The legislation has introduced identical approaches for early childhood education and school education. These include the following three main elements which are subject to separate detailed regulations and which aim to achieve slightly different objectives, although their overall common objective is to improve the quality of education:

- **Pedagogical supervision system** which comprises evaluation, legal compliance auditing, support and monitoring
- **Teacher appraisal**
- **External pupil / student assessment** (external examinations)

## Pedagogical supervision system

The current pedagogical supervision system was introduced in the school year 2009/2010. It aims to support the development of nursery schools, schools and other educational institutions (hereafter jointly referred to as schools, wherever possible), contribute to better quality of education and equal educational opportunities, enable comprehensive development of pupils / students and teachers and, at the same time, support the national authorities in designing and pursuing an educational policy based on comparable data for the entire school education system. The system includes four inter-related **forms of pedagogical supervision**:

- **evaluation**, based on uniform requirements laid down in the legislation, which focuses on the quality of activities undertaken by schools;
- **legal compliance auditing** which aims to check the compliance of activities undertaken by schools and teachers with the legislation;
- **support** for schools and teachers in their activities, for example, through the publication of findings from pedagogical supervision, the organisation of conferences and meetings, and the provision of information on school education issues and changes in legislation;
- **monitoring** which involves collecting and analysing information on the activities of schools in order to identify and eliminate risks to proper performance of their tasks.

All four tasks are carried out on an obligatory basis by both external pedagogical supervision bodies vis-a-vis schools and by the school head, in cooperation with other staff holding management positions and teachers, within a given school. However, the relevant provisions of the law do not apply to non-public schools which may put in place different arrangements. Results of internal evaluation are taken into consideration in external evaluation.

Section 11.1.2, ‘Approaches and Methods for Quality Assurance’, covers only **evaluation** as a key element of quality assurance.

## Teacher appraisal
Arrangements for teacher appraisal are identical for teachers in both early childhood and school education, and in both the public and non-public sectors. Two processes are in place: performance appraisal and assessment of professional achievements. **Performance appraisal** is non-mandatory and applies only to teachers holding one of the three higher professional promotion grades, that is, contract, appointed or chartered teacher (and does not apply to teachers with the lowest grade of trainee teacher). It covers the performance of the teacher’s duties as defined in the national legislation. It may be undertaken at any time, but not earlier than one year after the previous performance appraisal or assessment of professional achievements. It is conducted by the school head and ends with one of the following outcomes: outstanding, very good, good or negative. Where the outcome is negative, the employment relationship with the teacher is terminated.

**Assessment of professional achievements** is an integral part of the professional promotion procedure. It is conducted by the school head upon completion by the teacher of an induction / probation period (a period of work preceding the process for promotion) for a higher professional promotion grade. It covers the extent to which the teacher has implemented a professional development plan, agreed between the teacher and the head for the probation period, and ends with a positive or negative outcome. A positive outcome is one of the preconditions for promotion. See also details on teacher promotion in Chapter 9.2.

**External pupil / student assessment**

The external pupil/student assessment system currently comprises: the eighth-grader exam conducted, as from the school year 2018/2019, at the end of the eight-year primary school which has been established as part of the ongoing school education reform; the final (upper) secondary education (maturity exam); and vocational qualification exams for, among others, students and graduates of vocational (upper) secondary and post-secondary schools. Since lower secondary schools have been phased out as part of the ongoing school education reform, the lower secondary school exam was conducted for the final time in the school year 2018/2019. See also details about the structure of education before and after the ongoing reform in Chapters 5.1, 6.1 and 14 and pupil / student assessment in Chapters 5.3 and 6.3.

The external assessment system aims to improve the quality of education, support the process of assessing pupil/student achievements and ensure the comparability of results across the country. Results of external examinations, which enable objective measurement and evaluation of school performance, are taken into consideration in both external and internal quality assurance as part of pedagogical supervision. Thus, they encourage schools and educational authorities to undertake activities improving the quality of education.

**Reforms in the last decade**

The main reforms over the last decade concerned the **pedagogical supervision system**. The system existing before 2009 was modified several times after 1999, but only in 2004 was it revised so as to include the evaluation of school performance geared towards quality improvement. The regulations did not, however, define clearly any specific tasks or rules and tools for quality assurance. As a result, external pedagogical supervision involved mainly checking schools’ compliance with the law, while it did not focus sufficiently on the quality evaluation of their work; neither did it provide proper support to them in improving the quality of education and implementing improvement and development plans.

