psychologists, pedagogues, speech therapists and educational therapists – provide psychological and educational support in public pre-primary settings.</p> <p>Acting in agreement with the setting’s managing authority, a pre-school head teacher makes decisions concerning the employment of teachers and specialists providing psychological and educational support, in line with the relevant needs previously identified.</p> <p>Psychological and educational support provided to children is meant to identify and meet their individual developmental and educational needs and to define their psychological and physical abilities. On confirming the need to provide a child with psychological and educational support, teachers or specialists immediately offer such support during coursework with the child and notify the head of the setting that such psychological and</p>



Guiding questions	Country response
	<p>educational support is being provided to the child.</p> <p>The head of the pre-school may also appoint another person whose tasks will cover support planning and co-ordination. These tasks focus on identifying the forms of providing support, its duration and the number of hours in relation to each form.</p> <p>The necessity of providing psychological and educational support to a child is communicated to the parents. Support offered by public educational institutions is free of charge and provided on a voluntary basis.</p> <p>When planning to provide a child with psychological and educational support the manager of a pre-primary setting co-operates with the child's parents and, depending on the child, with:</p> <ul style="list-style-type: none">- other teachers, tutors and specialists working with the child;- counselling centre;- Roma education assistant;- social worker;- probation officer. <p>The planning and co-ordination of psychological and educational support is carried out by a team of teachers, tutors and specialists working with learners with a DSPE. The co-ordination of providing support is one of the tasks of class teachers or other people indicated by the head of a particular school. The team meets whenever necessary.</p> <p>7. Supporting staff tasks are defined by the head of the pre-primary setting according to the children's needs. There is not a framework of tasks for support staff defined by law.</p>



3. CURRICULUM

Key principles

3.1. A curriculum based on pedagogic goals, values and approaches that enable children to reach their full potential in a holistic way.

3.2. A curriculum that requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.

Pre-primary education covers activities designed to support the development and education of children from the age of 3 up to the beginning of primary education. The main aims of pre-primary education are defined by the national core curriculum for pre-primary education in the Minister of National Education Regulation of 27 August 2012 (further amended in 2014) on the core curricula for pre-primary and general education in individual types of schools.

The core curriculum describes the development process for children in kindergartens.

Pre-primary education aims to:

- support children in the development of their talents and intellectual skills which are necessary in everyday life and further education;
- build a system of values which, among other things, enables children to see the difference between what is right and wrong;
- develop children’s emotional resilience;
- develop children’s social skills;
- create conditions for children with different physical and intellectual abilities to play and learn together;
- take care of children’s health and physical development;
- build children’s knowledge of the world and develop skills for presenting their own reflections in a way which is understandable to others;
- introduce children to the world of aesthetic values and develop their self-expression skills through music, drama and visual arts;
- develop children’s sense of belonging to a community, including their family, peer group and national community;
- ensure better educational opportunities for children by supporting the development of their curiosity, activity and independence and the knowledge and skills which are relevant in school education.

In 2014 the core curriculum was supplemented with provisions referring to:



- the necessity of preparing children to learn a modern foreign language, especially by means of developing their linguistic awareness and cultural sensitivity, stimulating the motivation necessary at further stages of education, and – in the case of children with mild and severe mental disabilities – developing awareness of linguistic and cultural differences, and
- in nursery schools for children from national and ethnic minority groups and those speaking regional languages (referred to in the Act of 6 January 2005 on national and ethnic minorities and on regional languages, which aims at maintaining and developing national, ethnic and linguistic identity), children ought to be offered support in the process of learning their national, ethnic or regional language, which could be achieved by means of developing their national, ethnic and linguistic awareness and establishing the motivation necessary at further stages of education.

The abovementioned aims are implemented through 17 areas of pre-primary education:

1. Development of social skills: communication with adults and other children. Positive functioning during play and task-related situations.
2. Development of self-service skills, hygienic and cultural habits.
3. Support in the development of speech.
4. Support in the development of intellectual skills related to exploration and understanding of oneself and the environment.
5. Health education and development of physical agility.
6. Teaching children about their own safety and that of others.
7. Education through art: the child as a spectator and actor.
8. Education through art: music, dancing, singing.
9. Education through art: various forms of fine art.
10. Support for children's intellectual development through construction and technical tasks.
11. Support in understanding weather and avoiding danger.
12. Education developing respect for plants and animals.
13. Support for children's intellectual development through mathematical education.
14. Development of readiness for learning how to read and write.
15. Family and civic education.



