

MODEL TEACHER TRAINING SCHOOL IN THE LIGHT OF THE PROJECT EVALUATION RESULTS SELECTED

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Purpose: The aim is to evaluate the operation of the Model Teacher Training School drawing on the example of the “Model Teacher Training School in Niemcz and Osielsko” project completed against the project evaluation findings in terms of the directions of continuing the operation of the teacher training school and its effective impact on supported schools.

Design/methodology/approach: The article presents a case study of a Model Teacher Training School in Poland as a modern teacher competence support system. There are identified some selected aspects of the operation of the teacher training school established as part of the project cofounded by the EU. Project evaluation research process is discussed and selected evaluation research findings are presented for the sample of 55 teachers, including headmasters and deputy headmasters of seven supported schools. The research process has involved diagnostic methods and tools: CAWI (Computer Assisted Web Interview), which uses the Microsoft Forms tool. Selected CATI qualitative research findings have been presented for a sample of 8 respondents, including the representatives of the Beneficiary and the Partner, headmasters and deputy headmasters of the Training School, the representatives of the higher education provider and the supporting institution.

Findings: The school serving a function of the Training School performs actions focused on a teacher competence development in Supported Schools in selected forms and work methods. The idea of the modern approach to teacher competence enhancement is a cooperation of the Training School with experts of educational institutions: the higher education provider, supporting institutions and the education superintendent authority. It is also valuable every year to include new Supported Schools into the supporting process and improving the forms and methods of working with teachers. It is possible to the evaluation of the actions performed the findings of which facilitate a further determination of directions of continuing the operation of the Model Training School for the years to come.

Research limitations/implications: Compliant with the Training School Model, the operation of teacher training schools should be subject to annual evaluation process, which will enhance the quality of the actions by increasing the correctness, effectiveness, usefulness, efficiency and lifespan. Some limitation to undertaking the research process is a problem with financing the evaluation research which must be financed outside the project.

Practical implications: The evaluation research findings, including the expectations of supported schools’ teaching and management staff, have facilitated a further determination of support forms which should be offered by the teacher training school throughout the project, which is for the upcoming 5 years. The forms of support which should be continued throughout

the project life offer a possibility of using ready-made teaching aids, a participation in discussion forums, sharing blogs and methodology workshops. The teachers have slightly lower expectations in terms of continuing their participation in conferences and seminars, working on-line on the *doskonaleniewsieci.pl* platform, taking part in demo classes, consultations and stationary cooperation networks.

Social implications: The teacher training school operation will affect the social domain as the teacher training school, by offering an adequate support to the teachers and including new schools into cooperation, will enhance a development of the key student competences, especially foreign languages learning, mathematics, natural sciences, ICT and teachers sharing their knowledge and skills.

Originality/value: The teacher training school model presented as well as the evaluation research findings provide a recommendation for practical professional development of primary school teachers in Poland.

Keywords: teacher training school, teachers, professional competences, project, evaluation.

1. Introduction

The priority of the education policy in Poland is to provide an efficient education system and life-long teacher professional development system which will respond to the real needs of the school and which will facilitate teachers' professional competences enhancement and work tools development. Schools should develop towards learning organizations which, by subjecting themselves to evaluation, will be improving their development (Hajdukiewicz, Wysocka, 2016, p. 7). At the same time, it is important to promote a self-study system with teachers (Fila, Matuszczak-Rybińska, 2015, p. 43), and the key role in that process should be played by headmasters (Fischer, Taylor, 2012, p. 235; Kordziński, 2010, p. 10). A high teacher effectiveness is built not only thanks to training participation but also to cooperation with other teachers as well as thanks to a possibility of participating in projects at school (Główne wyniki badania TALIS, 2013).

To meet those needs, the Centre for Education Development (ORE) has developed a concept of a modern teacher education system in Poland; Model Teacher Training Schools, which have been co-financed as part of the Operational Programme Knowledge Education Development (PO WER 2014-2020, 2021). The authorities running schools submitted projects for competitions organised by the Ministry of National Education in Warsaw and received funds to establish the Model Teacher Training Schools. Currently (until 24.10.2023), the European Social Fund has financed 42 teacher training schools all across Poland, including Model Teacher Training School in Niemcz and in Osielsko.

Compliant with the model, the Teacher Training School stands for “a set of planned actions of schools (teacher training schools and cooperating schools) as well as institutions supporting the teacher and student learning process (...)”, “the school in which the future teachers will be experiencing a practical verification of the theory learned during studies and professionally-

active teachers can develop their working tools in cooperation with other teachers (...), “at the teacher training school, the student supervised by the teacher will face the challenge of teaching practice in the areas of education and upbringing, and the teachers will be developing their working tools and share their ideas with other teachers” (Model szkoły ćwiczeń, 2019, p. 4).

The key assumptions of the operations of the Model Training Schools is to select at least one school of general education to serve as a Training School and to perform actions focused on a development of teacher competences compliant with the needs of the Supported Schools with selected forms and methods of work (e.g., methodology workshops, cooperation networks, conferences, demo lessons). Throughout the support, the Training School should cooperate with experts of the local education community; the higher education provider, supporting institutions (teacher development facilities, psychology and pedagogy counselling centres, teacher training libraries) and the education superintendent (Klemke-Pitek, 2022).

