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THE TRAINING OF EDUCATIONAL EXPERTS IN THE FIELD OF EDUCATION IN POLAND: KEY FEATURES AND CHARACTERISTICS

Olha Lavro

*Ivan Franko National University of Lviv,
Tuhan-Baranovskoho, Str., 7, Lviv, Ukraine, UA-79005
olialavro1999@gmail.com*

This research initiative centers on the comprehensive exploration of the training of educational experts in Poland and its comparative analysis with other countries, primarily focusing on Ukraine. The study aims to gain insights into the state of pedagogical theory and practice surrounding educational expert training, the key concepts employed in Poland, the organizational and methodological features unique to Poland, innovative approaches and technologies utilized at the University of Warsaw, and the advantages and disadvantages of the Polish system compared to Ukraine. The research delves into the cutting-edge innovative approaches and technologies employed in Poland, particularly at the University of Warsaw, in shaping the future of educational expert training. These technologies and methodologies play a pivotal role in enhancing the quality and relevance of training programs.

The article describes the main concepts of educational experts training in the field of education used in Poland and how do they compare with the concepts of other countries. Besides, comparative analysis reveals the difference between educational experts training in different educational institutions, such as the Polish Accreditation Committee (PKA), the State Accreditation Committee, and University of Warsaw. These training programs include some specific features and methods that can vary based on the institution, program level, and the evolving educational landscape.

The study conducts a comparative analysis of the advantages and disadvantages of the Polish system for training educational experts in comparison to Ukraine, offering valuable insights for both countries and potentially informing improvements in their respective educational systems.

Keywords: Training of educational experts, Polish Accreditation Committee, Quality assurance system, Education system in Poland, Expert training programs.

In the context of the research «*The Training of Educational Experts in the Field of Education in Poland: Key Features and Characteristics*» an «educational expert» typically refers to an individual who possesses specialized knowledge, skills, and experience in the field of education. These experts could have a range of

roles, such as educators, administrators, researchers, curriculum designers, policy makers, and trainers, among others.

Their expertise might cover various aspects of education, including pedagogy, curriculum development, assessment methods, education technology integration, educational leadership, and educational policy analysis [12].

The training of educational experts in Poland has been analyzed by numerous renowned researchers. So based on the results of the analysis of scientific sources of such researchers as Ewa Chmielecka, Marcin Dąbrowski, Dorota Dobija, Anna Maria Górska, Anna Pikos and others, and the conducted interview, we can make the following generalization concerning about the training of educational experts in the field of education in Poland.

In many countries, including Poland, the training of educational experts and professionals has been an ongoing topic of discussion and development. Pedagogical theory and practice have evolved over time in response to changes in education systems, advancements in technology, and shifts in societal expectations. Some key points that might be relevant include:

1. **Expert Training Programs:** The quality of expert training programs is crucial for producing effective educators. In Poland, there has been a focus on enhancing expert education to equip experts with the skills and knowledge needed to address diverse learning needs, incorporate modern teaching methods, and adapt to changing educational landscapes.

2. **Curriculum and Pedagogical Approaches:** The curriculum for expert training programs likely reflects contemporary educational theories and practices. This might involve a shift towards student-centered learning, the integration of technology in the classroom, and a greater emphasis on critical thinking, creativity, and problem-solving.

3. **Continuing Professional Development:** In addition to initial expert training, ongoing professional development is essential for educators to stay current with the latest research, teaching methodologies, and educational technologies. This might involve workshops, seminars, conferences, and online courses.

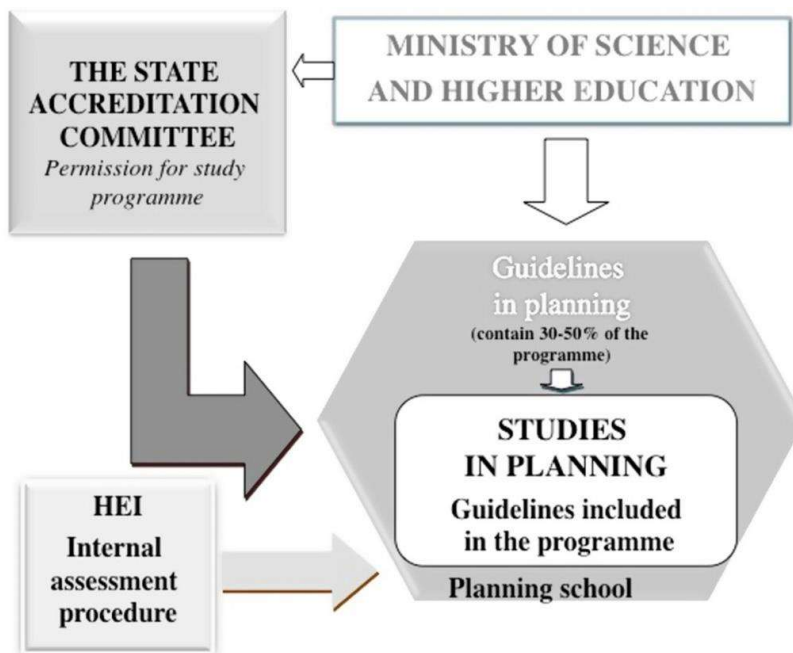
4. **Inclusion and Special Education:** Training educational experts to effectively support students with diverse learning needs, including those with disabilities, is a significant concern. This might involve providing strategies for creating inclusive classrooms and implementing individualized education plans (IEPs).