The arrangements put in place in 2009, and in particular evaluation, enable analysis and evaluation of school performance, in line with the aims of pedagogical supervision. Aspects covered by evaluation evolved slightly in the following years; 12 requirements / criteria were in place as from
2015, and the new regulations introduced 9 requirements as from the school year 2017/2018. These requirements do not embrace all aspects of the functioning of schools, indicating only their main objectives, lines of activity and responsibilities (see details under ‘Approaches and Methods of Quality Assurance’ below).

Moreover, the 2015 regulations abolished an arrangement where the extent of the school’s compliance with the requirements had been assessed on a five-point rating scale (from low to very high level). Emphasising that evaluation should be based on a formative rather than summative approach, the Ministry of Education considered that rating-based evaluation did not serve sufficiently well the purpose of improving the performance of schools and supporting their development. It focused their attention more on whether the rating given was justified than on self-reflection and self-analysis, and on a development plan to be devised and the implementation of changes. Ratings were not always comparable and tended to encourage labelling and ranking rather than reflection on the development of schools. In some cases, they could have also triggered undesirable developments such as attitudes of reluctance to evaluation or a tendency to provide inaccurate information during an evaluation for fear of receiving a negative rating. Currently, an evaluation report presents evaluation findings and conclusions, indicating the areas where the school performs well and those where improvement is needed.

The operation of the pedagogical supervision system has been supported as part of European Social Fund projects (Operational Programme ‘Human Capital’). A portal ‘Pedagogical supervision: – School Education Evaluation System’ has been established as part of the project ‘Enhancing the effectiveness of the pedagogical supervision system and quality evaluation of schools’, with the Centre for Education Development (Ośrodek Rozwoju Edukacji) as the lead partner. The portal contains not only all information about the pedagogical supervision system and individual school evaluation reports, but also various publications and materials, and information about conferences, training events and study visits. As part of its project, the National Centre for Supporting Vocational and Continuing Education (Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej) has developed ‘Quality standards for VET’ (2013) (in Polish only). This is a tool which may be voluntarily used by VET providers to improve quality, based on the 2009 Recommendation of the European Parliament and Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQARF/EQAVET).

In recent years, changes have also been introduced in teacher appraisal. Until the end of the school year 2017/2018, two processes were in place: performance appraisal and assessment of professional achievements. Performance appraisal was conducted as mandatory for all teachers except those holding the grade of trainee teacher (the first of the four professional promotion grades) who were required to undergo an assessment of professional achievements when applying for promotion to the next grade. Assessment of professional achievements was conducted when a teacher intended to apply for promotion to the next grade, upon completion of an induction / probation period for the relevant grade. The legislation in force from the beginning of 2018/2019 provided only for performance appraisal which was also linked to the promotion to the next professional grade, thus replacing a separate assessment of professional achievements. The legislation entering into force at the beginning of 2019/2020 have re-established two processes: performance appraisal and assessment of professional achievements. However, performance appraisal is no longer mandatory, and detailed appraisal criteria are no longer laid down by the legislation.

Responsible Bodies

Bodies responsible for external quality assurance

The key actors in external quality assurance are pedagogical supervision bodies which are responsible for the four above-mentioned processes: evaluation, legal compliance auditing, support and monitoring for nursery schools, schools and other educational institutions (hereafter jointly referred to as schools, wherever possible). These bodies include:

- the minister responsible for school education, the ministers responsible for culture and national heritage, agriculture and environment and the Minister of Justice who supervise specific types of schools;
- the Heads of the Regional Education Authorities (REAs) (kurator oświaty).

The Heads of the REAs, and bodies managing schools, also have specific tasks related to teacher appraisal.

See also information about Examination Boards, responsible for external pupil / student assessment, in Chapters 5.3 and 6.3.

