



Framework Programme of the 3rd Congress of Polish Education

Katowice, 29-30 August 2015

(this is a draft – the programme will be supplemented with proposals of participants of the social discussion on the website www.naszaedukacja.men.gov.pl)

29 August (Saturday)

10:30 – 11:30 **Registration, coffee/tea**

11:30 – 12:00 **Opening of the Congress – the plenary hall:** addresses of the organisers of the Congress, Joanna Kluzik-Rostkowska, the Minister of National Education, and Michał Federowicz, the Director of the Educational Research Institute, presentation of the programme of the Congress and the Open Space principles, showing a film promoting the debate on education

12:00 – 12:30 **Special Guest – Carl Honoré** (a Canadian journalist, the author of the book *Under Pressure. Rescuing Our Children from the Culture of Hyper-Parenting*) – **the plenary hall**

12:30 – 1:15 **Plenary session – Competences of the Future**

1:15 – 2:30 **Lunch**

2:30 – 4:00 **Parallel thematic sessions in separate rooms:**

What kind of school do we want in the 21st century?

The most important conclusions from the website debate “What kind of school do we want in the 21st century?” presented in the form of a collective thought map. During the presentation, it will be possible to see the comprehensive vision of the participants' ideal school of the future, guidance on how to construct it in practice, and to vote for its individual elements. What kind of school do we want?

What can the world learn from us?

Can the school be changed bottom-up in Poland? Representatives of several school communities which are already implementing grassroots changes will show how change can be initiated independently. Proposals related to promotion of reading in schools will be presented by representatives of the “Cała Polska czyta dzieciom” Foundation.





Why is it worthwhile? How to start building cooperation between teachers and parents?

Parents are the first and the most important teachers of their children. They know their strengths and weaknesses, their needs and shortcomings. For teachers, parents are an invaluable source of information about a child; they can also provide a lot of support if teachers create space for cooperation. How to build cooperation between teachers and parents?

Is the principal a leader or an administrator of the school? Where to find principals-leaders?

Can a principal-leader awaken the contemporary Polish school? Who should become a principal? Who should choose them, appoint them? The results of existing works will be presented by the educational leadership team. A debate with the participation of parents, principals, representatives of bodies that manage public and non-public schools, leadership experts.

What do we need grades for?

Assessment in schools is one of the most heatedly discussed elements of the educational system. How to assess, is it needed at all, who should do that? As debate with the participation of parents, students. Experts and practitioners will share their opinions.

How should schools welcome and support students from other cultures?

Students from other countries are more and more often appearing in our schools. Sometimes, not only do they not speak Polish at all, but they also find it difficult to adapt to the new culture. They often arrive in Poland as refugees or emigrants; sometimes, they are Poles returning to Poland after spending a long time abroad. This is a new challenge for schools and the educational system. How are we coping with it? How can we cope with it better?

4:00 – 4:30 **Coffee break**

4:30 – 6:00 **Parallel thematic sessions in separate rooms:**

Open lesson: invitation to open educational resources

What opportunities are offered by gradual abandonment of traditional textbooks in favour of open, electronic and free educational resources? During the Congress, we invite all willing participants to take part in an Open Lesson, and then conduct it in their school or library.

Relations at school

How to build relations and environment that supports efficient teaching and learning? We will try to find an answer to this question by presenting various solutions resulting from work practice at school and experiences and clues obtained during teaching and in-service training of teachers, as well as following from theoretical considerations.





Demographic low: local government acting for the benefit of teachers

The demographic low forces local governments to make uneasy decisions: how to adjust the existing networks of schools to the actual numbers of students? Closing down schools and dismissing teachers is the last resort. In the debate, we will hear how local governments cope with the problem and what they can offer to teachers for whom there is no work at schools; how can this important and intellectually strong professional group be managed?

A good principal entails good and cooperative teaching staff

How does a good school principal manage a team, build relations and motivate his staff? What tools, knowledge and skills does he or she need in order to build a school open to cooperation and dialogue? The invited guests will share their experiences in this area. Presentations of case studies of school principals.

Meet the teachers of the 21st century school

Would you like to meet the truly innovative teachers of the 21st century school? Including the “ordinary but unique” teacher from a technical upper secondary school who has over 30,000 permanent students, whose fascinating lessons are sometimes awaited (and watched) by over 300,000 people?

