



Education and Culture DG

Lifelong Learning Programme

Study Visits 2007-2008

Kielce, Poland

17,09 - POL

“Like Mozart. Supporting and developing students’ abilities”

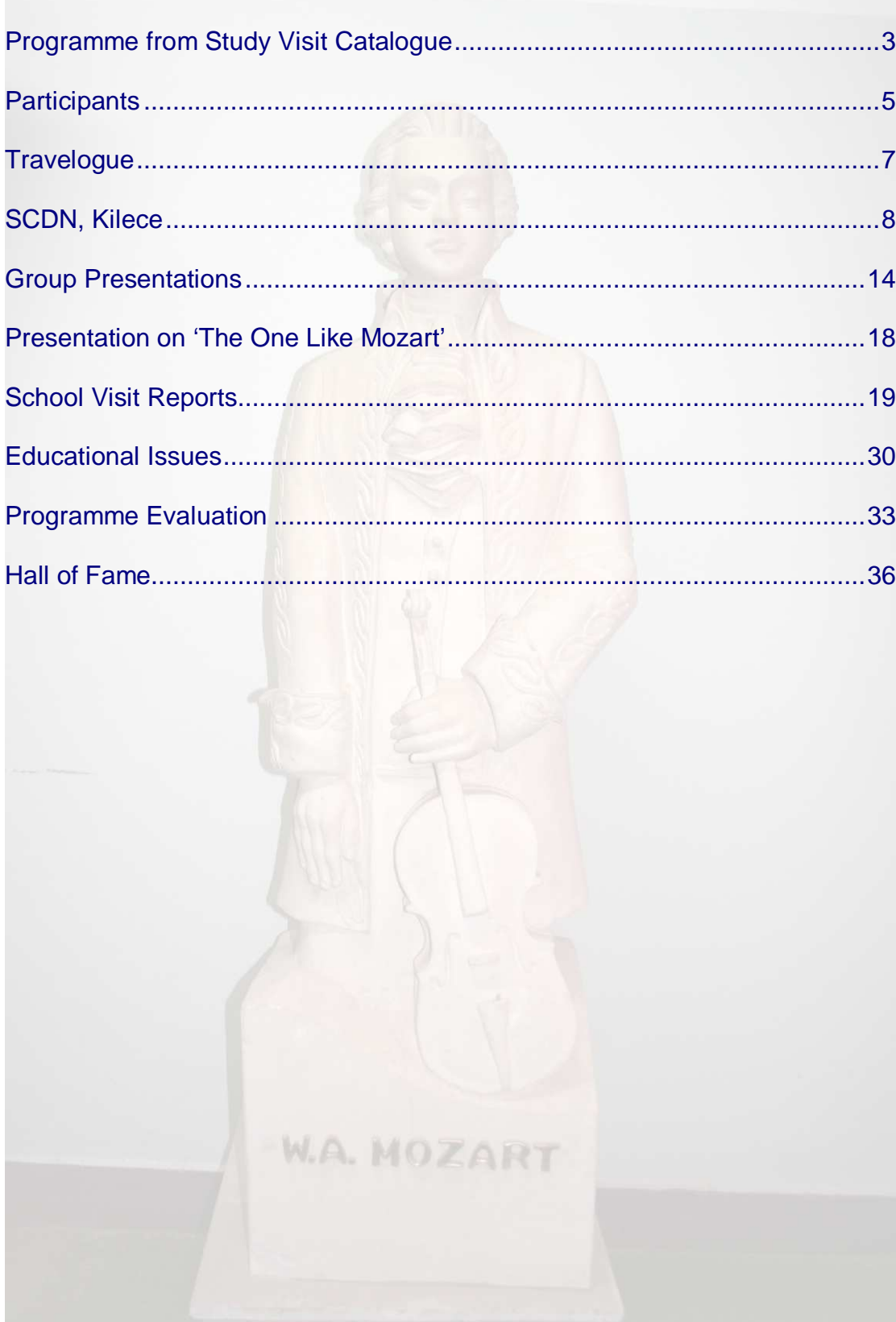
21 – 25 April 2008

Group Rappporteur: David Ryan

W.A. MOZART

Contents

Contents	2
Programme from Study Visit Catalogue.....	3
Participants.....	5
Travelogue.....	7
SCDN, Kilece.....	8
Group Presentations.....	14
Presentation on 'The One Like Mozart'.....	18
School Visit Reports.....	19
Educational Issues.....	30
Programme Evaluation	33
Hall of Fame.....	36



Programme from Study Visit Catalogue



Study visits 2007-2008

Visit No: 07017,09

Organiser Phone: + 48 41 362 45 48
Organiser name: Stanislaw Raczkowski, Maria Bednarska
Type: Inst. for in-service teacher training (EDU 8)
Organiser Fax: + 48 41 362 48 99
Organiser address: Swietokrzyskie Centrum Doskonalenia Nauczycieli
ul. Marsz. J. Pilsudskiego 42
Organiser Email: mabed@wom.kielce.pl
Kielce
Postal Code: PL25431

Title: 17,09 - POL - "Like Mozart. Supporting and developing students'abilities"

Beginning date: 21.04.2008
End Date: 25.04.2008
Venue: Kielce
Country: Poland

Languages:	Country Language	Working Language 1	Working Language 2
	Polish	English	Spanish

Reference Objectives Report OBJECTIVE 2.3 : SUPPORTING ACTIVE CITIZENSHIP, EQUAL OPPORTUNITIES AND SOCIAL COHESION

Nr of places: 15 **Min required:** 5

Description:

Uczestnicy wymienia sie informacjami i doswiadczeniami odnosnie umiejetnosci nauczycieli zwiazanych z diagnozowaniem uczniow zdolnych i sposobami przygotowania ich w tym zakresie w placówkach doskonalenia. Tematyka spotkań: Jak w szkole indywidualizowac nauczanie? Jak pracowac ze zdolnymi uczniami na zajeciach dydaktycznych, kolach zainteresowań, fakultetach? Jakie stosowac metody? Uczestnicy beda mieli okazje poznac prace polskich pedagogow i porownac ja z rozwiazaniami w swoich krajach. Goscie beda mieli mozliwosc poznac projekt naszego Centrum pt. „Taki jak Mozart. Wspieranie i rozwijanie zdolnosci uczniow”. Podczas wizyty zaplanowano udzial w warsztacie z mlodzią uzdolniona, zapoznanie z funkcjonowaniem sieci wsparcia dla nauczycieli i uczniow województwa swietokrzyskiego obejmujaca różne instytucje. Efektem wizyty bedzie umieszczenie ciekawych rozwiazan – scenariuszy zajec edukacyjnych, szkoleń na plytach CD, stronie www organizatora i Biuletynie wizyty – wersja papierowa. Wizyta umozliwi naszym gosciom poznanie ciekawego regionu i jego uroczych zakatkw.