Minister of National Education (Minister responsible for school education)

The Minister of National Education exercises direct pedagogical supervision over specific types of schools and institutions (so-called Polish schools: schools at Polish diplomatic and military missions and consulates abroad; national public continuing education institutions; in-service teacher training institutions; and experimental schools and institutions). The Minister also supervises and coordinates pedagogical supervision activities across the country and, in particular, those undertaken by the Heads of the REAs. The Minister:

- sets the main lines of the national education policy to be pursued by the Heads of the REAs, and in particular those related to their tasks within pedagogical supervision;
- monitors the efficiency and effectiveness of pedagogical supervision exercised by the Heads of the REAs and compliance with the legislation in this respect, and may give the Heads of the REAs written guidelines and instructions, except in individual cases which are subject to administrative decisions;
- may instruct the Heads of the REAs to provide information, documentation, periodic reports and reports on specific issues;
- may organise training courses, seminars and conferences for the Heads of the REAs;
- may publish in the official ministerial journal recommended standards for school equipment and facilities necessary to teach general subjects.

The Minister also manages an electronic pedagogical supervision platform which includes, for example, information on activities of schools and other educational institutions collected as part of external evaluations, and findings from, and outcomes of, external evaluations. Access to the platform is open to individuals responsible for pedagogical supervision, teachers, pupils / students, parents and the bodies managing schools and other educational institutions.

As part of his/her responsibilities, in consultation with the other competent ministers, the Minister lays down, by regulation, detailed rules for pedagogical supervision, including evaluations. The Minister also publishes an annual pedagogical supervision plan for the Heads of the REAs which defines, among other things, the scope and content of external evaluations of schools.

The other ministers mentioned above exercise pedagogical supervision over specific types of schools according to their remit (e.g. art, agricultural and forestry schools). However, these schools are
subject to pedagogical supervision based on detailed rules laid down by the Minister of National Education in consultation with the other competent ministers. Moreover, the other ministers may establish specialised pedagogical supervision units.

**Heads of the Regional Education Authorities**

The Regional Education Authorities (REAs) are organisational units of the government administration at the province (województwo) level. A candidate for the Head of the REA position is selected through a competition. The Head of the REA is appointed and dismissed by the Minister of National Education at the request of the province governor (wojewoda) (the head of the government administration in the region). If no candidate has entered or has been selected in a competition, the Minister of National Education may appoint a person he / she has selected who fulfills the competition requirements laid down in the legislation. The Minister may also dismiss the Head of the REA on his / her own initiative. Thus, the Heads of the REAs are not independent from the national authorities.

The Heads of the REAs exercise pedagogical supervision over public and non-public schools within their provinces. They perform their tasks in accordance with the aims of the national policy, detailed guidelines on pedagogical supervision and an annual pedagogical supervision plan adopted by the Minister.

**Detailed responsibilities of the Head of the REA in pedagogical supervision:**

- The Head of the REA draws up an annual pedagogical supervision plan for a given province, specifying, for example, the number and scope of external evaluations in supervised schools, and submits a report on findings from supervision in a given school year to the Minister.
- As part of external evaluation of schools, the Head of the REA appoints evaluation teams / panels from among inspectors working in the REA and considers any possible objections to their reports raised by the school heads concerned.
- Where it is established, for example, as a result of an external evaluation, that a given school is underperforming in terms of learning outcomes achieved, the Head of the REA instructs the school head to develop a programme and schedule for improving performance / effectiveness of education within a given timeframe. If the school head fails to eliminate shortcomings in the timeframe set, develop or implement a performance improvement programme or take into consideration the comments and conclusions presented, the Head of the REA takes steps which lead to dismissal of the head of the public school or may result in closing down the non-public school concerned.

As regards teacher appraisal / assessment, the Heads of the REA consider appeals filed by teachers against the outcome of a performance appraisal and assessment of professional achievements conducted by school heads (see Bodies responsible for internal quality assurance below). They also appoint their representatives to boards conducting exams for teachers who apply for the contract teacher or appointed teacher grade (the second and third professional promotion grades). Finally, they organise the process of awarding the chartered teacher grade (the fourth and highest grade). They appoint a board, including their representative, who analyses professional achievements and conducts an interview with the teacher, and award the grade. See also details on the promotion of teachers in Chapter 9.2.

**School managing bodies**

The body managing a given school appoints a board, including their own representative, to conduct an exam for a teacher applying for the third promotion grade (appointed teacher), and awards the grade to the teacher. Communes (gmina, local authorities at the lowest level) are usually the
managing body for schools in the public sector. See also information on the promotion of teachers in Chapter 9.2.