How can they help? How to wisely combine competences of parents and teachers

Parents are an invaluable source of knowledge and skills which a school may acquire to enrich its educational offer. It is worthwhile to invite them to share knowledge and create appropriate conditions. How can parents be involved in the educational process?

6:00 – 6:30 **Presentations of students' community projects – the plenary hall**

6:30 – 7:00 **Special Guests – Margret Rasfeld** (principal of the first “awakening school”) and **Monia Ben Larbi** (head of the German Foundation Schule im Aufbruch – “Awakening School”) – the plenary hall

19:00 – 21:00 **Dinner**

30 August (Sunday)

8:50 – 9:30 **Special Guest – Philip Zimbardo – the plenary hall**

9:30 – 11:00 **Parallel thematic sessions in separate rooms:**

Tests, tests, exams... what should be improved?

It is commonly believed that exams are indispensable. At the panel, it will be possible to discuss if it is really so. When should exams be introduced? What form should they have? Who are tests good for?



Visions and revisions of digital education – what have Polish schools adopted, what are the trends?

What are our goals related to reformulation of the ways of learning and teaching? What trends are characteristic for the Polish school and which may never catch on here? These are the subjects for discussion which we would like to share with publicists, teachers and visionaries of the Polish education.

A good teacher

A good teacher: who is that? A reflective practitioner? An active leader? A mature mentor? Or is he or she an inspiring expert? What kind of personality, models and examples are expected by students? What is important for students' parents? What do principals appreciate in a good teacher? What do teachers themselves think about this?

Awakening schools. How to start?

The invited guests will present their ideas about how to start the process of grassroots change in school. Each panel participant has 5 minutes to propose solutions. Then, questions and discussion will follow. Next, the participants will be invited to establish networks of “awakening schools” and to develop forms of cooperation.

In partnership, this means how? How to talk to listen?

The School Council is an excellent platform for cooperation of the whole school community, as it offers space for dialogue and cooperation for the parents, teachers and students. It is also worth building local partnerships with the school becoming the centre of local community integration. How can this be achieved?

Education and the labour market

We do not want to educate more of the unemployed; school leavers who end their education must have the competences required by employers. Do schools help pupils in choosing the right educational path in line with their predispositions and abilities? How to organise efficient career counselling in schools and assist in choosing the right educational path for lower secondary school leavers?

11:00 – 11:30 **Coffee break**

11:30 – 13:00 **Parallel thematic sessions in separate rooms:**

Local government and educational inequalities

How does a local government, using e.g. EU funds, eliminate differences between schools in urban and rural areas? How can we respond to the growing educational aspirations of students? A rural school is not worse and schools in small towns are often hatcheries of talent. In such small communities, the significance of schools in creating proper social relations. Is evident.





Tablets, e-books, blogs and the cloud: what is the secret of their success?

A discussion panel with the participation of teachers who successfully introduce the ideas of digital education. What the teachers who use modern educational methods and tools at school on an everyday basis think about them? What obstacles did they have to overcome? What motivates them? Who helps them? How do they see the future of schools?

Teachers' good practice bank

During the workshop, participants will familiarise themselves with examples of good practice, which can convince them and encourage them to apply unique educational techniques. In a word: they help the teachers in making students involved and active. Which solutions are worth pursuing?

What students do not learn at school and they should?

All participants will be invited to take part in workshops. The following groups will be created: students, teachers, parents, principals, representatives of authorities (ministries, local governments and regional boards of education). Their task will be to work out a vision of school suitable for the 21st century, taking into account the competences needed in adult life and reflecting on the subjects offered by schools.

Educational leadership develops competences and social capital

Principals-leaders care for the holistic development of students, support and motivate the teaching staff and contribute to building cooperation with parents and the local community. How do they do this? Invited guests will share their experiences.

Does teaching handwriting at school make sense today?

Handwriting is a skill that we are using less and less frequently in everyday life and today's 6 and 7-year-olds may not need it when they enter adult life. So, maybe we should no longer tire our kids with learning "beautiful handwriting" and let them write the way they want? Let's not waste time on rewriting essays neatly and making notes – let's teach them to type fast instead?

1:00 – 1:30 Special guests – students' presentations – the plenary hall

1:30 – 2:00 Plenary session – "How to effect change in education?"

2:00 – 3:00 Summary of the Congress: What do we have in common?

3:00 – 3:30 Closing of the Congress – addresses by participants and organisers

3:30 – 5:00 Dinner