The establishment of teacher training schools in the commune depended on the effectiveness and involvement of the school-running authorities as the local authorities together with the teacher development facilities, teacher training libraries and psychology and pedagogy counselling centres and with higher education providers initiate cooperation and plan joint projects to satisfy the needs of the local education development (Gocłowska, Soćko, 2015, p. 43). The idea of a modern approach to teacher training is a cooperation of the Training School with the resources of the education community, increasing the impact area every year by including new schools into the support process and a permanent improvement of the forms and methods of working with the teachers offered. Therefore, the operation of the teacher training schools, due to their innovative nature, should be subject to permanent evaluation to specify which of the teacher support solutions were most effective. The evaluation should provide useful knowledge to determine the directions for continuing the operation of the new teacher training schools and their effective impact on supported schools (Mizerek, 2010, p. 8).

The aim of the research, namely to evaluate the operation of the Model Teacher Training School drawing on the example of the “Model Teacher Training School in Niemcz and Osielsko” project completed against the project evaluation findings in terms of the directions of continuing the operation of the teacher training school and its effective impact on supported schools, is exceptionally valuable and justified. The project evaluation findings, especially the teaching staff, have facilitated a further determination of directions of continuing the operation of the Model Training School and the expected support forms which should be offered throughout the project life.

2. “Model Teacher Training School in Niemcz and in Osielsko” project characteristics

As part of the Model Teacher Training School in Niemcz and in Osielsko” project, the schools, namely the Agata Mróz Primary School in Niemcz and the Polish Olympians Primary School in Osielsko, operate as the teacher training school and execute the teachers’ professional development and education tasks, with the support process covering seven cooperating schools. The teacher training school cooperates with external specialists and uses the resources of the institutions of the local education environment effectively (Zasady współpracy szkoły ćwiczeń, 2019, p. 2), which is demonstrated below (Figure 1).

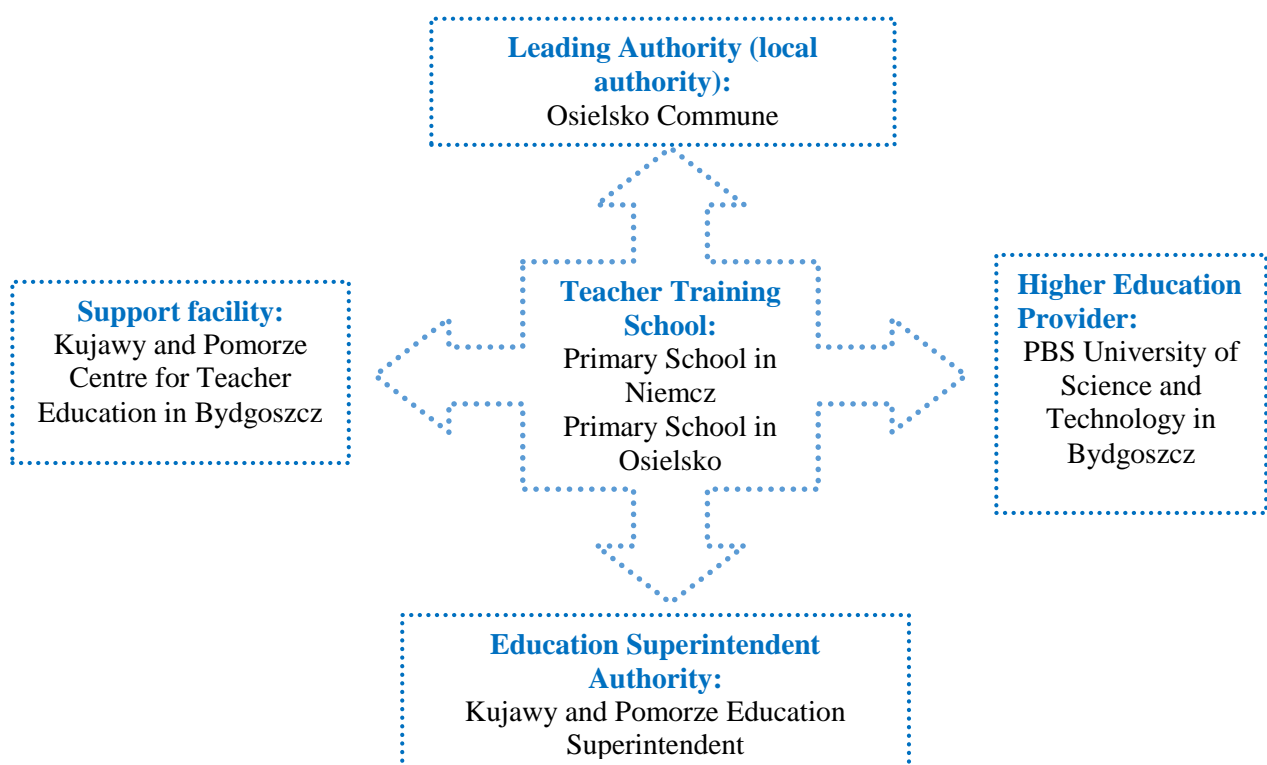


Figure 1. Breakdown of institution cooperating with the newly-established Teacher Training School.