**Bodies responsible for internal quality assurance**

The provisions of the law concerning internal pedagogical supervision do not apply to non-public schools, schools and other non-public educational institutions which may put in place their own arrangements. In the public sector, the responsibility for internal pedagogical supervision, which includes evaluation, legal compliance auditing, support and monitoring, rests with the head of a nursery school, school or institution (hereafter jointly referred to as schools, wherever possible) working together with other teachers who hold management positions. The school head and other management staff are required to conduct internal **evaluation** and use its results to improve the school's performance, and check teachers' compliance with the legislation. They also support teachers in the performance of their tasks; for example, they analyse the performance of the school, plan development measures, including those encouraging teachers to undertake continuing professional development activities, and implement such measures (e.g. training activities and staff meetings). As part of monitoring, mechanisms are put in place to identify and eliminate risks to proper performance of tasks.

School heads are free to determine the **scope of internal evaluation**. They carry out their tasks on the basis of a pedagogical supervision plan for each school year. The head presents the plan to the school's teaching council (a collective body including the head as its chair and all teachers) before the beginning of the school year, and discusses findings from internal pedagogical supervision with the teaching council at the end of the year. The legislation does not define explicitly the role of the teaching council or individual teachers in internal evaluation. However, the involvement of teachers in internal evaluation processes is not only good practice promoted during training seminars on evaluation for school heads, but also an aspect taken into consideration in external evaluation.

The school head also carries out **teacher appraisal and assessment of professional achievements**, and the relevant regulations apply to both the public and non-public sectors. The teacher may appeal against the head’s decision to an external pedagogical supervision body, i.e. the Head of the Regional Education Authorities (REA) (**kurator oświaty**).

**Approaches and methods of quality assurance**

This chapter presents the following elements of the quality assurance system:

- **External quality assurance:**
  - **evaluation** as a key element of the pedagogical supervision system (see the introductory section);
  - **teacher appraisal** (conducted externally, in addition to internal assessment, only in the case of promotion to a higher professional promotion grade);

(See also external pupil/student assessment, indirectly related to external quality assurance, in the introductory section to Chapter 11, and Chapters 5.3 and 6.3);

- **Internal quality assurance:**
  - **evaluation**;
  - **performance appraisal and assessment of professional achievements for teachers**.

The term ‘evaluation’ is defined in the legislation as a process of gathering, analysing and
communicating information about the value of activities carried out by the nursery school, school or other educational institution (hereafter jointly referred to as schools). Its findings are used in decision-making which aims at ensuring high quality of educational and care-related processes and their outcomes in the school.

**External quality assurance**

**Evaluation**

External evaluation is based on the requirements or criteria laid down in the legislation; see the table below. In terms of scope, a distinction is made between overall evaluation and problem-specific evaluation. **Overall** evaluation covers all of the requirements defined in the legislation, and **problem-specific** evaluation addresses only selected requirements.

The requirements are common to early childhood education (nursery schools and other pre-school education settings) and school education (identical requirements for schools at all levels of education, including schools for adults and other institutions providing adult education), except for the part referring to the external exams in school education.

**Requirements**

The regulations which entered into force on *1 September 2017* lay down 9 requirements for nursery schools and schools (and other institutions) listed below, together with more detailed descriptions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Priority requirements for nursery schools</th>
<th>Priority requirements for schools (and other institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Processes supporting the development and education of children are organised so as to enhance learning.</td>
<td>Educational processes are organised so as to enhance learning.</td>
</tr>
<tr>
<td>2.</td>
<td>Children acquire knowledge and skills defined in the core curriculum.</td>
<td>Pupils/students acquire knowledge and skills defined in the core curriculum.</td>
</tr>
<tr>
<td>3.</td>
<td>Children are active.</td>
<td>Pupils/students are active.</td>
</tr>
<tr>
<td>4.</td>
<td>The nursery school shapes social attitudes / behaviours and respects social norms.</td>
<td>The school shapes social attitudes / behaviours and respects social norms.</td>
</tr>
<tr>
<td>5.</td>
<td>The nursery school supports pupils’/student’s development, taking into account their individual situation.</td>
<td>The school supports pupils’/student’s development, taking into account their individual situation.</td>
</tr>
<tr>
<td>6.</td>
<td>Parents are partners of the nursery school.</td>
<td>Parents are partners of the school.</td>
</tr>
<tr>
<td>7.</td>
<td>The nursery school collaborates with the local community for their mutual development.</td>
<td>The school collaborates with the local community for their mutual development.</td>
</tr>
</tbody>
</table>
8. In planning its work, the nursery school takes into account findings from analysis of external and internal evaluations.