Participants will exchange information and experience concerning teachers' abilities connected with evaluating apt students and ways of preparing them for this in in-service teacher training centres. The subjects of meetings: How to individualize teaching? How to work with gifted students during teaching classes? Special interest groups, optional classes? What methods should be applied? Participants will have an opportunity to get to know Polish educationalists' work and compare it with solutions in their countries. Guests will have an opportunity to get to know with the project of our center " Like Mozart. Supporting and developing students'abilities". The following things are planned during the study visit: a workshop with apt students, familiarizing with functioning of a support net for teachers and students from Swietokrzyskie Province, which comprises different institutions. An effect of the visit will be the placing of interesting solutions on CDS, VHS cassettes, the website of the organizer and a visit bulletin – a paper version. □The visit enables our guests to get to know an interesting region and its beauty spots www.wom.kielce.pl

Introduction

The Study Visit to Kielce, Poland was funded by the European Union Education and Culture DG Lifelong Learning Programme. The funding was made available to participants through a number of National Agencies as detailed below. The participants wish to acknowledge the support of the European Union and the respective national agencies.

Country	Agency	Contact Details
Austria	Österreichischer Austauschdienst - Nationalagentur Lebenslanges Lernen	Schreyvogelgasse 2 A-1010 Wien (Tel : (43) 1 534 08-0 Fax : (43) 1 534 08-20 lebenslanges-lernen@oead.at Website http://www.lebenslanges-lernen.at
Greece	Greek State Scholarship's Foundation I.K.Y. (Erasmus-Comenius-Grundtvig)	1, Makri & D. Areopagitou St, GR-11742 Athens Website http://www.iky.gr/socrates/index.html
Italy	Agenzia Scuola - AS (Comenius, Erasmus, Grundtvig, Visite di Studio)	Via Magliabechi 1 I - 50122 FIRENZE Tel. : (39) 055 238 03 48 Fax. : (39) 055 238 03 43 email agenziallp@indire.it Website http://www.programmallp.it
Sweden	Internationella programkontoret för utbildningsområdet	Kungsbroplan 3A, 2 tr (Box 220 07) SE-104 22 Stockholm Tel : (46) 8 453 72 00 Fax : (46) 8 453 72 01 registrator@programkontoret.se Website http://www.programkontoret.se/
Turkey	The Centre for EU Education and Youth Programmes	Huseyin Rahmi Sokak N°2, Cankaya TR-06680 Ankara Tel. : (90) 312 409 6000 Fax : (90) 312 409 6009 bilgi@ua.gov.tr Website http://www.ua.gov.tr
United Kingdom	UK National Agency ECOTEC (Leonardo da Vinci, Grundtvig, Study visits)	28-34 Albert Street UK-Birmingham B4 7UD Tel. : (44) 845 199 2929 Fax : (44) 121 616 3779 llp@ecotec.com Website : http://www.leonardo.org.uk

Participants

Name	Picture	Country	Contact Details
Jörg Kurzwernhart			Landesschulrat für Oberösterreich Sonnensteinstrasse 20 A-4040 Linz Austria 00 43 732 7071 3152 00 43 664 8557739 Jorg.kurzwernhart@lsooe.gv.at
David Ryan			Belfast Education and Library Board 40 Academy Street Belfast BT1 2NQ Northern Ireland 00 44 2890 564118 mrdryan@hotmail.co.uk
Ali Osman Alakus			Dicle University Ziya Gokalp Department of Fine Arts TR-21180 Diyarbakır Turkey 00 90 533 633 65 31 al_iosman@hotmail.com
Irene Karaviti			Panopoulo High School 27063 Panopoulo Ileias Greece 00 30 26240 612 39 Kkarra9@yahoo.gr

Thomas Dahl



University Kristianstad
Elmetorpsvägen 15
SE-29188 Kristianstad
Infartsvägen 12
SE-29632 Åhus
Sweden

00 46 44 20 34 39
thomas.dahl@hkr.se

Margherita
Boselli



Istituto Statale di Istruzione
Superiore Agraria Alberghiera
"G. Raineri - G. Marcora"
Strada Agazzana, 35
29100 Piacenza
Italy

00 39 0523 45 88 39
margherita.boselli@istruzione.it

Dyfig Wyn
Ellis



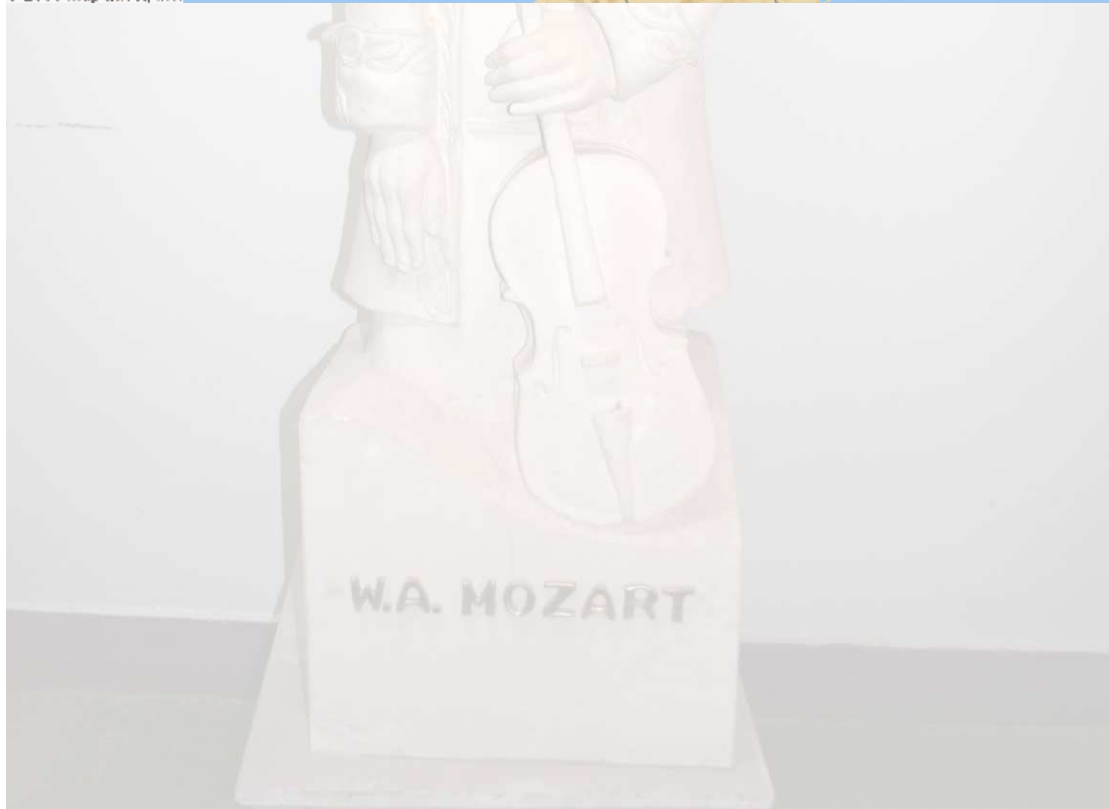
Ysgol Gynradd Gymraeg Lon
Las
Walters Road
Llansamlet
Swansea
SA79RW

00 44 1792 771160
dyfrigellis@aol.com

Travelogue



© 2006 MapQuest, Inc.



SCDN, Kilece

**Świętokrzyskie Centrum
Doskonalenia Nauczycieli**



<http://www.wom.kielce.pl/>

Jacek Wołowicz, SCDN Principal

We were welcomed by Jacek Wołowicz, Principal of Świętokrzyskie Centrum Doskonalenia Nauczycieli (SCDN). This organisation is responsible for in-service training of teachers in the Kielce region. The organisation has two centres, one based in Kielce and the other in a picturesque area outside Kielce. The centre is not for profit and managed by the local government

Teacher training is voluntary and takes place after work hours and in the weekends. Many of the shorter courses are free for teachers. However, teachers pay for longer courses and qualification courses. Training is delivered in a number of ways including through staff meetings, self study groups etc. Training is also provided on occasions for students and their parents.

