



Poland

Katarzyna Hall
Minister of National Education



Born in 1957 in Gdansk, since December 2007 Minister of National Education. Graduated from Gdansk University, where she studied mathematics.

In 1989 she participated in the establishment of non-public educational system in Gdansk. She was one of the founders of Gdansk Educational Foundation (Gdańska Fundacja Oświatowa), which created and has been running the Gdansk Autonomous Lyceum and the Sopot Autonomous Primary School.

In 1999-2001 she was a member of the Consultative Council for National Education Reform. In 2003-2005 she was coordinating actions in the framework of several projects concerned international cooperation in the area of education.

From February 2006 to November 2007 she was deputy mayor of Gdansk.

School friendly but demanding and the society really engaged in giving support for the development of education

School autonomy, unconstrained development of teaching methods, avoiding routines resulting from constant use of a chosen program and simultaneously ensure of consistency of educational system by the determination of the results of education lead to the achievement of its long-lasting effects and the decrease of the number of students threatened of educational exclusion.

Numerous examples of most successful practices emphasize the necessity of inseparable existence at least the three elements: teaching quality, the continuity of the policy, high level of public commitment to the improvement of educational policy of a country.

Bearing in mind all mentioned above, we intend Polish school to be friendly but demanding which means: equity in the access to education for all students, ensure the environment safe and favourable to the development of individual interests as well as formulate requirements clearly, fulfilling of which might bring satisfying results of education.

Positive attitude to the diversity of students and their needs and perceiving individual differences as opportunities for enriching school offers are essential elements of teachers every day tasks.

The assignment of both governments and NGOs is to support teachers and create the environment enabling them to improve their knowledge and skills continuously.

Inclusive school ought to develop the ability of consistent thinking, competent movement in the world of excess amount of information, understanding the surrounding world, while the core curricula in the public dimension should stimulate teachers to take up the challenges and support to ensure their efficient realization.



In the light of all prior reflections, the main premises of education program reform, which is under implementation in Poland, are:

- Ensuring easier access to education for the youngest children – by lowering the limit of compulsory education commence to the age of six, enabling the use of school system potential to make up educational opportunities and to reveal talents early.
- Development of preschool education – by ensuring conditions suitable for general preschool education of 5-year-olds (especially in rural areas), inter alia, strengthening a protective role of school and creating opportunities for running preschool complexes and points of preschool education.
- Improvement of educational effects – by implementing flexible model of education, better accommodated to the individual needs and capacities of students.
- Raising the rank of training in foreign languages in Polish schools.
- Intensification of teaching children and teenagers concerning existing in the informative society.

Other projects of the Ministry of National Education: to support growing in number groups of immigrants to integrate into the Polish system of education, to make the system wider receptive to the world and to modify the supervising system.

Throughout the world, the system of public education is the main place which ensures the development of human individuality and social inclusion of every student, which is the first step towards an inclusive society. Thus, it is indisputable to continue and improve hitherto actions so that the educational environment would become optimum, where it is both accepted the variety of the students development needs and enabled their realization.

As UNESCO's fields of action give the ICE a global dimension, we hope, its 48th session in Geneva, will gain benefit from the constructive discussion of the ministers of education and bring several practical solutions for creating the world of inclusive societies.