16. Preparing children to speak a modern foreign language.

17. Preparing children from national and ethnic minority groups, and those speaking regional languages, to speak a national or ethnic minority language, or a regional language.

Within each area, the core curriculum describes in detail the skills which children should have acquired by the end of pre-primary education. The core curriculum is accompanied by detailed guidelines concerning the organisation of pre-primary activities, including the timetable for pre-primary institutions.

The core curriculum is based on pedagogical goals and values. It enables children to strengthen their potential through an individual approach.

Pursuant to the provisions of the core curriculum, pre-primary settings are obliged to provide close collaboration with parents.

Teachers have to inform parents regularly about pedagogical issues, curricular requirements and the successes or failures of their children.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. Is there a national ECE curriculum for <i>all</i> children?</p> <p>2. Does it include skills and competences to be achieved by children?</p> <p>3. Describe how the curriculum facilitates inclusion?</p> <p>4. Is the use of new technologies included in the curriculum?</p> <p>5. Is the curriculum adaptable to meet the needs of all children?</p> <p>6. How are parents involved in the adaptation of the curriculum to individual</p>	<p>1. Yes, it is.</p> <p>2. The core curriculum of pre-primary education describes the process of development and education support for children included in pre-primary education. Kindergartens, pre-primary divisions in primary schools and other forms of pre-primary education fulfil care, educational and learning functions to an equal extent. They provide children with opportunities for common play and learning in safe, friendly conditions, adjusted to their development needs.</p> <p>3. The raising and teaching processes conducted in pre-primary education are based on the recognition of individual needs and opportunities of each child. Kindergartens are also obliged to carry out and document pedagogical observations aimed at studying the opportunities and personal needs of children. Basing kindergarten on the information about each child helps them in the educational or therapeutic area.</p> <p>4. Yes, it is.</p> <p>5. Yes, it is. Information on the issue is given above.</p>



Guiding questions	Country response
<p>children? 7. Is there awareness of the impact of labelling on children's participation</p>	<p>6. Taking into account health issues, kindergartens co-operate with parents in this regard.</p> <p>Moreover, teachers:</p> <ul style="list-style-type: none"> – systematically inform parents of educational tasks within pre-primary education; – acquaint parents with the core curriculum of pre-primary education and involve them in the shaping of skills defined in the document; – inform parents about their children’s successes and troubles and engage them in supporting their children to manage any kind of difficulties; – encourage parents to co-decide on kindergarten issues, such as through joint organisation of events which children participate in. <p>7. In Poland, kindergartens and schools ensure learners’ safety, sense of dignity, identity and equal treatment within the whole educational process. Therefore, it is not possible to consider a problem such as an awareness of labelling on children’s participation and learning.</p>
<p><i>Practice at national level</i></p> <p>1. Is there assessment of the learning and development of children from age 3 years?</p> <p>2. What arrangements are there for the screening of children’s functioning?</p> <p>3. Is children's engagement and participation in ECE activities monitored?</p>	<p>1. Teachers are obliged to monitor children’s development and prepare information on each child to submit to parents or counselling services.</p> <p>An assessment of a child’s developmental and educational needs carried out by a teacher, class tutor or specialist working with the child forms the basis on which the child can be provided with psychological and educational support.</p> <p>There is an additional way to assess the development and educational progress of children with DSPE. For them the teams of teachers and specialists develop individual educational and therapeutic plans.</p> <p>The implementation of individual educational and therapeutic plans and progress are regularly monitored by a team of teachers and specialists who meet to discuss</p>