Source: own study based on the application for cofounding “Model Teacher Training School in Niemcz and in Osielsko”.

The “Model Teacher Training School in Niemcz and in Osielsko” project plans a number of actions leading to the accomplishment of the primary aim, “Enhancement of the operation of the school support system in terms of developing the students’ competences which are crucial and the skills which are universal on the job market by preparing, supporting and awarding the teacher training school status to the Agata Mróz Primary School in Niemcz and to the Polish Olympians Primary School in Osielsko, thanks to the execution of comprehensive and complementary tasks: proving further equipment to subject classrooms in the teacher training school (task 1), enhancing the competences of 52 headmasters and teachers of the teacher training school in terms of teaching methods and forms (task 2) and the professional

development of 62 headmasters and teachers from 7 cooperating schools in terms of the students' key competences development (task 3) by 31.12.2023". The key elements of the project the Model Training School has been established with are presented in the table below (Table 1). It was most precious to provide additional teaching equipment and aids from the EU funds to the subject classrooms of the Training School (Task 1) and to strengthen the Training School teaching staff through coaching, workshop training and the teaching materials developed (Task 2). The Training School providing the adequate supporting actions focused on enhancing the competences of the Supported Schools teachers has been financed from Task 3.

Table 1.

Key elements of the teacher training school established as part of the project

Item	Specification	Characteristics
1.	Operational Programme	Knowledge Education Development 2013-2020
2.	Priority Axis	Effective public policies on the job market, for the economy and for the education market
3.	Measure	Measure 2.10 "High-quality education system"
4.	Competition	POWR.02.10.00-IP.02-00-003/19
5.	Beneficiary	Osielsko Commune
6.	Partner	Euro Innowacje sp. z o.o.
7.	Project budget	PLN 1 346 964.06
8.	Lifespan	1.01.2021-30.09.2022
9.	Teacher Training School	<ul style="list-style-type: none"> – Agata Mróz Primary School in Niemcz – Polish Olympians Primary School in Osielsko
10.	Supported Schools	<ul style="list-style-type: none"> – Irena Sendlerowa Primary School no 58 in Bydgoszcz – Henryk Sienkiewicz Primary School no 37 in Bydgoszcz – Wincenty Wiernikowski Primary School no 36 in Bydgoszcz – Primate Father Stefan Wyszyński Primary School no 20 with Inclusive Sections in Bydgoszcz – Marian Rejewski Schools; Primary School in Ostromecko – Arkady Fiedler Primary School no 56 with Inclusive Sections in Bydgoszcz – John Paul II Primary School in Maksymilianowo
11.	Project participants	<p>Headmasters and deputy headmasters as well as teachers of the Supported Schools and the Cooperating Schools who teach at least one subject from 4 subject areas:</p> <ul style="list-style-type: none"> – Mathematics area (mathematics) – Science area (natural science, biology, chemistry, geography, physics) – ICT area (computer science) – Language area (English, German) <p>The participants were allocated to 4 Segments:</p> <ul style="list-style-type: none"> – Segment 1: headmasters and deputy headmasters of the Teacher Training Schools – Segment 2: teachers of the Teacher Training School – Segment 3: headmasters and deputy headmasters of the Supported School – Segment 4: teachers of the Supported School <p>Headmasters and deputy headmasters (Segment 1) as well as teachers (Segment 2) from the Teacher Training School benefited from the support forms offered in task 2 and co-participated in the support forms from task 3, whereas the headmasters and deputy headmasters (Segment 3) as well as teachers (Segment 4) of the Supported Schools took part in the support forms planned in task 3.</p>

Cont. table 1.

12.	Task 1. Providing additional teaching equipment and teaching aids to subject classrooms for the purpose of the Teacher Training School	The task covered providing the classrooms (subject classrooms: nature science, physics, chemistry, language, mathematics and ICT) with additional equipment.
13.	Task 2. Enhancing the staff competencies supporting the forms and methods of the operation of the Teacher Training School approved to be executed	<p>As part of the task, the coaching support (16h) was provided to the headmasters and deputy headmasters of the Teacher Training Schools:</p> <ul style="list-style-type: none"> – Personnel management; – Change management; – Team building; – Effective employee incentive. <p>The professional competences of the Teacher Training Schools' teachers were strengthened to prepare them for the role of Teacher Training School coaches. The scope of workshop training covered 7 aspects indispensable for providing demo lessons (56h):</p> <ul style="list-style-type: none"> – Building innovative syllabi and tutorial/ class scenarios; – Developing own interactive teaching materials and using the materials available online; – Using the methods of scientific experiment and life observation in education; – Applying effective learning strategies according to the students' sensory preferences, including motivating the students to learn; the latest trends; – Students' interpersonal and social skills development training; in practice (one-to-one and group tutorials, projects, games, simulations); – Using the latest ICT, including the use of modern ICT tools (interactive board, 3D printer, smartphone, tablet, computer clouds); – Internet security; cyberspace and cyber opportunities as well as the principles of ergonomics while using the computer hardware. <p>The latest task element was to develop and then to review the teaching materials for teachers, students and internship supervisors in terms of innovative organization and teaching solutions to develop the key competences; as part of that support form, there have been developed 8 sets of publications from 4 support areas (mathematics, nature science, computer science, foreign languages).</p>
14.	Task 3. Performing tasks compliant with the needs diagnosed for the Supported Schools for selected forms and methods of the Teacher Training School operation	<p>The key task covered organizing the support forms for the managerial staff (headmasters and deputy headmasters) and the teachers of 7 Supported Schools. As part of the task, the following actions were completed:</p> <ul style="list-style-type: none"> – Diagnosis of the needs of 7 Supported Schools covered by the impact of the Teacher Training School established. – Coaching for headmasters and deputy headmasters of the Supported Schools (16h). – Development of 8 sets of teaching materials for the teachers, students and internship supervisors from 4 support areas (mathematics, nature science, computer science, foreign languages). – Production of 16 teaching films with demo lesson recordings for 4 areas (mathematics, nature science, ICT, languages) in a multimedia form. – Developing and running 4 stationary cooperation and self-education networks during face-to-face teacher meetings at school (72h). – Running 4 moderator-assisted online networks of cooperation and self-education while working on the www.doskonaleniewsieci.pl platform – Running methodology workshops (48h) for the teachers of 4 areas. Developing 48 scenarios of demo lessons as part of the 4 subject areas. – Running 96 hours of demo lessons as part of the 4 subject areas. – Organizing a methodology conference for 50 participants; – Evaluation of the project actions taken.