In organising its educational processes, the school takes into account findings from analysis of results achieved in external exams and from other external and internal evaluations.

9. The management of the nursery school is geared towards its development.

The management of the school is geared towards its development.

External evaluation takes into account findings from internal evaluation. An external evaluation panel should analyse results of internal evaluation and compare them with findings from its own analysis.

**Frequency of evaluations**

Pursuant to the legislation, external evaluation is conducted on a regular (scheduled) and ad-hoc basis. The legislation does not define the frequency of external evaluation. Scheduled evaluations are carried out in line with the **aims of the national policy and a pedagogical supervision plan** in which the Minister of National Education defines the scope of evaluations for every school year. For example, in the school year 2018/2019, problem-specific evaluations addressing issues specified by the Minister represented 60% of all evaluations, and the remaining 60% were problem-specific evaluations addressing issues selected by the Heads of the Regional Education Authorities (REA), based on findings from pedagogical supervision in their provinces. As part of the Minister’s 40% pool, evaluations in primary schools and stage I sectoral vocational schools (and continuing education and practical training centres) focused on Requirements 2, 3 and 7 (see the table above). The Minister’s guidelines do not specify the number or proportion of schools which should undergo an evaluation in a given year.

Within the framework set by the Minister, the Heads of the REAs (kurator oświaty) develop more **detailed plans for pedagogical supervision** in their provinces. Criteria for the choice of schools to be evaluated are determined by the Heads of the REAs. The Head of the REA may take into consideration, for example, the date of the previous evaluation, poor learning achievements of pupils/students, complaints and irregularities or voluntary applications for evaluation from schools. Ad-hoc external evaluations are carried out in case it is necessary to take action which was not envisaged in the pedagogical supervision plan.

**Evaluation procedure**

The procedure for external evaluation is defined in the legislation only in general terms. Evaluation is conducted by teams / panels of experts set up by the Head of the REA (however, in the case of schools and institutions supervised by more than one body, e.g. art or agricultural schools, a joint evaluation team can be set up; see Chapter 11.1.1). The Head of the REA appoints an evaluation expert or a team of experts from among inspectors working in the REA.

Inspectors conducting evaluations are required to have **qualifications** specified in the legislation. This position can be taken only by:

- appointed or chartered teachers (the third or fourth professional promotion grade for school education teachers) who hold a Master’s degree and:
  - have completed in-service training courses in administration or management, or
  - have at least 2-year work experience in a management position in a nursery school, school or another educational institution, or
have at least 2-year work experience in a pedagogical supervision body or a body managing a nursery school, school or another educational institution in a position related to the organisation of work at a nursery school, school or another education institution;

- academic teachers who have at least 5-year work experience in a higher education institution and have completed in-service training courses in administration or management.

In addition, all inspectors conducting evaluations are obliged to complete, at least every two years, an **in-service training course in evaluation** commissioned by the Minister of National Education.

At the end of a **site visit** to the school, the inspector or team of inspectors presents findings from the evaluation to the teaching council of the school (a collective body composed of the school head as its chair and all teachers). Then the inspector/team prepares a **report** which contains evaluation findings, including a description of the school’s activities related to the requirements concerned, and conclusions from the evaluation. The Head of the REA forwards the report to the school's head and its managing body. The school's head may raise objections to the report which are considered by the Head of the REA. If the objections are found justified, changes are made in the report.

More detailed guidelines and examples of good practice on how to conduct an external evaluation are provided in the document ‘A model and a recommended procedure for external evaluation of schools and other educational institutions’ ([Model i zalecany przebieg ewaluacji zewnętrznej szkół oraz placówek](4]) (2014) (in Polish only), produced as part of the above-mentioned project ‘Enhancing the effectiveness of the pedagogical supervision system and quality evaluation of schools – Stage III’.