The impact and importance of the centre was noted in that in 2007 around 12,488 teachers from the region were trained by SCDN.

Recent examples of projects and training provided by the centre were highlighted including– equality of opportunity, economic education, languages and ICT and a number of strengths were highlighted including having well educated good personnel, participation in projects in Poland and abroad, the fact that the offer can be free of charge and the centre has its own publication and library.

Some problems were highlighted including competition from commercial competitors, decline of interest and not having a sufficient didactic base. The Centre appeared determined to meet the challenge.

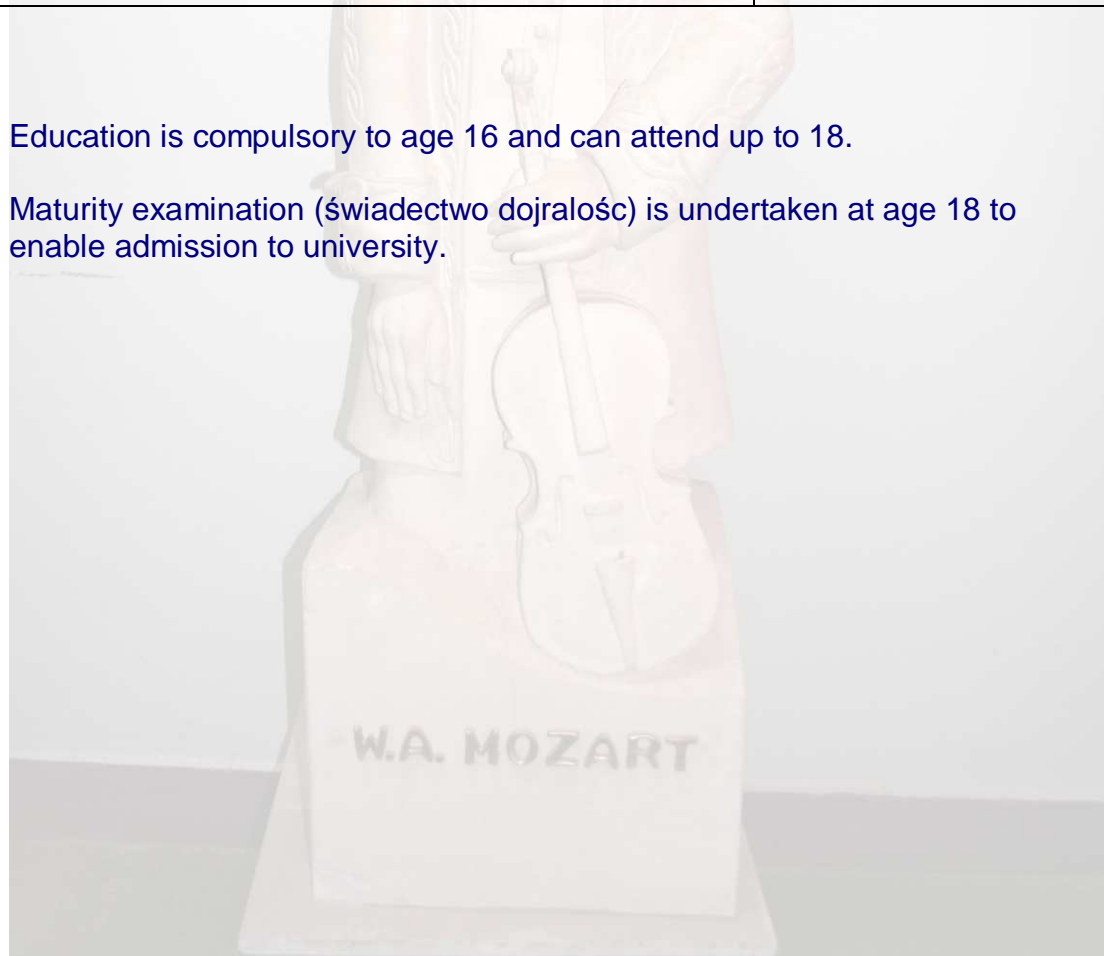
New challenges are faced, a number of which were highlighted including a lowering of the age of compulsory education, external exam in foreign language after junior high school, compulsory exam in maths, curriculum change and talent support – e.g. 2009 is the European Year of Creativity.

Structure of Education in Poland

Type of School	School Years
Primary School szkola podstawowa	Years 0-6
Gymnasium gimnazjum	6-9
<i>Options then include</i>	
General lyceum	9-12
Specialised Lyceum	9-12
Technical secondary school	9-13
Complementary lyceum	9-14
Basic Vocational school	9-11/12
Complementary technical secondary school	11-15

Education is compulsory to age 16 and can attend up to 18.

Maturity examination (świadcstwo dojralsc) is undertaken at age 18 to enable admission to university.



Matthew Długosz, Educational Inspector

The **Minister of National Education** of the Republic of Poland plays the main role in exercising control over current and long-term educational policy of the country. This is the central level.

The **Regional level** in Poland is the level of voivodship of which there are 16. In each voivodship there is an educational authority office (*Kuratorium Oświaty*) which has the co-ordinating function, supervising the implementation of the policy of the ministry and being responsible for pedagogical supervision. The respective head of the office is called superintendent (*kurator*).



The educational authority office can be named superintendent office. The education superintendent (*kurator*) is the chief educational body at regional level. He is responsible for general administration of education in a voivodship.

The education superintendent implements the policy of the minister of education and is responsible for:-

pedagogical supervision over public and non-public schools and educational institutions;

administrative decisions in certain fields (e.g. withdrawal of the resolutions of teachers' councils);

co-operation with bodies running schools in the field of the organization of inservice teacher training;

co-operation with regional educational councils.

At the motion of the *kurator*, the respective head of province (voivode) can establish representations, or branches, of superintendent's office (so-called *delegatury*) for smaller areas of the voivodship. The branches have the same powers as *kurator*.

In this region there are 4 such branches. They are situated in such cities as: Busko, Sandomierz, Starachowice, Włoszczowa.

In the field of education the **superintendent's office is responsible for** the following groups of problems and tasks:

- Outline timetables;
- Core curricula for compulsory general subjects and, additionally, in relation to vocational education, core curricula for particular specializations, as well as general vocational education in particular vocations;
- Conditions and procedures for the approval of curricula and textbooks for the school use; the recommendation on teaching aids as well as lists of those curricula, textbooks and aids;
- Rules for assessing and promoting students and for conducting tests and examinations;
- Requirement standards being the basis for tests and examinations;
- The way of keeping records concerning the teaching process and educational activities, as well as types of these records;
- Rules and conditions for implementing innovations and experiments by schools or other institutions;
- Organization of the school year;
- Rules for subject competitions and national competitions;
- Procedures for offering and organization of psychological and pedagogical support in schools;
- Rules and procedures for organizing tourism by schools;
- Assessing the performance of school principals.

In Poland administrative and pedagogical supervision have become **separated**.

Pedagogical supervision over the school is exercised by regional education authorities: *kurator* (superintendents), while general supervision (organizational, administrative and financial) is carried out by the school running bodies. The responsibility for the administration of public kindergartens, primary schools and gymnasia has been delegated to local authorities (communes). In district level (*powiat*) the responsibility is to administer upper secondary schools, artistic and special schools.

