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Stages of professional teacher career in Poland – in the light of formal requirements as well as in practice

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Stages of professional teacher career in Poland – in the light of formal requirements as well as in practice

Etapy kariery zawodowej nauczyciela w Polsce na tle wymagań międzynarodowych w teorii i praktyce

Introduction

The system of career advancement in teaching was established in Poland to motivate teachers to pursue lifelong learning and personal development, which would help them, to improve their work as well as the quality of the work of schools¹. Above all, the accepted solution had its justification in the need to prepare teachers for new challenges brought by the reform of the national education system in Poland, which was implemented in 1999.

The education reform brought numerous changes in Polish education, especially in the school structure (e.g. a new type of schools called “gimnazjum” (middle school) was established), training programs and philosophy of school operation. The greatest responsibility for implementing this reform fell on the most numerous group of middle-aged teachers (ages 35–45 and 50 years old). These teachers were mostly included in the new system of professional training, which was strictly connected with the requirements for the new procedure of professional promotion. Taking into account their seniority, higher education, usually a Master of Arts degree and earlier degrees of professional specialization introduced in the 1970s (later suspended), they were mostly pursuing the highest degree of promotion – a certified teacher.

The research conducted in this field, including a qualitative autobiographical research study, shows a series of problems, difficulties, tensions

¹ Paper presented at the 36 ATEE Conference 2011, Riga.

and dilemmas that teachers experience during the successive stages of their development in the form of formal levels of professional promotion.

Teachers with the highest seniority – more than 20 years of experience, who are aiming to obtain the status of a certified teacher (an experienced professional) and also novice teachers in the trainee position have most problems.

For example, it is often the case that a teacher aged 30–33 attains the highest level of development and becomes a certified teacher. Hence the following question arises: What to do next? Maybe become an expert? However, there is also the risk of falling into a routine.

Specific problems will include questions such as: What forms of activities does a teacher undertake at a given stage? What help can he receive and from who? What can he expect from the training? What are the advantages, including financial advantages? What are the negative aspects?

The conclusions from the analyzed research will concern rationalizing the procedures of the teaching career and providing assistance, which is indispensable in the respective stages, and especially for novice and experienced teachers in their professional development.

In further consideration I will address the following issues:

1. The origin, essence and formal requirements of career advancement for teachers.
2. Professional promotion in the teachers' experience.

The origin, essence and formal requirements of career advancement for teachers

The system of career advancement for teachers was introduced on 6th April 2000 by the Teacher's Charter. The basic aim of introducing this system was to implement a new concept of teachers' professional status, which could enable them to achieve a real promotion in their profession. In its conception the system of career advancement for teachers was meant to stimulate teachers to systematically upgrade their qualifications and professional competence in order to be able to undertake activities enhancing the process of education and teaching at their school.

Attaining the initial level of development is obligatory for novice teachers who enter this profession; then they work for nine months to reach the next level – a contracted teacher. Beyond that, career advancement is not obligatory. However, if one desires to pursue the position of an appointed or certified

teacher, he must be employed as a full-time teacher and submit a special letter to school authorities concerning these positions.

The condition for advancing in the teaching career depends on:

- fulfilment of qualification requirements,
- completion of a special training,
- gaining acceptance of the Qualification Commission or passing an examination conducted by the Commission depending on the stage of advancement².

Qualification requirements for the respective degrees of professional development are described in the professional development plan³ and include a series of tasks to be performed during one's training. This plan must include the following requirements:

- For the degree of a contracted teacher:
 - knowledge of organization, tasks and principles of school operation,
 - the ability to conduct school activities in a way assuring proper execution of statutory tasks,
 - knowledge of children's (students') environment, their problems as well as the ability to collaborate with the local environment,
 - the skill of analyzing and discussing conducted and observed lessons and other school activities.
- For the degree of a nominated teacher:
 - the ability to organize and improve one's teaching practice, the ability to assess one's own activities and evaluate their effectiveness, the ability to make changes in these areas, the ability to prepare and organize individual plans of work with a child and completing a child's chart regarding his activity in a team for a periodical evaluation,
 - the ability to consider the developing needs of students, issues concerning the local environment as well as contemporary social and civilization matters,
 - the skill and use of information and communication technologies (IT),

² All formal requirements are included in The Teacher's Charter of 1 December 2004 concerning the levels of career advancement of teachers, together with successive changes in the legislation.