Source: own study based on the application for cofunding of "Model Teacher Training School in Niemcz and in Osielesko".

3. Project evaluation research methodology

The last element planned in the application for cofunding was the project evaluation. The subject of the evaluation research was to verify the project goals accomplishment, to assess the support provided to the project participants and to formulate the recommendations for the continuation of the operation of the Teacher Training School over the lifespan. The research process was designed for the findings to provide the most useful practical information (Tołwińska-Królikowska, 2003; Brzezińska, 2000; Zamorska, Krzychała, 2008).

The research was performed in June 2022 according to 5 evaluation criteria for which the following research questions were asked:

- **ACCURACY:** Does the project respond to the real needs of the target group? And if so, to what extent?
- **EFFICIENCY:** Has the project provided the assumed effects in terms of the inputs (financial, time-consumption, HR) made? Are the Teacher Training School Model system management and implementation efficient?
- **EFFECTIVENESS:** Has the project affected a professional development of headmasters and teachers who apply the right teaching, organizational, educational solutions in terms of the actions supporting a development of the key competences of students, especially foreign language teaching, mathematics, natural science subjects and ICT?
- **USEFULLNESS:** Has the project generated the assumed benefits for the target group? To what extent are the project products used by the target groups? Have the assumed support forms contributed to the teachers' professional development to make effective actions facilitating a development of the students' key competences and taking care of their personal development?
- **LIFESPAN:** What is the potential of the Teacher Training School? What direction should the support from the Teacher Training School follow once the project is completed?

The evaluation research covered the interest-holders representing the following institutions:

- Representatives of the managerial staff of the project Beneficiary: the Osielsko Commune.
- Representatives of the managerial staff of the project Partner: Euro Innowacje sp. z o.o.
- Headmasters and deputy headmasters as well as teachers of the Teacher Training School participating in the project.
- Headmasters and deputy headmasters as well as teachers of the Supported Schools participating in the project.
- a representative of the support institution: the Kujawy and Pomorze Centre for Teacher Education in Bydgoszcz.
- a representative of the higher education provider: PBS University of Science and Technology in Bydgoszcz.

The research methodology and the diagnostic tools used during the evaluation research:

- analysis of the existing data made available by the Beneficiary and the Partner: the assumptions of the application for funding, payment applications, data from the SL monitoring system, evaluation surveys from trainings, methodology workshops and conferences as well as the documents regulating the project execution (Regulations of competition no POWR.02.10.00-IP.02-00-003/19, Teacher Training Project Model, the Principles of Teacher Training School cooperation);
- CAWI [Computer Assisted Web Interview] quantitative research, carried out for a sample of 76 project participants, including: headmasters, deputy headmasters and teachers of the Teacher Training School (21 persons) and headmasters, deputy headmasters as well as teachers of 7 Supported Schools (55 persons), using the diagnostic tool: survey questionnaires, made available in an electronic form with the use of the Microsoft Forms tool;
- CATI [Computer Assisted Telephone Interview] qualitative research, carried out for a sample of 24 respondents, including: the representative of the Beneficiary and the Partner, headmasters and deputy headmasters of the Teacher Training School as well as Supported Schools, representatives of the higher education provider and support institutions, using the diagnostic tool: an interview questionnaire shared online using the telephone channel.

4. Selected findings of the evaluation of the Supported Schools' teachers

Figures 1-5 demonstrate the selected quantitative CAWI research findings based on the anonymous survey which covered the headmasters and deputy headmasters as well as teachers teaching in 7 Supported Schools who participated in the project.