The basic principles of the Polish education system are included in the **Education System Act of 7 September 1991**, with further amendments. Education is defined as part of “the common welfare of the whole of society”. It should be guided by the principles contained in the Constitution and by instructions contained in universal, international legislation and conventions. In particular, this system should provide a fulfillment of the right of each Polish citizen:

- to learn and the right of children and young people to be educated and cared for;
- support provided by schools to back up the educational role of the family;
- the possibility for various entities to establish and run schools and institutions;
- the adjustment of the contents, methods and organization of education to pupils’ psycho-physical abilities, and the possibility to avail oneself of psychological assistance and of special forms of didactic work;

- the possibility for disabled and maladjusted children and young people to learn at all types of schools and general access to secondary schools.



Lidia Pasich, Teacher Consultant

Lidia was the organiser for the visit and she added her welcome. Lidia then introduced a number of the professional staff from ŚCDN including Alicja Stradomska (Deputy Principal), Maria Bednarska, Krzysztof Lysak, Malgorzata Jas, Barbara Grzegorzczuk, and Krystyna Hapek, (Teacher- Consultants) and our two translators for the week Aleksandra Polesek (Orla) (Specialist) and Slawomir Sobocki (Slavic) (Teacher Consultant)



Barbara then presented an interesting DVD which featured a number of aspects of local history, architecture and tourist sites. Of significant interest in the area is Holy Cross Mountains – known for being the oldest mountains in Europe and the relic of the Cross housed in the Nazaret monastery. It was also noted that the area was famous for witches.

An opportunity was provided for members of the group to discuss teacher education with members of staff in their offices for a time.



Group Presentations

Margherita Boselli



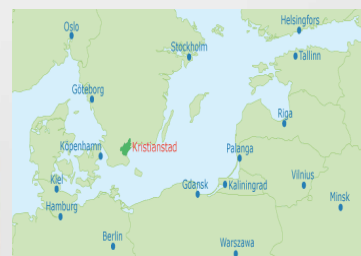
Teacher in a vocationally based school from Piacenza in Emilia Romagna-Italy – the vocations include wine husbandry, agritourism, hospitality and the priesthood. She is also a trainer for new teachers and works together with the headmaster to organize activities for pupils. The school produces wine and is popular in the region. It often engages in exhibitions and celebrations.

Irene Karaviti



Head of a high school and teacher of music. The Greek education system is similar to Poland in terms of educational structure. However, no programme was reported to be in place for gifted students. Some towns operate schools for better children and the parents are attracted to these schools. Her school has 30 students in a mountainous area where most of the students are from agricultural based families. Motivation of the students is problematic as they only go to school as it is compulsory.

Thomas Dahl



Thomas is from Kristianstad in Sweden where he works in a university college with teaching mathematics and the didactics of mathematics. His students are mostly teacher students. Thomas also follows a doctoral programme in mathematics education, and is also a member of a research group at Vaexjoe University which targets gifted education. Thomas provided some examples from a paper he had presented that concerned mathematical abilities revealed during problem solving activities among school children..

Jörg Kurtzwernhart



Jörg commenced by saying that Einstein stated *'I am not very gifted or talented but I am curious'*. Jörg is the Coordinator in Upper Austria for European Council for High Ability and his main job is to manage the academy for gifted and talented students in Schloss Traunsee. Austria has nine regions the third largest of which is Upper Austria with the capital of Linz. The administration of education in each region is headed by a president. A major project is underway (Strategy-project Innovatives OOE 2010) – to hold gifted and talented young people in Austria. The project has a number of industry and local government sponsors and organizes a number of workshops and competitions. Pull out courses for around 350 pupils aged 7-19 are provided. Now in the 3rd year of primary school all pupils are tested by educational psychologists who aim to identify the top 3%. The students previously could have been misidentified as having behavioral difficulties or be placed in special school. Specialist teachers with ECHA Diploma now teach and support the identified students. They also help and support the teachers. It has been identified that 50% of pupils with high ability are underachieving.

David Ryan

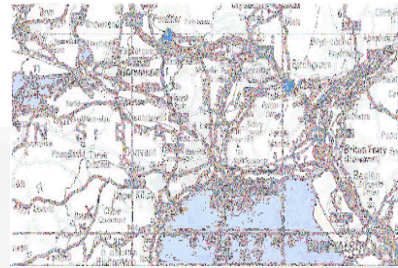


David is the Adviser for Special Educational Needs and Inclusion in Belfast Education and Library Board. This is the local authority with overall responsibility for educational provision in the City of Belfast and is one of a total of five boards, each with responsibility for a different geographical area. A review is underway which will see educational responsibility transferring to one authority in April 2009.

David outlined the education system in Northern Ireland which remains largely segregated along religious lines with some integrated schools. The peace in NI has seen a significant number of people from other countries including Poland coming to live and work in NI.

In terms of gifted and talented education there is currently no government strategy in place. However, this may change as part of a review of Special Educational Needs.

Dyfrig Ellis



Dyfrig is principal of the largest and oldest Welsh language school in Wales with 485 pupils and 22 teachers and caters for pupils from age 3-11. The children all come from English speaking families and they are taught in Welsh. The Welsh language, culture and dependence are important and learners are encouraged to be part of this. English and French are introduced to the curriculum at the age of 7. Working outside the classroom is seen as important for the children's holistic development and they are taken on educational visits once a month. Investment in educational technology is a feature of the school that has been awarded the ICT Quality Mark.

Music is culturally important to Wales and every child is given the opportunity to learn a variety of instrument free of charge and compose their own work. International links are embraced as a significant part of their learning experience to develop the children to be worldwide citizens. This feature has been recognized in school and children have been in France and India (United Kingdom India Education Research Project). International links are taught as part of the normal curriculum through all subjects.

Dyfrig cited Jane Davidson – the former Minister of Education for Wales as saying that **'Good teaching of more able and talented pupils has the essential characteristics of good teaching and learning for all'**.

Dyfrig reported in *'The Leonardo Effect'* from his school which seeks to develop each child to become small Leonardo's – as renaissance man – painters, musicians, artists and science. Learners plan their own learning. Children say what they want to learn, when we wanted and how. The children are given a budget which they can use on trips, visits and resources and they are encouraged to make mistakes and learn from them – they are now unafraid to do well. A pupil stated **'I love to write as I have the right words inside me about this topic'**. One of the features is an award for the child that has made the 'mistake of the week' **'I've made a fantastic mistake'**

Ali Osman Alakus



Ali is a university lecturer with a PhD who has spoken at a number of conferences. Before his presentation Ali presented an individual exhibition consisting of his original art works in the Swietokrzyskie Centrum Doskonalenia Nauczycieli (SCDN) In this exhibition he introduced the artistic and cultural approach of Turkey.