Guiding questions	Country response
<p>4. How do ECE settings reflect the cultural and linguistic diversity of all children?</p> <p>5. How do staff adapt (prepare and present) the curriculum and the learning activities to make them accessible to all children?</p> <p>6. How are parents involved in this process?</p> <p>7. How are children themselves involved in this process?</p> <p>8. How is ICT used to overcome barriers to participation and learning?</p> <p>9. What provisions are there for meeting children's additional needs?</p> <p>10. How is the environment adapted to the needs of all children?</p>	<p>children's progress. The work of the team is co-ordinated by the teachers or specialists working with a particular child, who are appointed by the manager of the pre-primary setting.</p> <p>At least twice a year, the team performs a periodical multi-specialist assessment of child performance, involving an assessment of the effectiveness of psychological and educational support provided. This assessment serves as a basis for possible modifications to individual educational and therapeutic plans.</p> <p>Assessments of child performance and modifications to plans are carried out, depending on need, in co-operation with a GCC (Guidance and Counselling Centre).</p> <p>An assessment of a child's development can also be included in decisions or opinions issued by GCCs.</p> <p>2. and</p> <p>3. Referring to information given above, the preparation of a diagnosis for a child is a mandatory task of a pre-primary education teacher.</p> <p>4. In Poland, kindergartens and schools ensure all learners' safety, sense of dignity, identity and equal treatment within the whole schooling process.</p> <p>5. The core curriculum is the steering document in the education system in Poland and indicates obligatory goals and topics to complete at every stage. Teachers have to involve these goals and topics in their curricula. Teachers are autonomous in achieving the learning outcomes defined in the core curriculum. They decide on methodology and didactic tools used within the achievement of curricula.</p> <p>6. Parents may participate in team meetings and assessments as well as in programme development and modification.</p> <p>7. This depends on the team of teachers and specialists working with a child. There are no defined standards in</p>



Guiding questions	Country response
	<p>this area.</p> <p>8. The ICT goals and topics are established in the core curriculum. Education in ICT starts at primary school. The core curriculum recommends the use of ICT in conducting different subjects by teachers.</p> <p>9. The core curriculum provisions recommend taking measures to support children.</p> <p>10. Wide collaboration with the local and regional environment is indicated in the core curriculum.</p> <p>There are also topics on sustainable development to fulfil at every stage of education.</p>



4. EVALUATION AND MONITORING

Key principles

4.1. Monitoring and evaluating produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.

Monitoring and evaluating produces information at the regional level.

4.2. Monitoring and evaluation which is in the best interest of the child.

Yes, it is.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. What standards are in place for ensuring the quality of ECE at national level?</p> <p>2. Describe the arrangements for monitoring and evaluating the quality of ECE provision?</p> <p>3. How is the participation of all children reflected in the national quality standards for ECE?</p> <p>4. How does national policy identify and address inequalities in participation in ECE?</p> <p>5. How does research inform policy and practice in ECE?</p>	<p>The Minister of Education sets out the basic orientations for school superintendents' educational policy, in particular tasks related to pedagogical supervision. It also oversees and co-ordinates the execution of pedagogical supervision in the country, in particular through the surveillance activities of school superintendents in this field.</p> <p>School superintendents submit detailed plans for pedagogical supervision to the Minister of Education at the beginning of each school year. These plans contain quantitative data on the planned comprehensive evaluation and audits in relation to different types of kindergartens, schools and institutions. By receiving current information from educational superintendents, the efficiency and effectiveness of pedagogical supervision can be monitored and solutions for the development of pre-primary settings can be implemented.</p> <p>In addition, as part of the pedagogical plans surveillance, strengthening activities are planned in the education of children with disabilities. Issues concerning the education of learners with disabilities, including the qualification of teachers in educating learners with disabilities, will be gradually incorporated into control plans carried out by the regional education authorities.</p> <p>The Ministry of Education creates the organisational and legal framework for training, education and mentoring for all children and young people in pre-primary settings,</p>



Guiding questions	Country response
	<p>including those with special educational needs and different disabilities. The implementation of developed legal solutions is controlled and analysed. Data collected from the Educational Information System, as well as the results of pedagogical supervisions, are used to analyse the functioning and effects of special education in a variety of organisational forms.</p> <p>Planned pedagogical supervision of school superintendents is on a monthly monitored cycle, which gives a picture of the current performance level of the tasks covered in a given school year. Data about the performance of school superintendent tasks not included in the planned pedagogical supervision is collected through the implementation of ad hoc audits. At the request of the school superintendents, material for the preparation of summary information on the implementation of tasks related to pedagogical supervision in schools is provided. They also allow for the formulation of recommendations that the Minister of Education could take into account in determining orientations of the educational policy of the state.</p> <p>The funding model is based primarily on the educational part of the general subsidy. The advantage of this is its stability, obtained from warranties to obtain funds, while the drawback is the lack of reference to the actual cost of education. The rules set minimum standards for the operation of kindergartens. Accordingly, the level of educational services provided by a nursery depends on the activity of various bodies.</p>
<p><i>Practice at national level</i></p> <p>1. How do staff monitor and evaluate the participation and learning of all children?</p> <p>2. How are parents</p>	<p>The director of the pre-primary setting exercises pedagogic supervision of teachers and professionals and has the ability to intervene in the case of irregularities.</p> <p>The educational and family environments are the two environments that particularly affect the child. The effectiveness of this interaction is conditioned by mutual and close interaction. Proper, full co-operation with parents should lead to the integration of educational</p>