³ The plan of professional development includes the following information: the date of starting the special training, the date of completing this training, the name of the supervisor of this training, directions of development, adequate tasks to be carried out, the dates of their execution, methods of collecting documents, etc.

- the skill of applying knowledge from psychology, pedagogy and didactics as well as general issues to education, social welfare and dealing with juvenile issues,
- the ability to understand and apply rules and regulations concerning education.
- For the degree of a certified teacher:
 - achieving positive effects in teaching and working with youth,
 - achieving positive results in carrying out educational tasks, providing social aid and addressing juvenile issues,
 - the skill and use of information technologies (IT),
 - the ability to share knowledge and experience with other teachers by running open classes, especially for novice and contracted teachers as in-service school training.

The condition for promotion is completing a special training, which a contracted teacher can use towards the degree of a nominated teacher after working at a school for at least two years, but a nominated teacher can use this procedure towards the degree of a certified teacher after at least one year from attaining the previous level.

The special period of training includes: knowledge of the advancement procedure and all the formal requirements (completing special training in this area), preparing a plan for professional development requirements, fulfilling specific tasks included in the plan, recording the completion of all the activities in special files, and participation in professional training. The activities depend on specific requirements connected with the levels of promotion.

And so a trainee teacher during his first year of work gains the necessary experience. The school headmaster designates a special tutor (mentor) for the trainee. It can be a nominated teacher or a certified teacher, who does not necessarily teach the same subject. At least once a month the mentor should observe the lessons conducted by the trainee teacher. The trainee teacher should also participate in the lessons conducted by his mentor. The trainee's work lasts nine months, during which he gets familiar with the organization and principles of school operation. He must write a plan of professional development, namely a plan of his activities during his work as a trainee. He must also think about his stronger or weaker points and indicate the areas he particularly wants to develop and improve. The plan must be approved by the school headmaster during the first thirty days of his work as a trainee teacher. After completing this training he should also submit a report to the headmaster concerning the execution of the plan of professional development. This report is evaluated by the headmaster

within 21 days from the date of obtaining the mentor's feedback as well as parents' feedback concerning his work. His mentor must submit an evaluation of the trainee's professional achievements to the headmaster within 14 days. His evaluation is in the form of a written letter and presents justification as well as information about the possibility of appeal in order to reverse a decision in case it is negative. Having obtained a positive evaluation the trainee submits a letter to begin the qualification procedure. The headmaster designates the Qualification Commission who decide whether the trainee should be promoted to the status of a contracted teacher. Each of the Commission members assesses the trainee's readiness on the scale of 1 to 10. If he receives at least 7 points as an arithmetic average on this scale the trainee may be promoted by the Qualification Commission and become a contracted teacher. During the meeting of the Qualification Commission all the questions and answers of the trainee are recorded together with the number of points he received on the scale of 1 to 10. After fulfilling all these conditions, the school headmaster according to the administration procedure promotes the trainee (novice) teacher to the status of a contracted teacher.

A contracted teacher desiring to advance and become a nominated teacher undergoes a similar procedure. The difference is that a contracted teacher's special period of training lasts 2 years and 9 months and after this period he submits a letter stating his desire to be promoted to a higher position. Having received positive feedback concerning his professional achievements during this period of training both from the headmaster and from the parents' council, the teacher submits a letter to school authorities to commence the examination procedure. After fulfilling all the requirements the teacher appears before the Qualification Commission which consists of a school supervisor, the headmaster, three experts and a representative of the Polish Teachers Association (optional). Having obtained a maximum number of points, the teacher is promoted and becomes a nominated teacher.

The next level of promotion is a certified teacher. The teacher's special training period starts at the beginning of the school year. The teacher submits a letter to the school headmaster. The period of special training also lasts 2 years and 9 months. The guidelines are the same as in the previous case.