He gave a presentation on Turkey which has a population of around 71 million people with 7 regions and 81 provinces. 13 million students are in schools and 1.8 million students are at university. A number of changes are underway with legislation coming into force through constitutional change (Article 42 of the constitution). The basic principals include equality, meeting the needs of society, right to education, equal opportunities and secularization of education. From 1997 compulsory education is now for 8 years

Pre school (3-5 years)

Primary (6-14 years)

Secondary (15-18 years)

Higher (at least 2 years)

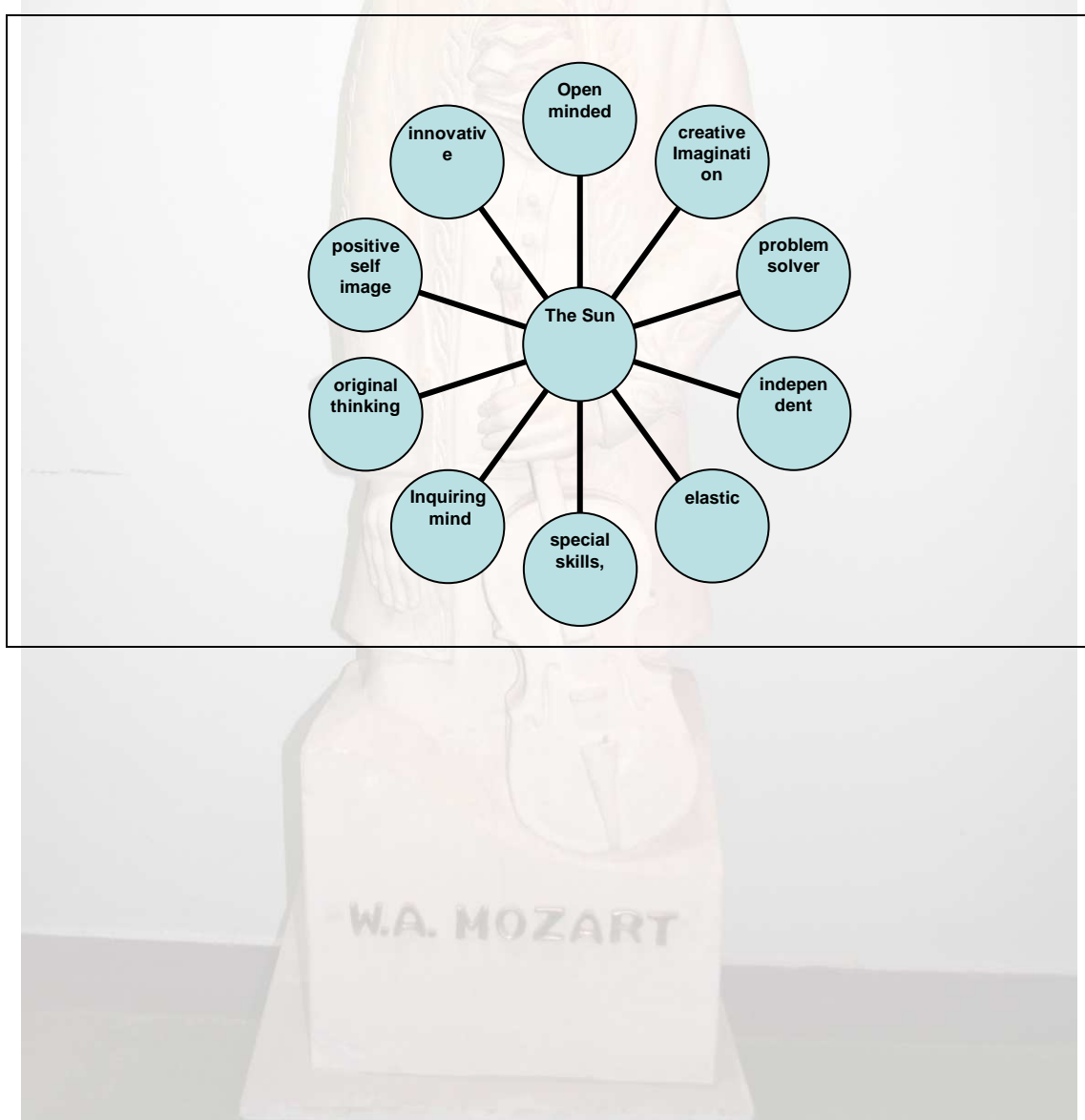
There has been an increase in educational participation to 100% of boys and 97% of girls.

Some challenges facing the system include rural to urban migration, a lack of equipment and finance and targeting street children to move into vocational training. Continuing to encourage girls into education remains underway. However, some provinces are not part of a number of state initiatives.

Presentation on 'The One Like Mozart'

Lidia reported that the idea for the teacher training programme was from reading the analysis of PISA report which noted that support for pupils of average ability and special educational needs was stronger than the support for gifted students. The idea in Poland was that there were two diamonds – uncut and cut and it is only the cut diamond that 'sparkles'.

The programme started with a conference where the project was presented with the programme and the aim was to work with teachers to change their thinking – This is now been implemented to work with their students. The project is in four parts, the idea being from the sun as a creative personality:-



School Visit Reports

Jana Sniadecki Secondary School

Śniadeckich 9,
25-366 Kielce
Poland



www.sniadek@sniadek.kie.pl

Observation

In this school the participants had the opportunity to observe a mathematics lesson. The lesson was targeted at gifted and talented students and was delivered in a novel way.

The class was organized into two groups – red and black. The students were wearing clothing in the colour of their group – this was possible as secondary school pupils in Poland do not wear compulsory school uniform.



The groups were provided with five mathematical problems and then given time to work in separate rooms to solve the problems. Each group had appointed a captain for the activity and when the group returned to the class the captain would choose a member of the opposing team to demonstrate using the blackboard how the problem should be solved. Once this had taken place the opposing team could challenge the solution.

In discussion with the students they stated that they enjoyed the lesson and that it had been their idea to make a request to the teacher to facilitate the lesson. The students stated that they prefer student directed lessons of this nature and that they would have access to the like about once per month.

In discussion with pupils – very few of the students have jobs after school. As was explained by the pupils the job situation is such that it is difficult enough to find jobs when they have left school. One of the pupils wanted to be an architect when they left school – and wanted to study in Germany. All the other pupils wanted to go to university.

Critique

The participants in the study visit included a university math's tutor (Thomas) and he was able to advise that the considered the lesson to be of a high standard and that the pupils were fully engaged in the process of learning. However, some debate took place in preparation for



the report in comparing the observed practice in teaching and learning in terms of the experiential base of the participants. Ultimately, the group agreed to disagree on the practice with the majority considering the lesson was well taught and the students were engaged.



Juliuz Stowacki Secondary School



25-031 Kielce
ul. Gagarina 5

<http://www.6lo-kielce.edu.pl/>

Observation



The current school buildings were originally used as dormitories – and the school decanted here from another building as that building (from the 1970's) was falling down. During the visit we were shown a modern Gymnasium which had been funded by the city hall as a school and community resource, as it can be booked in the evenings by community groups.

In terms of gifted and talented pedagogy, recommended provision includes establishing university links. This appears to be in place as some of the professors from the universities take classes in this school for gifted students.

In this school the participants had the opportunity to observe a chemistry lesson. The lesson was led by the teacher from the front of the room whilst the 15 pupils (wearing white laboratory coats and seated in rows) listened attentively.

The lesson was on solubility and was taught through the medium of English. The students had the opportunity to work in groups of three on their experience. However, only one member of the class was asked to weigh the substance for the whole class group and this was done with a high degree of teacher supervision.



In discussion with the students it was noted that although the lesson was taught in English, immersion principles did not appear to be in place as the group discussion was in Polish.

During the visit we were also shown a drama studio where gifted and talented students can produce their own shows, and a library area with computers. One of the remarkable features of the school was that the corridors were devoid of any examples of pupil's work.