Guiding questions	Country response
<p>involved in this process?</p> <p>3. How are children themselves involved in this process?</p>	<p>activities.</p> <p>Kindergartens carry out their tasks in consultation with parents. Co-operation between teachers and parents is a pre-requisite for the success of didactic goals. From an educational point of view, it is desirable that the two most important cells work together and complement each other.</p> <p>The education system content, methods and organisation are matched to the psychological and physical abilities of children. There is the option to use psychological-pedagogical and special forms of teaching and the possibility for children with disabilities to receive special education, according to the individual developmental and educational needs and pre-dispositions.</p>



5. GOVERNANCE AND FUNDING

Key principles

5.1. Stakeholders in the ECE system have a clear and shared understanding of their role and responsibilities, and know that they are expected to collaborate with partner organisations.

5.2. Legislation, regulation and/or funding supports progress towards a universal legal entitlement to publicly subsidised or funded ECE, and progress is regularly reported to all stakeholders.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. Under which ministry(ies) / department(s) are ECE provisions regulated and funded?</p> <p>2. How is intersectorial (health, social and education) collaboration promoted among all stakeholders in ECE?</p> <p>3. How is free or affordable provision guaranteed to all children age 3 years and over?</p> <p>4. What additional economic measures are available for children with additional needs and their families to access mainstream ECE?</p> <p>5. How is additional funding allocated?</p>	<p>The organisation of pre-primary education is the responsibility of the municipality, funded by revenue from the municipality. Municipalities are required to provide places in pre-primary education institutions for all eligible children. In addition, to support the implementation of the tasks of pre-primary education, since 2013 municipalities receive financial support from the state budget. The annual amount of subsidies to municipalities for the development of pre-primary education is more than PLN 1.5 billion across the country.</p> <p>In addition, pre-primary education receives funding from the European Social Fund (ESF). Approximately PLN 335.6 million was received from the ESF for the period 2014–2020, which accounts for 84.28% of the total funds earmarked for the task, with the additional 15.72% coming from the state budget (the actual amount will depend on the euro exchange rate).</p> <p>In order to increase the availability of pre-primary education, including the elimination of economic barriers, provisions were introduced guaranteeing a minimum of 5 hours a day of free pre-primary education, with the cost of the remaining hours limited to a maximum of PLN 1 per hour.</p>



Guiding questions	Country response
<p data-bbox="148 320 464 398"><i>Practice at national level</i></p> <p data-bbox="148 427 496 600">1. How far does the standard of ECE provision vary across regions and localities?</p> <p data-bbox="148 629 501 887">2. How effective is collaboration between the ECE and health, social and other relevant agencies for children and families?</p> <p data-bbox="148 916 501 1133">3. What proportion of children (3 years to primary education) make use of additional funding?</p> <p data-bbox="148 1162 437 1335">4. How well does additional funding support inclusive education?</p>	<p data-bbox="544 320 1442 450">In the school year 2015–2016, the percentages of children aged 3–5 years attending pre-primary education are as follows:</p> <ul data-bbox="571 479 1225 622" style="list-style-type: none"><li data-bbox="571 479 1139 517">– 84.1% of children living in cities;<li data-bbox="571 533 1225 571">– 90.6% of children living in rural areas;<li data-bbox="571 586 1203 622">– 75% of children living in Communes. <p data-bbox="544 651 1442 965">All children should be able to access pre-primary education. There are, however, areas in which pre-primary education attendance is at a level of 20–30%. The main problem is therefore the availability of pre-primary education. Standards of pre-primary education must ensure that the number of children per teacher is similar in all regions of the country.</p> <p data-bbox="544 994 1401 1256">Pre-primary education is the responsibility of municipalities, which receive financial support from the state budget for each child who attends pre-primary education. In 2015 and 2016, PLN 1.567 billion and PLN 1.67 billion, respectively, was allocated for this purpose.</p>