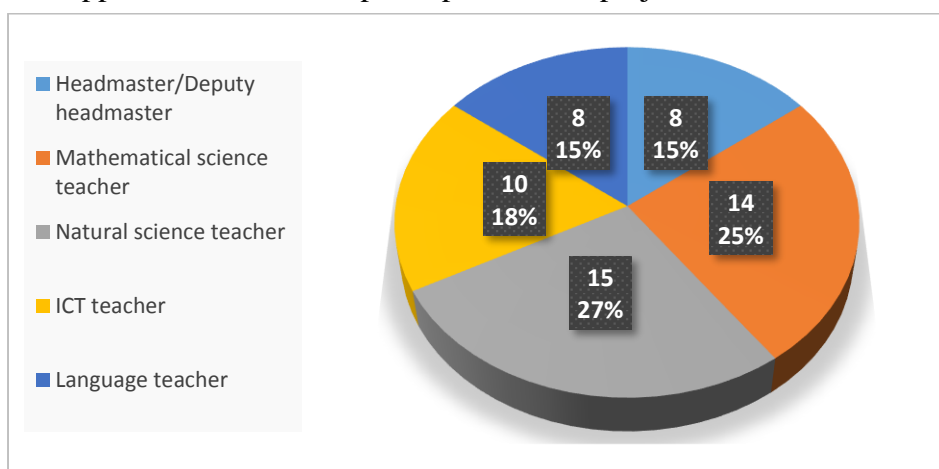


Figure 1. Target group of the teachers and the managerial staff.

Source: own study based on the research performed.

The survey study involved 55 people, which accounts for 89% of the project participants who were evaluating the applicability of the support forms in terms of enhancing the teacher professional competence and the teaching materials and aids developed in their professional work. At the same time the respondents were evaluating the support forms and teaching materials and aids in terms of continuing the operation of the training school. Of the respondents: 8 people were the managerial staff, and the others included 47 teachers representing four subject areas: mathematics (14 people), ICT (10 people), nature science teachers (15 people) and language teachers (8 people). Most of the respondents, as much as 84% (46 people), were women, whereas men accounted for only 16% (9 persons) of the respondents, which corresponds to the dominance of women in the teaching profession.

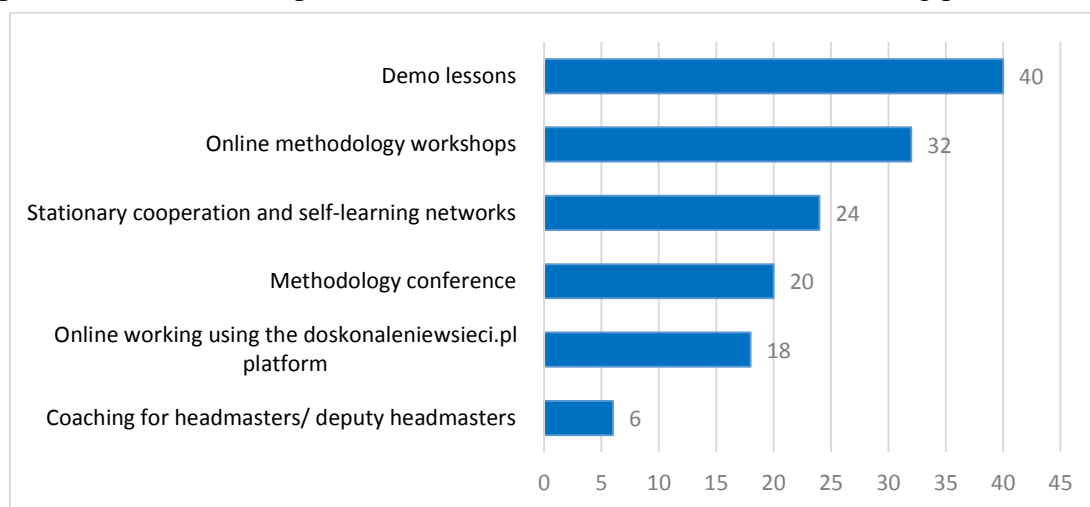


Figure 2. Support forms the respondents participated in.

Source: own study based on the research performed.

Each of the respondents took part in at least one support form, while the choice of the support form was free. The support forms most often selected by the teachers were: *demo lessons* (40 selections) and *online methodology workshops* (32 selections). Less popularity was enjoyed by *stationary cooperation and self-study networks* (24 selections), *a methodology conference* (20 selections) and *working online on the doskonaleniewsieci.pl platform* (18 selections).