Critique



The participants noted that some errors were present when the teacher wrote English words on the board. However, account was taken of the fact that the teacher may have been nervous with a large contingent of visitors in the room.

There were some aspects of the teacher practice which the participants considered may demonstrate areas for improvement. For example, in teacher questioning it was noted that the teacher tended to focus on one particular pupil. During discussion with the pupil it was revealed that her standard of English was very high as she had spent a year studying in USA. On another occasion the teacher got the name of a pupil wrong.

At the end of the lesson the teacher instructed that homework was to be completed. However, it may not have been possible for the students to complete this as only one worksheet had been issued per group of three students and the homework consisted of one of the worksheet questions.



The group was of the opinion that although the teacher was distant from the students in terms of relationships that the lesson was well taught. The lack of opportunities for the students to experiment rather than have the lesson delivered in small stages caused the group some concern.

Zespół Państwowych Szkół Plastycznych im. Józefa Szermentowskiego w Kielcach



25-314 Kielce
ul. Radiowa 3

<http://www.plastyk.kielce.pl/>

Observation

The Art School (Plastycznych) was funded by the Department of Culture and Arts in Kielce and not the Department of Education. The Group noted that this was unusual and would not be commonplace in their countries.

The school consists of a number of faculties – for example textiles, furniture, fine art and ceramics. We were pleased that a member of the Group was a university lecturer in Art (Ali-Osman) and he was able to bring his experience to bear to aid understanding of the extremely high standards noted in the school.



Admission criteria to the school were discussed. This consists of an academic exam and a practical exam. Many of the students will go on to the academy of art in Krakow and the links with this school are maintained.

The visit included a number of the workshop areas and provided opportunities to converse with a number

of the students. In the previous year there were sufficient students for two classes due to demographic decline in the area. Teachers have reported that they are concerned for their jobs in the future. The group was informed that the majority of the students will go on to study art at university or art academy.

One of the other features of Gifted and Talented education is international links. That is a feature here were a woodwork project had been developed with Cordoba in Spain (restoration of church doors) and a Polish cemetery in Paris (restoration of gravestones). The later project was funded through the EU Leonardo project.





One of the most interesting features of the school was its gallery. The standard was comparable to that of any public gallery and the group commented on the many treasures that could be found on display including tapestries, religious art, furniture and sculpture.

Critique

During the study visit some of the schools visited stood out as superlative in their approach to gifted and talented education and the art school was one such example.

It was a little disappointing to note that funding remains problematic for the school as the direct grant does not appear to cover all costs and the school must make sales of students work to seek to cover material costs. In terms of recommendations from this report, the responsible department in Kielce is encouraged to examine the funding to preserve this school's expertise and enable creativity of students to be fully developed.



W.A. MOZART

Szkóła Podstawowa Number 28



Ul. Iwaszkiewicza 44
Olsztyn, Kielce

Observation



This was the first primary school that the group had the opportunity to visit. The school caters for over 600 pupils aged between 7 and 12, organized in 20 classes. The school was well equipped and it was highlighted during the visit that parental support for the school is strong, as many of the parents attended the school and now assist in a wide variety of ways. This was

particularly evident in the décor of the classrooms visited – in one class an aquarium had been painted on the back wall of the classroom, and in another the back of the class had been turned into an agricultural scene – complete with farmhouse and farm implements. Collaboration with parents is seen as important by the school and the school is popular with parents and students.

Of interest was the fact that in lower primary school the classes were based with one teacher. However, in upper primary the classes had the opportunity to enjoy specialist teaching on an individual subject basis. This was seen as useful preparation for secondary school and provided the pupils with access to specialised teaching.

It was evident that success is celebrated in this school. In the entrance hall there were many examples of pupil's art work on display – all of which had been framed. The entrance hall also contained large trophy cabinets where pupils who had won competitions had placed their trophies. One of the displays in the corridor was a 'success board' where class and pupil success was recorded. During the visit one of the girls had won a singing competition with a song about Poland – and she kindly sang the song for us and showed her certificate.





Time was taken in an art class where the pupils were working on a number of different activities – for example ‘spring in a bottle’ where different dried flowers and fruits were placed and sealed in bottles of cooking oil to make visually appealing gifts, decoupage and painting on glass.

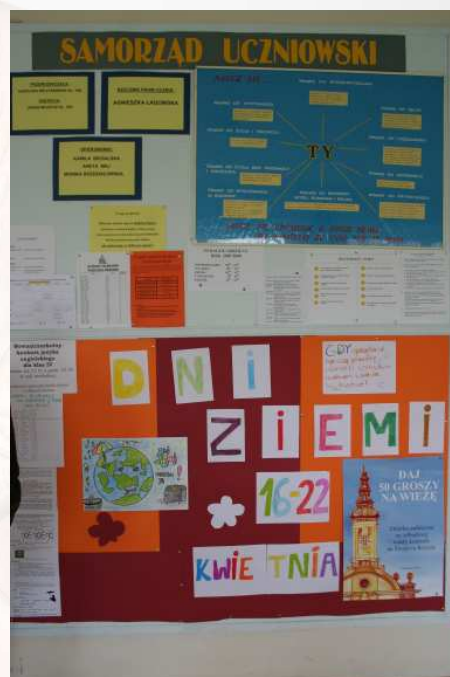
The most amazing thing noted about this class was that the teacher was almost invisible – as the pupils were

self directed in the learning, fully engaged and enjoying every minute of the experience and at the same time enjoying conversations with each other.

During the lesson one of the pupils (David) came into the room and started playing ‘Rondo Ala Turca’ by W.A. Mozart. This was interesting given the theme of the study visit and that one of our number hailed from Turkey.

During the visit a question was asked about religion. We were informed that they have an act of worship but no formal religious instruction. Parents can opt their children out of this if they desire.

This was the first school we visited where uniforms of type were worn. It had been suggested during the visit that uniforms are frowned upon. This school has a variety of clothing with ‘29’ for the school uniform.



The success of the school is publicly displayed – including displays on the schools council and a display of a family tree with pictures of students that had graduated.

One of the most unusual features on display was a ‘wheel of fortune’ – where pupils can get off for forgetting a homework etc if their number comes up.

Critique

The group was of the opinion that the features in the school and the art class observed were representative of a number of elements of best practice in terms of gifted and talented education. The teacher should be encouraged to share her practice with other teachers of art across Kielce.



The second part of the visit consisted of a presentation to the group about a humanities project aimed at gifted and talented students. For the competition we were shown a box of small coins with over 1000 pieces as over 1000 pupils enter and each pupil that enters is represented by a coin or 'treasure'. In the final stages of the competition the numbers are reduced to 30 from 80.

The standard of the portfolios was quite simply mind blowing. (Some of the group wanted to keep some of the work as exemplars as the quality was so high). The question was asked as to what were the benefits for the students in getting through the competition and we were informed that the students can then have their own choice of secondary school without having to go through entrance examinations.



The school library was well equipped with Apple Computers which were funded by the European Union Social Fund.

In terms of gifted and talented education – competitions are part of the recommended pedagogy for students and the humanities project was one example of this working successfully.

W.A. MOZART

**Gimnazjum i Liceum
Ogólnokształcące Sióstr
Nazaretanek
im. Świętej Jadwigi Królowej**



25-365 Kielce;
ul. J. Słowackiego 5

www.nazaret.kielce.pl/

Observation

This is a small semi private school which is run by the sisters of Nazareth – a religious order of nuns. 162 Pupils are enrolled. The school has an interesting history in that it operated before the Second World War but was then taken by the communist state in 1960, before being returned to the sisters in 1989. The building required extensive refurbishment and opened as a school again in 1989.