5. **Digital Literacy and Technology Integration:** Given the increasing role of technology in education, training educational experts to effectively integrate digital tools and online resources into their teaching methods is likely a priority. This includes not only technical skills but also understanding how to use technology to enhance learning outcomes.

6. **Assessment and Evaluation:** Training educational experts to develop fair and effective assessment methods that align with modern pedagogical practices is important. This includes a shift towards assessing not only rote memorization but also higher-order thinking skills.

7. **Research and Evidence-Based Practice:** Encouraging educational experts to engage with educational research and apply evidence-based practices in their teaching is an ongoing challenge. This might involve promoting a culture of research and providing educators with the tools to critically evaluate and implement research findings.

In Poland, quality assurance is conducted through a central statutory body: the State Accreditation Committee (SAC), which is financed exclusively by government and bound to follow procedures based on the principle of openness and transparency. Since 2009, SAC has full membership of ENQA. SAC is responsible for the obligatory quality assessments for existing courses and consults on applications for authorisation of new degree programmes. The decisions of SAC are legally binding and a negative evaluation will lead to the closure of the evaluated course, or its non-authorisation. The former is measured via the number and quality of facilities and staff qualification and the latter is assessed via a programme's level of compliance with the state-defined core curriculum for a subject [15].



Stakeholders in quality assurance and accreditation in Poland [11]

The system of training of educational experts is also guided by the Polish Accreditation Committee (PKA), which is responsible for ensuring the quality and standards of higher education institutions and programs. Some general concepts have been outlined:

1. **Interdisciplinary Approach:** The training of educational experts in Poland often emphasizes an interdisciplinary approach. This means that experts are encouraged to have a well-rounded understanding of various educational theories, practices, and methodologies.

2. **Research and Theory:** Training typically involves a strong emphasis on research methodologies and educational theories. Educational experts are expected to engage with the latest research in the field and apply theoretical frameworks to analyze educational practices and policies.

3. **Quality Assurance:** The PKA emphasizes quality assurance in education. Educational experts are trained to assess the quality of educational programs, institutions, and teaching methods. This involves evaluating curriculum design, teaching methods, assessment strategies, and student outcomes.

4. **Curriculum Design and Evaluation:** Experts are trained in designing effective curricula that align with educational goals and standards. They learn how to develop learning outcomes, instructional strategies, and assessment methods that contribute to meaningful learning experiences.

5. **Educational Policy Analysis:** Training in this area involves understanding the broader educational policy landscape in Poland and globally. Educational experts are expected to analyze policies, regulations, and trends that impact education systems and institutions.

6. **Pedagogical Innovation:** The training focuses on encouraging educational experts to explore innovative teaching and learning methods. This can include the integration of technology, active learning strategies, and learner-centered approaches.

7. **Ethical Considerations:** Training also covers ethical considerations in education, such as equity, inclusivity, and cultural sensitivity. Experts are trained to promote fair and just educational practices.

8. **Collaboration and Communication:** Educational experts are taught effective communication skills to collaborate with educators, administrators, policymakers, and other stakeholders. They need to convey complex educational concepts in a clear and accessible manner.

9. **Continuous Professional Development:** Lifelong learning is emphasized, as educational experts are expected to stay updated with the latest research, trends, and developments in education.

It's important to note that training programs for educational experts can vary from institution to institution and over time. The concepts mentioned above are

meant to provide a general overview of the main areas that are typically addressed in such training programs.

The training of educational experts in Poland can involve various organizational and methodological features to ensure the development of competent professionals in the field of education. Here are some common organizational and methodological features that were relevant up to that point: [12]

1. **Graduate and Postgraduate Programs:** Many universities in Poland offer graduate and postgraduate programs specifically designed to train educational experts. These programs can include Master's or doctoral degrees in education, pedagogy, or related fields. These programs typically combine theoretical knowledge with practical experience and research.

2. **Interdisciplinary Approach:** Training programs often adopt an interdisciplinary approach to ensure that educational experts have a comprehensive understanding of various aspects of education. This might involve incorporating insights from psychology, sociology, philosophy, and other relevant disciplines.

