**Teksty próbne – Część B**

Tekst 1.

At a time of unprecedented economic and social challenges, the importance of giving all our children a solid start in life by providing high quality early childhood education and care (ECEC) is crucial. The extensive benefits that high quality early childhood education and care brings have been widely acknowledged, ranging from economic advantages for society as a whole to better outcomes for individuals in schools. The results of international skill surveys (PISA (OECD) and PIRLS (IEA)) report that children and teenagers perform better in reading and mathematics if they have attended ECEC. Research also indicates that providing high quality ECEC may help reduce future public spending on welfare, health and even justice. By laying strong foundations for successful lifelong learning, high quality ECEC brings personal benefits to children, particularly to those from disadvantaged backgrounds. ECEC is therefore a cornerstone for building better and more equitable education systems.

Tekst 2.

The range of objectives in standalone strategies vary across countries. For example, while the Austrian strategy focuses on the provision of basic skills courses and programmes for the completion of lower secondary education, the German strategy refers to a wider range of measures, including the initiation of courses, guidance services, awareness-raising activities as well as support for research activities. However, regardless of measures covered, the information reported by countries indicates that most standalone literacy and basic skills strategies have a cross-sectoral character. The German strategy illustrates this pattern well as it combines measures and resources of a dozen different stakeholders, including central authorities, representatives from 16 *Länder*, employers, social partners, research institutions, adult education institutions, associations/foundations, etc. Similarly, the literacy strategy of the Flemish Community of Belgium involves not only the educational sector, but also the welfare, culture and employment sectors. Building structural partnerships is one its main objectives. The Austrian strategy is a joint *Länder* - *Bund* initiative, pooling resources of the Federal States and the Federal Ministry, each covering 50 % of the overall cost.

Tekst 3

**National profiles: Poland**

**Purpose of external evaluation of schools and bodies responsible**

‘Pedagogical supervision’, as it is referred to in the 2009 Regulation of the Minister of National

Education (further amended in 2013) is carried out by regional superintendents’ offices (regional inspectorates) which are special institutions which form part of territorial government administration. They fall under the supervision of a *voivode* (governor of a province) who represents the Prime Minister in the regions. The Minister of National Education supervises the work of regional superintendents. Pedagogical supervision comprises two aspects of external evaluation – evaluating school quality and checking compliance with legislation. It also involves providing support for schools to improve their processes.

**Evaluators**

Pedagogical supervision is performed by school inspectors. They are hired (on the basis of a

contract) by regional superintendents and have the status of public administration employees. An inspector should be a teacher, or an academic with at least five years’ work experience. In the case of a teacher, two years' experience in a management position in education, or two years’ work experience in a superintendent’s office or local administration (in education-related positions) is sufficient. Inspectors are obliged to undertake a professional development course every two years.

**Evaluation Framework**

Inspectors use a framework of 12 requirements/standards:

1. The work of the school (or institution) is centred on student development. 2. Educational processes are organised in a way that favours learning.3. Students gain the knowledge and skills set out in the core curriculum. 4. Students are active.5. Social norms are respected.6. The school (or institution) facilitates the development of students, taking their individual situation into account. 7. Teachers cooperate in the planning and performance of educational processes.8. The value of education is promoted.9. Parents are the partners of the school (or institution).10. The resources of a school (or institution) and its local environment are used to promote mutual development.11. When organising educational processes, the school (or institution) takes into account analyses of student results in: school tests; lower secondary school-leaving exams; upper secondary school-leaving exams; and professional qualification exams. It also considers the findings of other external and

internal research.12. The management of a school (or institution) supports its development.

Inspectors assess schools according to a five point scale – A (highest) to E (lowest = inadequate) – for each requirement/ standard in the framework. An evaluator has a number of tools to help assess which level is appropriate. These tools are available on the *npseo* platform (86). Each requirement has a detailed description, and there is also a range of tools containing questions and indicators to help assess the appropriate level for a given standard. The regional inspectorate decides each year whether all or only certain selected standards will be evaluated. The selection of priority standards takes into account the priorities set by the Minister of Education.

Another element in the process of pedagogical supervision is checking whether a school meets

current legislative requirements. Checks are made using control sheets published yearly by

the Minister of National Education on the ministerial website. The sheets specify selected areas of school activities and seek to identify whether the relevant regulations are being observed.