**Evaluation tools**

The legislation does not define evaluation tools. It refers only to the participation of several stakeholder groups, including teachers, pupils / students and their parents, and representatives of organisations which cooperate with the school, who should be identified by the team conducting an evaluation. Recommended tools are presented in the above-mentioned document ‘A model and a recommended procedure for external evaluation ...’. They include, for example, quantitative methods such as surveys; and qualitative methods such as analysis of documents, individual and group interviews with wide circles of respondents (the school head, teachers and other staff, pupils/students, parents, representatives of the managing body and institutions cooperating with the school, e.g. counselling and guidance services, culture centres, NGOs), and observation of classes.

**Consequences for schools**

Consequences are specified in the legislation, though it does not refer explicitly to evaluations in this context. Where it is established that a school is underperforming in terms of learning / education outcomes achieved, the Head of the REA instructs the school head to develop a **programme and schedule for improving performance** (effectiveness of education) within a given timeframe. If the head of a public school fails to eliminate shortcomings in the timeframe set, develop or implement a performance improvement programme or take into consideration the comments and conclusions presented, the Head of the REA submits a motion to **dismiss the head** to the school managing body which is binding upon the latter. Where this concerns the head of a non-public school, the Head of the REA may cancel the permit to establish the school; the school is **struck from the register** and, consequently, closed down.

**Evaluation reports**

Reports on external evaluation of individual schools are published in the portal ‘[Education Evaluation System: Pedagogical Supervision](1)’ launched as part of the above-mentioned project ‘Enhancing the
effectiveness of the pedagogical supervision system and quality evaluation of schools’. They provide information for comparative analysis of evaluation results in schools.

In addition, the Heads of the REAs obligatorily prepare annual reports for the Minister which contain findings from pedagogical supervision, including evaluation, in their provinces and publish summary evaluation reports on their website. Findings are used by the Heads of the REAs to devise a pedagogical supervision plan for the coming school year, including specific activities aimed at quality improvement in schools. Findings also feed into the education policy and the pedagogical supervision plan for the next year at national level.

Teacher Appraisal

External quality assurance does not comprise periodic assessment of teacher performance. However, external bodies, i.e. a body managing a given school and the pedagogical supervision body / the Head of the REA, appoint boards conducting exams or interviews with teachers applying for promotion to the appointed and chartered teacher grades (two highest grades, aside from the title of honorary school education professor). In order to initiate the promotion process, teachers should, among other things, receive a ‘positive’ grade in the assessment of professional achievements conducted as part of internal quality assurance; see below. For further details about teacher promotion, see Chapter 9.2.

See also information about external exams for pupils, indirectly related to quality assurance, in chapters 5.3 and 6.3.

Internal quality assurance

The arrangements for evaluation and teacher appraisal discussed below are in place in both early childhood education and school education. They are not binding, however, on non-public schools (or nursery schools and other non-public educational institutions) which may put in place different arrangements.

Evaluation

Internal evaluation of nursery schools, schools and other educational institutions (hereafter jointly referred to as schools, wherever possible) is a quality-oriented process.

Pursuant to the legislation, evaluation is obligatorily carried out every school year, but school heads have greater discretion in internal evaluation than the Heads of the Regional Education Authorities (REAs) in external evaluation. Scheduled and ad-hoc internal evaluations concern issues or topics which the school considers relevant to its activities. The scope and subject of internal evaluation is determined by the school head in consultation with other management staff. However, since internal evaluation is intended to be a team-based activity, these issues should be agreed with all teachers.

Evaluations are based on a pedagogical supervision plan, prepared by the school head for every school year and presented to the teaching council of the school (a body composed of the school head as its chair and all teachers). A supervision plan should determine the objectives, extent, subject and schedule of evaluation. As evaluation activities should address the specific needs of a given school, such a plan may but does not have to take into consideration the aims of the national education policy or priority tasks in the area of external pedagogical supervision set by the Minister of National Education. It should, however, take into account findings from pedagogical supervision from the previous year.
Internal evaluation is carried out by the **school head** together with other management staff. All teachers should be actively involved. Their engagement not only ensures the validity of the evaluation process, but also is taken into account in external evaluation.

The legislation does not lay down the **procedure** for internal evaluation. The only **tools** referred to in the legislation are analysis of teaching and learning documentation and observation. The school head observes classes conducted by teachers, and other activities undertaken in line with the school’s statutory tasks. In practice, this means that observation may cover both classes and other activities such as teachers' meetings with parents.

Findings from internal evaluation in a given school year are presented by the head to the teaching council in a **report** on pedagogical supervision. Findings from internal evaluation are not published, but they are obligatorily used to improve school performance and are taken into consideration in external evaluation.