3. **Theoretical and Practical Components:** Programs usually have a balance of theoretical coursework and practical experiences. Theoretical components provide foundational knowledge in educational theories and research methodologies, while practical components involve hands-on experiences such as internships, teaching practice, and research projects.

4. **Case Studies and Problem-Based Learning:** Educational experts often engage in case studies and problem-based learning activities. These methods encourage participants to analyze real-life educational scenarios, identify challenges, and propose solutions based on their knowledge and expertise.

5. **Research Projects:** Research is a fundamental aspect of training for educational experts. Participants might be required to conduct research projects that contribute to the understanding of educational practices, policies, or theories.

6. **Collaborative Learning:** Collaborative learning is emphasized, as it allows participants to engage in peer-to-peer discussions, group projects, and collaborative problem-solving. This mirrors the teamwork and cooperation often required in the field of education.

7. **Mentorship and Supervision:** Training programs can include mentorship and supervision components, where experienced educational experts guide and support novices in their professional development journey.

8. **Portfolio Development:** Participants may be encouraged to create professional portfolios that showcase their educational philosophy, accomplishments, and evidence of their expertise. Portfolios can serve as valuable tools for reflection and job applications.

9. **Use of Technology:** Given the increasing role of technology in education, training programs might incorporate e-learning platforms, virtual classrooms, and online resources to enhance the learning experience.

10. Assessment and Feedback: Regular assessments, assignments, and feedback mechanisms help participants gauge their progress and receive guidance for improvement [14].

11. Ethical Considerations and Reflective Practice: Ethical considerations in education and reflective practice are often integrated into the training. Participants are encouraged to think critically about their decisions and actions in educational contexts.

12. Continuing Professional Development: The training process is often seen as a stepping stone to ongoing professional development. Educational experts are encouraged to continue learning and adapting to evolving educational practices and theories.

The issue with training educational experts in Poland, like in any country, comes with its own set of advantages and disadvantages. As of last conversation with the representative of PKA in July 2023, some general advantages and disadvantages were outlined based on the information available up to that point. The interview was conducted with a representative from the Polish Accreditation Committee (PKA) on the 11th of July 2023, to gain insights into the advantages and disadvantages of training educational experts in Poland.

Advantages of Training Educational Experts in Poland:

1. Quality Assurance and Accreditation Standards

The PKA representative highlighted that training programs align with quality assurance and accreditation standards. This ensures that educational experts receive education of a certain standard, contributing to the overall quality of education in Poland.

2. Interdisciplinary Approach and Breadth of Knowledge

According to the PKA representative, many training programs in Poland adopt an interdisciplinary approach. This allows experts to gain insights from various fields, fostering a broader understanding of education and promoting holistic approaches to teaching and learning.

3. Research and Evidence-Based Practices

The PKA representative emphasized that training programs emphasize research skills, enabling educational experts to contribute to evidence-based practices. This research emphasis supports the development of innovative teaching methods and policies grounded in solid research.

Disadvantages of Training Educational Experts in Poland

1. Standardization Challenges

The PKA representative acknowledged that maintaining consistency in training quality across different institutions can be challenging. This lack of standardization might lead to disparities in the expertise of educational experts.

2. Adaptability to Changing Educational Landscape

According to the PKA representative, the rapid evolution of the education sector, including the integration of technology and shifts to online learning, poses challenges to traditional training methods. Educational experts trained using conventional approaches might face difficulties adapting to these changes.

3. Resource Limitations

The PKA representative mentioned that some training programs might face constraints in terms of resources, faculty expertise, and access to modern educational technologies. These limitations could impact the quality of training provided.

4. Ongoing Professional Development

The PKA representative emphasized the need for educational experts to engage in continuous professional development to stay updated with evolving trends and practices. This requirement adds to the complexity of training and maintaining expertise.

The interview with the PKA representative shed light on the multifaceted nature of training educational experts in Poland. While advantages such as quality assurance and interdisciplinary learning were highlighted, challenges related to standardization, adaptability, and resource constraints were also discussed. The insights provided contribute to a comprehensive understanding of the intricacies surrounding the training of educational experts in Poland.

Training educational experts in Poland and Ukraine has both advantages and disadvantages. Here's a comparison of the two countries [11]:

1. **Approach:** Poland employs a more established and systematic approach with a centralized body (Polish Accreditation Commission), while Ukraine's approach is aligned with European standards but may face challenges in implementation due to limited resources.

2. **Flexibility:** Poland's system could be perceived as rigid due to its well-defined processes, whereas Ukraine's approach might provide more flexibility for innovation.

3. **Representation:** Poland's emphasis on diverse representation in the Commission ensures a comprehensive evaluation, while Ukraine's focus on aligning with European standards could enhance its credibility internationally.

4. **Resources:** Poland's structured system might be better supported by available resources, while Ukraine's adoption of external evaluations and standardized tests might require careful resource allocation.