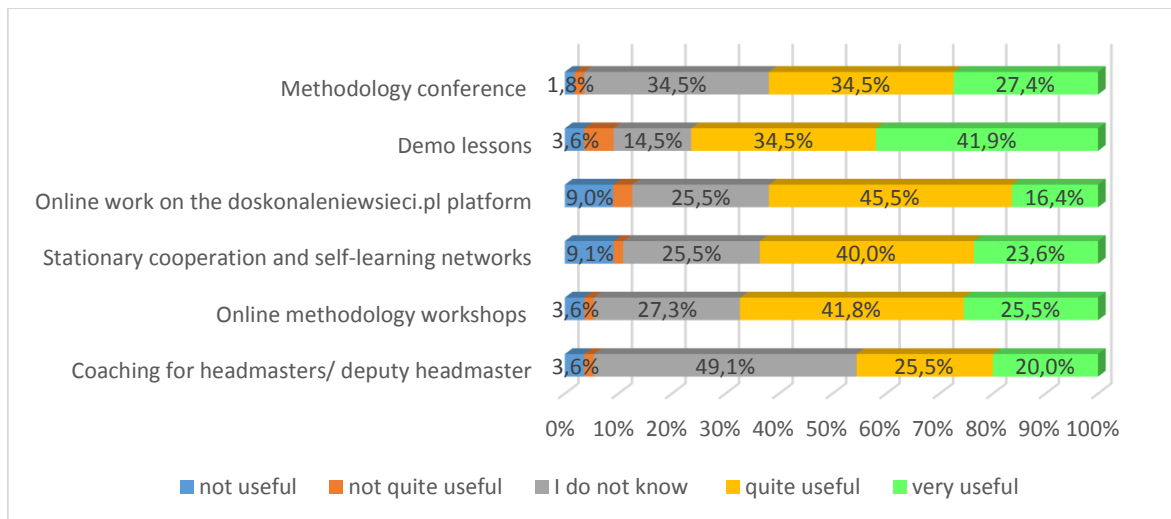


Figure 3. Evaluation of the usefulness of the support forms in terms of teacher competences enhancement.

Source: own study based on the research performed.

The support forms offered in the project were evaluated as useful in terms of teacher's professional competence enhancement. The highest score (as quite useful and very useful) was awarded by the teachers-respondents to the support forms, in the following order: *demo lessons* (77%), *online methodology workshops* (67%), *stationary cooperation and development networks* (64%), *working online on the doskonaleniewsieci.pl* platform and *methodology conference* (62% each).

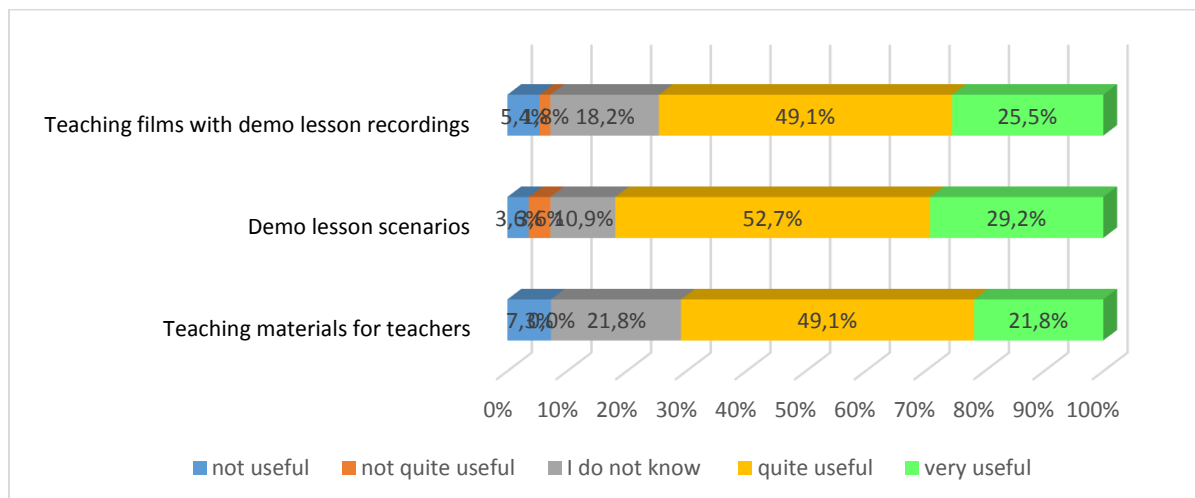


Figure 4. Evaluation of the usefulness of the teaching materials and teaching aids developed in the teacher's professional work.

Source: own study based on the research performed.

In the opinion of the respondents, the teaching materials and the teaching aids developed in the project are useful in the teacher's professional work. As most useful (*quite useful* and *very useful*) the following were indicated in that order: *demo lesson scenarios* (81%), *teaching films with demo lessons recordings* (75%) and *teaching materials for teachers* (71%).