The students attending the school are predominantly from professional families and this was evident during discussion as some students stated that they wished to be a surgeon and a vet. The parents make a voluntary contribution of ZL110 for pupils in the Junior School and ZL120 for pupils in the Senior School.



The lesson observed was a biology lesson for 26 pupils that consisted of five different group work activities on the theme of the human immune system. It was encouraging to note that the teacher provided the participants with a copy of the lesson plan in English at the start of the lesson. The room was well equipped in terms of modern furnishings and had a laptop computer and data projector in use.

Each table had an 'expert' selected by the teacher from the students whose task it was to explain the subject to be tested and then examine members of the groups on their knowledge of the areas and evaluated their work. The groups were rotated and performed all five activities. The approach was

appropriate to gifted and talented education as consideration had been given to the group structure.

The lesson was noted to be a very good example of recommended provision for gifted and talented students and the relationship between teacher and students was possibly the best observed during the visit. The lesson finished on

time to allow homework to be handed out. The teacher appeared to have a much closer relationship with students than those observed up to this point in the visit. Pupil discipline was of a very high standard –the pupils stood when adults entered the room.



The students chosen by the teacher to present to the class were those with the highest scores and the 'experts' at each table were chosen by the teacher.

Critique

There was some uncertainty as to whether or not this form of lesson was typical of that to be expected for gifted and talented students in this school. Assuming that the practice was typical then this example of good practice should be continued in many other lessons and also disseminated to other instructions and teachers.

Educational Issues

Introduction.

In this part of the report a number of themes will be addressed. These themes represent the distillation of the views of the group after reflection of the schools visited and the programme.

From the outset it must be stated that this was a worthwhile study visit which all the participants were very pleased to be able to engage with and felt that we had all learned a lot about gifted and talented education in Poland and the Kielce region.

1: Cultural Activities



One of the lasting features of the study visit for the participants was the extent to which we were able to participate in a range of regional and cultural activities due to the careful and thoughtful creative minds of our hosts. The highlights included a visit to Holy Cross Mountain and monastery. This location is famous for its spectacular views – although the day of the visit was the only

one of the week when we were treated to heavy rain and mist.

The tour of the monastery will be one that the group will cherish for many years and the brother Fr Nazaret provided an entertaining and enlightening experience. It is not often that one has the opportunity to meet a monk who is also a member of the Sioux American Indian tribe. For members of the group from the Roman Catholic Faith the opportunity to engage in worship with the relic of the cross was a special event.

We were also treated to a cultural evening at SCDN's satellite centre. Although a bonfire had been promised the weather prevented this but in no way dampened the enjoyment of the evening and the laden table with traditional Polish and regional food.



Barbara – one of SCDN's Consultant Teachers played a convincing role to ensure better weather for the rest of the week – and after all one of the features of the region was that it is famous for witches!

One of the visits was also to the Kielce Cultural Centre where we were able to witness expressions of modern culture as many young people and adults engaged in modern dance lessons from world renowned choreographers.

2: Organization

The group wishes to place on record their thanks to the staff of SCDN for their welcome and the way in which we were looked after during the study visit. The generosity of our hosts was noted and we enjoyed many gastronomic delights for lunch and dinner. Overall the visit was extremely well organized. However, there were some areas that we would wish to make recommendations for future visits:-

- a. It would have been useful to have received information in more time prior to the visit to enable contact with group members to take place before arrival, for example some participants indicated that they would have welcomed the opportunity to adequately prepare for their presentation on the education system in their country and their role;
- b. The programme was quite tightly packed and on occasions (Wednesday) we appeared to have a long time between breakfast and having a break. For the future it is recommended that account is taken of this in the programme;
- c. Part of the tightness of the programme included the fact that little time was available for the group to reflect and hold discussions as to what we had experience. Again – for the future we would encourage the organizers to take this into account in the programme.

3: Like Mozart (Taki Jak Mozart)

The group was able to experience two sessions on the 'Like Mozart' programme. However, on occasions it was noted that these sessions were difficult to follow as the PowerPoint presentations were in Polish and had to be verbally translated. No criticism is intended of the two translators who did a super job over the visit. However, for the future it is recommended that a visit which is advertised as having a working language of English has presentations available in the working language.

4: Behavior of Students

In all the schools we visited the behavior of the students was noted to be of a high standard. The group noted that the standard was higher than that found in many of our countries. Discussion took place regarding whether traditional teaching methods as observed in some schools were more conducive to better student behavior. The group was not able to reach a conclusion on this matter.

5: The Group



The smaller numbers in the group were a distinct advantage and resulted in high quality working relationships throughout the week. The gender balance was noted as not being typical of the teaching profession as males made up the majority of the group and it was understood that the composition of the group was not in the hands of the hosts as this was decided by national and European authorities. The group fully intends to maintain contact and further deepen our understanding of gifted and talented education in the future. One possibility was discussed was the European Council for High Ability Conference (ECHA) which is to be held in Prague, Czech Republic at the end of September 2008. <http://www.echa.ws> and <http://www.echa2008.eu/>. One of the participants has registered for the conference and is presenting papers.

6: Sharing Practice

One of the features of the programme that the participants would have welcomed would have been more opportunities to share good and best practice on gifted and talented education within the programme. It was noted that some opportunity was provided for this at the start of the programme and on another occasion when examining learning styles one of the participants was able to share some of his work with teachers that had been invited to meet with the participants.

Programme Evaluation

1.1 Approaches to the Theme

The theme was well covered in the programme. The One Like Mozart was a teacher training programme of four modules aimed at enabling teachers meet the needs of gifted and talented students. The programme was outlined in brief and a further session delivered alongside teachers which covered some of the module content in more detail.

In addition to the theoretical perspective of the programme the visit had an appropriate balance of school visits and cultural experiences to deepen understanding of the theme and have the opportunity to view programmes for the gifted and talented at first hand.

1.2 Relevance of the Content

A number of the participants in the visit were active participants in their own countries in terms of developing gifted and talented education. This provided a useful perspective in terms of what was highlighted during the visit in comparison with what was in place or under development in home countries. It was agreed by the group that a number of elements of gifted and talented education were in place in Kielce, including international links, university links, enrichment, self directed learning, competitions and talent development. However, the group noted that not all aspects were present in all schools. It would appear to be the case that whilst positive steps are being made that the hosts acknowledge that more needs to be done. Further developments in this area have been planned, including participation in the 2008 European Council for High Ability Conference to be held in Prague in September.

1.3 Expectations

Taking part in a study visit requires an open mind in terms of what one will be presented with. In addition, there is always a temptation to make comparisons of what is highlighted during a study visit with what is perceived to be 'good' in the home country. All members of the group stated that they were fully satisfied with the programme content and the arrangements for the visit.

1.4 Comments on the places visited

A detailed analysis of the schools visited has been provided in the body of the report.

1.5 Opportunities for Discussion

Some discussion times were built into the programme during the first day. However, the group was of the opinion that there could have been more scope for reflective discussion. The hosts were made aware of this concern and have agreed to amend the programme for further study visits being hosted this year.

1.6 Other Comments

Prior to the visit

Some members of the group stated that they had received limited information from the hosts and had to make contact via their national agencies. The hosts acknowledged during summative evaluation that attention will be given to this area for future visits.

