The legislation on early childhood and school education identifies the following categories of, or positions for, guidance and counselling staff: teacher-pedagogue, teacher-psychologist, teacher-educational therapist, teacher-speech therapist, teacher-careers adviser, and teacher-methodological adviser and teacher-consultant (See also Chapter 9.1, Initial Education for Teachers working in Early Childhood and School Education).

Teachers-pedagogues (nauczyciel-pedagog) are required to have completed:

- a Master's (magister) degree (second- or long-cycle) programme in the field of Education, with the specialism corresponding to the classes / activities to be conducted, or a Master’s degree (second- or long-cycle) programme in any field and a non-degree postgraduate programme in the area corresponding to the classes / activities to be conducted (for nursery schools and schools of all levels and types); or
- a Bachelor’s (licencjat) degree (first-cycle) programme in the field of Education, with the specialism corresponding to the classes / activities to be conducted, or a Bachelor’s degree (first-cycle) programme in any field and a non-degree postgraduate programme in the area corresponding to the classes / activities to be conducted (minimum requirements only for nursery schools and primary schools);

and have a teaching qualification.

Teachers-psychologists (nauczyciel-psycholog) are required to have completed a long-cycle or a second-cycle programme (leading to the Master's (magister) degree) in the field of Psychology, with the specialism corresponding to the classes / activities to be conducted, and hold a teaching qualification.

Pursuant to the legislation, the responsibilities of teachers-pedagogues and teachers-psychologists include, in particular:

- conducting diagnostic tests and assessments for pupils/students, incl. assessing their individual developmental and educational needs and psychological and physical abilities, in order to identify their strengths, predispositions, interests and aptitudes or talents, and reasons behind educational failure or difficulties in functioning, incl. barriers and constraints which make it difficult for them to function and participate in the life of the school;
- assessing educational situations in the school in order to address educational problems which create barriers or constraints to active and full participation of pupils/students in the life of the school;
- providing psychological and pedagogical / educational support to pupils/students in line with the needs identified;
- undertaking activities to prevent addiction and other problems faced by children and young people;
• minimising effects of development disorders; preventing behavioural disorders; initiating various types of support within the school and pupils’/students’ environment outside the school;
• initiating and conducting mediation- and intervention-type activities in crisis or emergency situations;
• supporting parents and teachers in the assessment and development of pupils’/students’ individual abilities, predispositions and aptitudes or talents;
• supporting teachers, educational group tutors and other specialists in:
  ○ assessing pupils’/students’ individual developmental and educational needs and psychological and physical abilities; and
  ○ providing psychological and pedagogical / educational support.

The position of teacher-educational therapist (nauczyciel-terapeuta pedagogiczny) may be taken by a person who has completed:

• a degree programme in the area of Educational Therapy, at the level required to take a teacher post in a given type of nursery school, school or institution; or
• a degree programme at the level required to take a teacher post in a given type of nursery school, school or institution, and a first-cycle (Bachelor’s degree) programme, a non-degree postgraduate programme or a qualification course in the area of Educational Therapy; and holds a teaching qualification.

The main responsibilities of teachers-educational therapists include:

• conducting diagnostic tests for pupils/students with developmental disorders or deviations, or specific learning difficulties, in order to identify difficulties and monitor effects of therapeutic interventions;
• identifying factors which limit active and full participation of pupils/students in the life of the school;
• conducting corrective and compensatory / remedial classes and other therapeutic activities;
• undertaking activities to prevent pupils’/students’ educational failure in collaboration with their parents;
• supporting teachers, educational group tutors and other specialists in:
  ○ assessing pupils’/students’ individual developmental and educational needs and psychological and physical abilities in order to identify their strengths, predispositions, interests and aptitudes or talents, and reasons behind educational failure or difficulties in functioning, incl. barriers and constraints which make it difficult for them to function and participate in the life of the school; and
  ○ providing psychological and pedagogical / educational support.

Teachers-speech therapists (nauczyciel-logopeda) are required to have completed:

• a degree programme in the area of Speech Therapy, at the level required to take a teacher post in a given type of nursery school, school or institution; or
• a degree programme at the level required to take a teacher post in a given type of nursery school, school or institution, and a first-cycle (Bachelor’s degree) programme or a non-degree postgraduate programme in the area of Speech Therapy; and hold a teaching qualification.

Teachers-speech therapists have, in particular, the following responsibilities:

• conducting logopaedic assessments, incl. screening tests, in order to identify pupils’/students’
level of speech and language development;
• conducting speech therapy classes for pupils/students and providing advice and guidance to parents and teachers on how to stimulate speech development and eliminate disorders;
• undertaking activities to prevent speech communication disorders in collaboration with pupils'/students’ parents;
• supporting teachers, educational group tutors and other specialists in:
  ◦ assessing pupils’/students’ individual developmental and educational needs and psychological and physical abilities in order to identify their strengths, predispositions, interests and aptitudes or talents, and reasons behind educational failure or difficulties in functioning, incl. barriers and constraints which make it difficult for them to function and participate in the life of the school; and
  ◦ providing psychological and pedagogical / educational support.

Teachers-careers advisers (nauczyciel-doradca zawodowy) are required to have completed:

• a Master’s degree (magister) (second- or long-cycle) programme in the area of Career Guidance, or a Master’s degree (second- or long-cycle) programme in any field and a non-degree postgraduate programme in the area of Career Guidance (for nursery schools and all types and levels of schools); or
• at least a Bachelor's degree (licencjat/inżynier) (first-cycle) programme in the area of Career Guidance or at least a Bachelor's degree (first-cycle) programme in any field and a non-degree postgraduate programme in the area of Career Guidance (minimum requirements only for nursery schools and primary schools);

and hold a teaching qualification.

The main responsibilities of teachers-careers advisers include:

• assessing regularly students’ needs as regards career- and education-related information; and providing support to them in making career and education choices;
• collecting, updating and providing education- and career-related information adapted to a given level of education;
• conducting education and career planning classes, while taking into consideration pupils' / students’ strengths, predispositions, interests and aptitudes identified;
• coordinating information and guidance activities undertaken by the school;
• collaborating with other teachers in conducting education and career planning classes and ensuring the continuity of such activities;
• supporting teachers, educational group tutors and other specialists in providing psychological and pedagogical / educational support.

Unlike teachers holding the positions mentioned above, who work with pupils/students, parents and/or teachers, teachers-methodological advisers (nauczyciel-doradca metodyczny) and teachers-consultants (nauczyciel-konsultant) support only teaching and management staff. Both teachers-methodological advisers and teachers-consultants have qualifications required of teachers (see also Chapter 9.1, Initial Education for Teachers Working in Early Childhood and School Education [1]), but they are obliged to hold a Master’s degree. Teachers-methodological advisers, in particular, support teachers and teaching councils in planning, organising and assessing outcomes of teaching and educational processes; designing, selecting and adapting curricula; and in developing methodological skills, and undertaking innovative activities. Teachers-consultants develop teaching materials, prepare and run in-service teacher training courses, including those related to education management, and organise training seminars and conferences. As part of in-service training, some teachers-methodological advisers and consultants participate in training courses which focus
specifically on working with adults (in this case, teachers and managers), organised by in-service teacher training institutions, but participation in such activities is not compulsory.

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