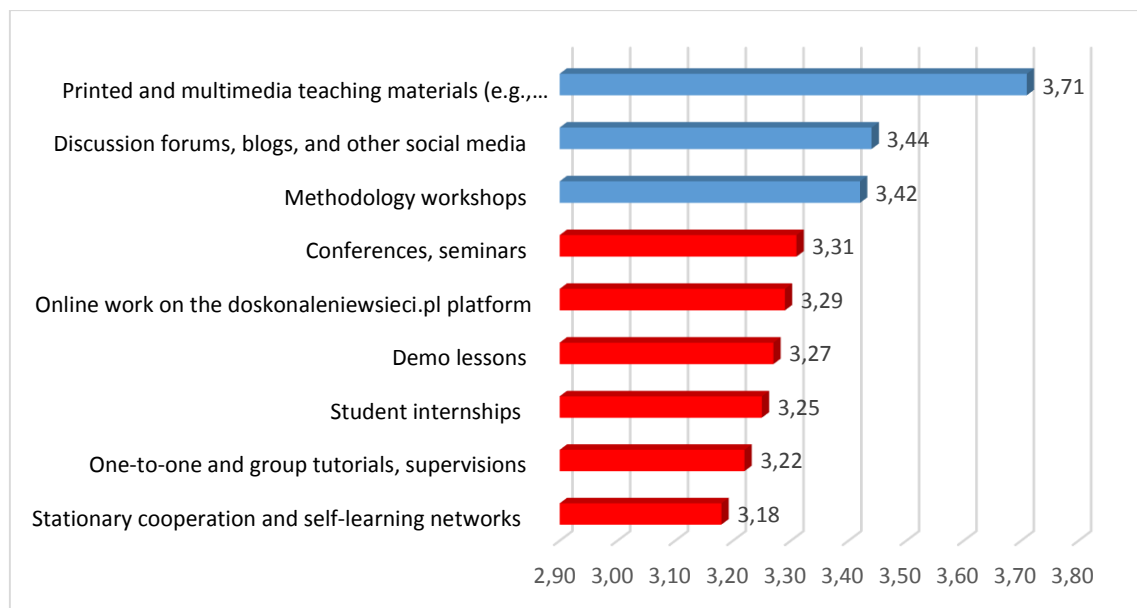


Figure 5. Evaluation of the support forms as well as teaching materials and aids in terms of continuing the teacher training school operation.

Source: own study based on the research performed.

The respondents evaluated the respective support forms and indicated which, in their opinion, should be continued during the lifespan, namely for 5 years after the project completion. Each of the support forms was evaluated using the scale from 1 to 5, where 1 – *should definitely not be continued*, and 5 – *should definitely be continued*. The arithmetic mean calculated was 3.44. The following support forms were found above the average: *printed and multimedia teaching materials* (average score: 3.71), *discussion forums, blogs, other social media* (average score: 3.44), *methodology workshops* (average score: 3.42). a slightly lower score (below the average) was allocated to: *conferences and seminars* (average score: 3.31), *working online on the doskonaleniewsieci.pl platform* (average score: 3.29), *demo lessons* (average score: 3.27), *student internship* (average score: 3.25), *one-to-one and group tutorials, supervisions* (average score: 3.22) and *stationary cooperation and self-study networks* (average score: 3.18).

Selected findings of the qualitative research (CAWI) carried out in a form of interview with a representative of the Beneficiary and the Partner (2 people), headmasters and deputy headmasters of the Training School (4 people) and the representatives of the higher education provider and the support institution (2 people) are presented in Table 2.

Table 2.
Opinions of the respondents on the operation of the Model Training School as part of the project

Respondents	Questions and answers (selected)
Project executors (Beneficiary and Partner)	1. Did, in your opinion, the project execution affect a professional development of the headmasters and teachers in terms of their application of interesting solutions supporting a development of the key student competences?
	<i>In my opinion that the project execution enhanced a professional development of the teaching staff thanks to a practical character of the support and teachers sharing their experiences.</i>
	<i>I think that the project execution enhanced a professional development of the teaching staff as the project participants were taking part in trainings and methodology workshops which increased their competences and, thanks to them, they acquired new skills which can be used in their everyday work with the students.</i>
	2. Was, in your opinion, the Training School Model management and implementation system as part of the project effective?
	<i>The Training School Model management and implementation system in the project was effective.</i>
	<i>The Training School Model management and implementation system in the project was effective as the tasks executed facilitated accomplishing the aims assumed in the project; subject classrooms have been provided with additional equipment in schools, teaching staff competences have been increased.</i>
	3. What actions, in your opinion, are most effective and should be continued by the Training School?
	<i>The effective actions which should be continued by the Training School include demo lessons, methodology workshops, one-to-one and group tutorials, supervisions, conferences, seminars.</i>
	<i>The effective actions which should be continued by the Training School are demo lessons and one-to-one and group tutorials.</i>
	4. What actions, in your opinion, should be launched for the Training School to operate effectively throughout the project life?
<i>The actions which should be launched for the Training School to operate effectively throughout the project life are, especially, providing funds for the planned actions throughout the project life.</i>	
<i>The actions which should be launched to ensure an effective operation of the Training School throughout the project life: the leading authority (commune) providing the funds for actions throughout the project life, e.g., conferences and workshops as well as planning the support schedule by supporting institutions experts (KPCEN in Bydgoszcz) executed as part of the statutory operation of the supporting institution and continued support by the PBS University of Science and Technology in Bydgoszcz as part of 3 missions of the University and including the teachers of the Training School into educational actions for children.</i>	
Headmasters and deputy headmasters of the Training School and the Supported Schools	1. To what extent has the participation in the project contributed to increasing the professional competences of the teachers employed in the school?
	<i>On average</i>
	<i>Very much</i>
	<i>I cannot say.</i>
	<i>I think that very much.</i>
	2. What, in your opinion, teaching materials will be most useful in the teachers' professional career?
	<i>Class scenarios and teaching films, I think.</i>
	<i>Class scenarios and films with recordings, I think.</i>
	<i>All the materials: scenarios, publications and films.</i>
	<i>Publications and films, I think</i>
3. What actions should, in your opinion, teachers continue to participate in throughout the project life?	
<i>I am of the opinion that the most valuable were the demo lessons, conferences and seminars.</i>	
<i>In my opinion the following should be continued: cooperation and self-study networks as well as face-to-face and group tutorials, supervisions.</i>	
<i>The teachers should take part in tutorials, supervisions, conferences and seminars. At the same time, discussion forums, blogs and other social media are valuable for them</i>	
<i>I think that the following should be continued, especially, cooperation networks and demo lessons.</i>	