In summary, Poland's well-structured approach to training educational experts offers credibility and transparency but could be criticized for its rigidity. Ukraine's efforts to align with European standards signal innovation but might face resource constraints and implementation challenges. Both countries have the potential to learn from each other's strengths to improve the quality assurance of their higher education systems.

Ukrainian system of educational experts training can learn several valuable lessons from Poland's approach to training educational experts. Here are some key takeaways:

1. **Clear Guidelines and Criteria:** Poland's structured approach, led by the Polish Accreditation Commission, provides clear guidelines and evaluation criteria for educational experts. Ukraine can benefit from adopting a similarly structured framework to ensure consistency and transparency in the evaluation process.

2. **Diverse Representation:** The representation of various stakeholders, including academic experts, students, employers, and scientific associations, in the Polish Accreditation Commission enhances the credibility and fairness of the evaluation process. Ukraine can learn to involve a wide range of perspectives to avoid bias and ensure a comprehensive evaluation.

3. **Standardization:** Poland's focus on standardized evaluation processes helps maintain objectivity and comparability across institutions. Ukraine could consider implementing standardized evaluation methods to ensure a level playing field and consistent assessment of educational quality.

4. **International Alignment:** Poland's alignment with European standards and practices enhances its recognition and credibility internationally. Ukraine's efforts to integrate into the European higher education space should involve close collaboration with European bodies and institutions to ensure the adoption of best practices and harmonization with global standards.

5. **Continuous Improvement:** Poland's commitment to ongoing assessment and quality improvement through regular evaluations can inspire Ukraine to establish a culture of continuous enhancement in its higher education sector. Regular reviews can lead to timely adjustments and updates in response to changing educational needs.

6. **Resource Management:** Poland's well-supported educational expert training system can provide insights into effective resource allocation and utilization. Ukraine can learn from Poland's experience in efficiently utilizing resources to maintain the quality of education.

7. **Engagement of Stakeholders:** Involving stakeholders, including educational institutions, employers, and professional organizations, in the design and implementation of the training programs can enhance their relevance and effectiveness. Poland's engagement model can serve as a guide for Ukraine in building collaborative partnerships.

8. **Institutional Autonomy:** While following a structured approach, Poland also ensures that institutions have the autonomy to shape their programs and practices. Ukraine can learn to balance centralized quality assurance mechanisms with institutional autonomy.

In conclusion, Ukraine can gain valuable insights from Poland's educational expert training system, including clear guidelines, diverse representation,

standardization, international alignment, and a balanced approach to structure and flexibility. By adopting these principles and tailoring them to its unique context, Ukraine can enhance the quality of its higher education system and foster sustainable growth and development.

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ПІДГОТОВКА ОСВІТНІХ ЕКСПЕРТІВ У СФЕРІ ОСВІТИ В ПОЛЬЩІ: ОСНОВНІ ОСОБЛИВОСТІ ТА ХАРАКТЕРИСТИКИ

Ольга Лавро

*Львівський національний університет імені Івана Франка,
вул. Туган-Барановського, 7, Львів, Україна, UA–79005
olialavro1999@gmail.com*

Проаналізовано стан педагогічної теорії та практики, які є ґрунтовними та базовими для системи підготовки освітніх експертів Польщі. Розглянуто ключові концепції, які використовують у Польщі для підготовки освітніх експертів. Досліджено організаційні та методологічні особливості польської системи підготовки освітніх експертів. Визначено інноваційні підходи та технології, які використовують у Варшавському університеті, Польському акредитаційному комітеті та інших закладах, що здійснюють підготовку експертів у галузі освіти. Дослідження присвячене передовим інноваційним підходам і технологіям, які використовують у Польщі, зокрема у Варшавському університеті у процесі підготовки освітніх експертів, та відіграють головну роль у підвищенні якості та актуальності навчальних програм.

Порівняно основні концепції підготовки освітніх експертів у сфері освіти, що використовують у Польщі та інших країнах. Крім того, порівняльний аналіз виявляє

різницю між рівнем підготовки освітніх експертів у різних закладах, таких як Польський акредитаційний комітет (РКА), Державний комітет з акредитації та Варшавський університет. Ці навчальні програми включають деякі особливості та методи, які можуть відрізнятися залежно від навчального закладу, рівня програми та освітнього середовища, що розвивається.

Виконано порівняльний аналіз переваг і недоліків польської та української системи підготовки освітніх експертів. На основі проведеного інтерв'ю з представником Польського акредитаційного комітету розкрито важливі аспекти підготовки освітніх експертів в Польщі та сформовано рекомендації щодо покращення системи підготовки освітніх експертів в Україні.

Ключові слова: підготовка освітніх експертів, Польський акредитаційний комітет, якість освіти, система освіти Польщі, навчальна програма освітніх експертів.