**Teacher appraisal**

The legislation provides for performance appraisal and assessment of professional achievements. The arrangements for the two processes are identical for teachers working in the early childhood sector and the school education sector, and for both the public and non-public sectors.

**Performance appraisal** is conducted for all teachers, except trainee teachers, that is, those holding the first professional promotion grade, and is not mandatory. It covers the performance of teaching, education- and care-related duties; preparation for classes; participation in continuing professional development activities, including elf-study; and involvement in other statutory activities of the school. The Teachers’ **duties** are defined by the legislation in the following way:

- demonstrating diligence in the performance of tasks related to the position held and the key teaching, educational and caring functions of the school, including those related to ensuring safety of pupils / students during classes and other activities organised by the school;
- supporting each pupil / student in his / her development;
- striving for full personal development;
- undertaking continuing professional development activities in line with the needs of the school;
- training and educating young people in a spirit of love for the homeland and respect for the Constitution of the Republic of Poland, and in the atmosphere of freedom of conscience and respect for all;
- demonstrating commitment in developing pupils’ / students’ moral and civic attitudes based on the ideas of democracy, peace and friendship among people of different nations, races and worldviews;
- conducting classes and educational and care-related activities in direct contact with pupils / students or for them;
- conducting classes and other activities related to the statutory tasks of the school, including care-related and educational activities addressing pupils’ / students' needs and interests;
- conducting classes and activities related to class preparation, self-study and professional development;
- being guided in one’s activities by the wellbeing of pupils / students, care for their health, moral and civic attitudes, and respect for pupils’ / students’ dignity.

The legislation does not lay down detailed appraisal criteria.

A performance appraisal may take place at any time, but not earlier than one year after the previous performance appraisal or assessment of professional achievements. It is conducted by the school
head at the request of:

- the teacher holding one of the three higher grades: contract, appointed or chartered teacher;
- the body exercising pedagogical supervision (the Head of the Regional Education Authorities in most cases);
- the body managing a given school;
- the school council;
- the parents’ council.

During the appraisal process, the school head consults or may consult the following bodies or individuals:

- consults the parents’ council (unless such a body is not established in a given type of school);
- may consult the pupils’/ students’ self-government body;
- may consult on his / her own initiative, or consults at the teacher’s request, the relevant methodological adviser about the teacher’s performance, another chartered or appointed teacher or an academic tutor.

Performance appraisal ends with one of the following overall grades:

- outstanding,
- very good,
- good,

Teachers may appeal against the outcome of an appraisal to the pedagogical supervision body (the Head of the Regional Education Authorities in most cases). The grade given by the body is final. Where it is negative, the employment relationship with the teacher is terminated.

Outcomes of performance assessment are used by teachers when they apply for promotion to a higher professional grade or for the position of school head in a competition. School heads and teachers use the outcomes to justify motions for granting awards which are put forward to higher-level bodies or decisions to give incentive allowances and awards in accordance with internal school regulations. General findings from teacher performance appraisal also feed into the planning of school activities.

Assessment of professional achievements forms an integral part of the professional promotion procedure and is conducted by the school head after the teacher has completed the induction / probation period for the a higher professional grade (a period of work preceding the promotion process).

The duration of an induction / probation period is:

- 9 months for the promotion to the contract teacher grade;
- 2 years and 0 months for the promotion to the grades of appointed and chartered teachers.

An assessment of professional achievements covers the extent to which the teacher has implemented a professional development plan, agreed between the teacher and the school head before the initiation of an induction / probation period. It may end with a positive or negative outcome. A positive outcome is one of the preconditions for promotion (see below). Teachers may appeal against the outcome to the pedagogical supervision body (the Head of the Regional Education Authorities in most cases). The grade given by the body is final.

To be promoted to the next professional grade, teachers should:
• have the qualifications required;
• complete an induction / probation period with a positive outcome of an assessment of professional achievements;

and

• for a trainee teacher: obtain approval from a qualifying board;
• for a contract teacher: pass an exam conducted by an examination board;
• for an appointed teacher: obtain approval from a qualifying board, based on its analysis of the teacher’s professional achievements and an interview.

For detailed information about professional promotion, see the section on ‘Induction’ in Chapter 9.2.