	<p>4. What actions, in your opinion, should be taken for the Training School to operate effectively once the project is completed?</p> <p><i>In my opinion, one should facilitate benefiting from selected support forms on the premises of the Supported Schools, take care of the practical character of the workshops, networks, conferences, seminars, engage all the teachers in joint actions, make teachers aware that the process of sharing knowledge is bilateral and it leads to benefits to both sides, make sure the leading authority provides financial assistance for launching innovations (e.g., a possibility of organizing extra activities, research visits for teachers, teaching aid and subject classroom equipment purchases).</i></p> <p><i>In my opinion, one must make sure the workshops, networks, conferences, seminars are practical in character, find financial support for financing the actions.</i></p> <p><i>In my opinion one must care for the teacher needs and adjust the support to the expectations, a practical dimension of the support, engage the teaching staff in joint actions and motivate the teachers to share the exercise materials, lesson plans, tasks, games, tests.</i></p> <p><i>It is most important to investigate the teacher needs, to provide a practical dimension of the support offered, motivating teacher to self-study, cooperation and sharing experience with each other and providing parent training and sharing the knowledge acquired with the entire teacher council for the change to occur at the same time in the entire school.</i></p>
Representatives of the higher education provider and the supporting institution	<p>1. What actions, in your opinion, must be taken for the Training School to operate effectively once the project is completed?</p> <p><i>Definitely maintain the contacts and cooperation established.</i></p> <p><i>Maintain the contacts established and provide high-class teacher training coaches.</i></p> <p>2. Is, in your opinion, the teacher support system offered by the Training School Model effective?</p> <p><i>Pretty sure</i></p> <p><i>Yes, definitely</i></p> <p>3. Based on your experience, what should be changed in the Model?</p> <p><i>Hard to say</i></p> <p><i>More engagement of all the teachers.</i></p> <p>4. how the institution you represent could support the Training School throughout the project life?</p> <p><i>My institution (higher education provider) could plan classes for the students in a form of science tutorials (chemistry, physics, biology), hold a conference for the headmasters and teachers, provide the teachers with an offer of lectures for various groups (children, students, senior citizens), the higher education provider could hand over equipment to schools.</i></p> <p><i>The institution I represent (Supporting Institution) could support the Training School by providing tutorials, demo lesson observations, operating the networks, material development and sharing, lesson scenario development, school needs diagnosis, providing training and workshops for teachers.</i></p>

Source: own study based on own research.

The project evaluation findings facilitated granting a positive score evaluation of the Training School actions in terms of all the evaluation criteria as the project responded to the real needs of the target group, the Training School Model management and implementation system, as part of the project, was evaluated as effective. Besides, the project execution enhanced the professional development of headmasters and teachers who apply interesting teaching, organizational, upbringing solutions in terms of the actions supporting a development of the key student competences. At the same time the project has generated the assumed benefits for the target group and it is possible for the Training School to operate throughout the project life; for 5 years, once the project is completed.

5. Conclusions

The priority of the educational policy in Poland should be to ensure an effective teacher education and life-long professional development system which will respond to the real-life needs of the school and which will allow the teachers to enhance their professional competences and develop their working tools. The Teacher Training Model presented as an innovative teacher competence support system can be applied in other primary schools in Poland.

The evaluation findings awarded a positive score to the project in terms of the research questions according to 5 evaluation criteria. At the same time the expectations of the teaching staff in terms of the directions for continuing the teacher support by the teacher training school during the project lifespan were looked at.

According to the opinion of the managerial staff of both the supported schools and the teacher training schools, while providing the support, one should verify the current needs of the teachers and adjust the support forms to their expectations. Similarly, it is of crucial importance to make the teachers aware that the process of sharing knowledge is bidirectional and beneficial for both parties involved and so it is important to motivate the teachers to cooperate and share experience with one another. It would be most precious if the teachers were open to sharing their knowledge; materials, scenarios, lesson plans, tasks, games, tests and if they could post the teaching aids they have developed, free of charge, on the special portal. Teachers are interested in using ready teaching aids, class scenarios and teaching films which they could directly implement into their class. At the same time the teaching staff is open to cooperation and sharing experience with other teachers on discussion forums, blogs, social media and during methodology workshops. In terms of competence enhancement, a practical dimension of workshops, networks, conferences and seminars is of special importance and so the qualified staff should be selected to perform actions (motivated, competent and communicative). The way the training sessions should be organized should allow benefiting from the support forms selected on the supported school premises. It is also essential to adjust the times and days to the teacher group preferences. The teaching process should involve all the teachers and parents so that the change occurs simultaneously in the entire school and it is global. In the opinion of the project executors, namely the Beneficiary and the Partner, for the Teacher Training School to operate effectively during the project lifespan, it is required to provide the funds, to develop the action schedule for the successive years and to determine the framework cooperation with the supporting institution and with the higher education provider.

Importantly, despite the positive score awarded to the operation of the Model Training School, the success of implementing those changes will be feasible when the prestige of the teaching profession increases. It is disturbing that many teachers give up their jobs. It is also observed that few young people are interested taking up a teaching career. The principles of recruitment and effective teacher remuneration are also essential so that those are the people

who consider it a vocation and who are open to development and competence enhancement process. And those aspects provide a huge challenge for the state's education policy, which is not the subject matter of this article.

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