During the visit

The group were of the opinion that the hosts were welcoming and went to great lengths to ensure that the visit went well. Their care and hospitality was noted.

In areas where concern was raised, (such as slides being presented in Polish) – the hosts gave attention to the concerns and fully addressed them. At present one slide set is outstanding from the visit.

2 The Content of the Visit

2.1 Group Thoughts

It was clear that the teacher training agency in Kielce was demonstrating the features of a learning organisation in that it had identified gifted and talented education as area of education requiring attention and had secured resources and commitment to begin work in this area. In addition, additional collaborative work is planned with the hosts and participants to further develop gifted and talented education in the Kielce area.

It was noted that Poland is a new country to the European Union and has limited resources for education compared to their EU sister nations. However, the standards of discipline are high in schools and the resources devoted to education used effectively and efficiently.

One area in which the group were concerned was the relative rate of low pay for Polish teachers compared to other countries in Europe (€400 per month). Given the fact that a number of Polish workers are now leaving the country to work in other EU countries including the United Kingdom there are the makings in this for an educational skills shortage. Professional people can potentially earn more in other locations in service and industry sectors.

3 Ideas for Improvement

The hosts have already been made aware of the ideas for improvement have agreed to implement:-

- ✚ More timely issue of information before the visit;
- ✚ More reflective discussion time in the programme would have been of benefit;
- ✚ On one or two occasions a long time period elapsed between breakfast and the next break. More regular break times would have been beneficial;
- ✚ Some of the slides used during presentation were in Polish- ideally should have been in English.

4 Suggestions to Cedefop

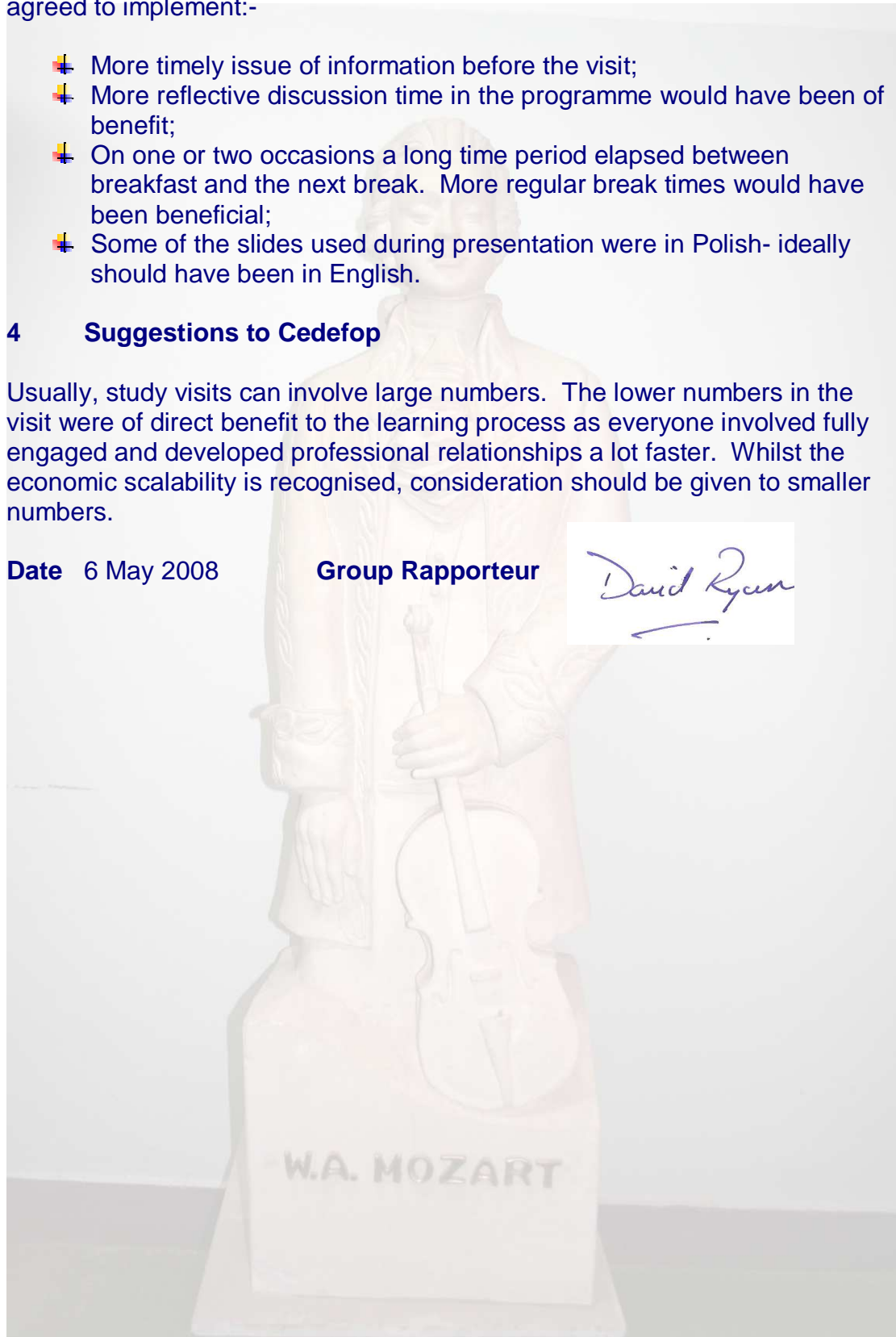
Usually, study visits can involve large numbers. The lower numbers in the visit were of direct benefit to the learning process as everyone involved fully engaged and developed professional relationships a lot faster. Whilst the economic scalability is recognised, consideration should be given to smaller numbers.

Date 6 May 2008

Group Rapporteur



David Ryan



Hall of Fame

It was understood by all the participants that to organize a study visit of this quality in terms of hospitality and content requires significant work for many months by the hosts. This preparation was obvious throughout the visit.

It was clear from the outset that we were to be well catered for from the central location of the Hotelu Łysógory and the high standard of accommodation and service experienced, through to the friendliness, helpfulness and professionalism of the hosts.

Whilst it would be inappropriate to single out individuals, thanks in particular are due to:-

Jacek Wolowiec, Principal and Alicja Stradomska, Deputy Principal of Świętokrzyskie Centrum Doskonalenia Nauczycieli for facilitating the visit

Lidia Pasich and Maria Bednarska for organising the visit;

Matthew Długosz, Educational Inspector, for his insights to the Polish Educational System.

Krzysztof Lysak, Teacher Consultant, for his technical expertise;

Barbara Grzegorzcyk, Teacher Consultant, for her entertaining interpretation of local legend and folklore;

Krystyna Hapek and Malgorzata Jas, Teacher Consultants, for joining with us during our activities;

Particular thanks are due to two very special people who were responsible for ensuring that all aspects of the visit were understood, to Slawomir Sobocki, Teacher Consultant – known to us simply as Slavic and easily spotted by carrying around a large Oxford Dictionary of Polish-English and to Aleksandra Polesek, Teacher Consultant, known to us as Orla. These two people were our translators – not only from Polish to English but on occasion some German, Italian and Spanish.

Thanks also to the Principals, teachers and students of the schools we visited for the opportunity to have this experience and for the welcome and hospitality we received.

Finally, thanks to David Ryan for his ability to interpret the visit experience and produce the group report.