Obtaining the approval of the Commission:

- in the case of a trainee teacher – the approval by the Qualification Commission is granted following an interview,
- in the case of a contracted teacher – the approval is granted upon passing an examination run by the Examination Commission,

- in the case of appointed and certified teachers – the approval by the Qualification Commission is granted following an evaluation of the teacher's professional achievements and an interview.

After fulfilling the above conditions according to the administration decision the school headmaster promotes a trainee to the position of a contracted teacher. To be promoted to the position of an appointed teacher one must be appointed by the managing school administration. A certified teacher is appointed by the pedagogical school administration. Advancing in the teaching career is a formal confirmation of achieving a high level of qualification and professional development. The level of promotion attests to the professional achievement of a teacher⁴.

In comparison to the regulations from before the reform of education, when a teacher's basic salary depended on the level of his education and experience and was raised automatically every 2 years by a certain amount regardless of one's professional specialization, now after introducing the system of career advancement the possibility of a fast upgrade of professional status and salary has become real.

The new system of career advancement of teachers creates an opportunity of achieving successive degrees of professional promotion. However, at first the implementation of the system had different guidelines. In the year 2000 about 75% teachers were employed on the basis of nomination. By law they advanced and became nominated teachers, then comparatively, in a short time they obtained the status of a certified teacher. Teachers having additional qualifications, those who became nominated teachers, had the possibility to work to become certified teachers in a shorter time lasting 9 months or 1 year and nine months. The above-mentioned solution caused a rapid shift in the proportions of teachers in favor of certified teachers.

In 2004 a significant modification of this system was made and it involved:

- an extended path of career advancement from 7 to 10 years. Thus, the time needed to reach a higher degree of professional promotion and at the same time a higher salary became nearly twice as long,
- an obligatory interview by the Qualification Commission for the degree of a certified teacher,
- strengthening the role of the school superintendent in the system of career advancement for teachers by engaging him in the work of the Examination Commission, which awards the title of an appointed teacher.

⁴ B. Śniezek, *Karta Nauczyciela. Komentarz do ustawy*, Warszawa 2009, p. 54.

However, it should be added that nowadays it is not necessary to collect all the certificates concerning collaboration and undertaken activities or training certificates, photos, the curriculum, plans, programs, detailed agendas of school ceremonies, events, etc. At present, it is sufficient to do a reflective analysis of the performed activities and undertaken initiatives of professional training, focusing on the advantages the teacher gained, his work and how it influenced the upgrading of the quality of work at a given school or institution.

One can note that the essential aspect of the present system of professional promotion of teachers is a stronger connection between the teacher's professional development and professional training. In fact, the system of career advancement of teachers constitutes:

- a reflection on the stages of a teacher's professional development:
 - adaptation in the profession; a trainee (novice) teacher, contracted teacher,
 - professional stability: an appointed teacher,
 - expertise in the profession – a certified teacher,
- a mechanism motivating teachers to upgrade their qualifications and engage in professional training.

As a result, the system has brought changes in the career advancement including an upgrade of teachers' qualifications, improvement of their competencies, a rise in the salaries and a greater prestige of the profession. The career advancement facilitates:

- raising one's qualifications,
- higher pay,
- stability in the profession,
- access to administrative functions and higher positions in the education system (expert, examiner, mentor of the trainee teachers, positions in the school management)⁵.

In 2008, 97% of all the employed teachers, which is over 20% more than in 2000, had a university degree. In 2009, 4.98% of the employed teachers were trainees, 19.67% were contracted teachers, 30.82% were appointed teachers, and 41.63% were certified teachers⁶.

⁵ It was based on the article by The Advisers Team of the Ministry of Education regarding the Professional Status of Teachers: *Jaki awans zawodowy nauczyciela?* ("What is a Teacher's Promotion"), Warszawa, rozporządzenia zamieszczone na stronie internetowej MEN <http://www.men.gov.pl> (dostęp: 23.06.2010).

⁶ Raport Centralnego Ośrodka Doskonalenia Nauczycieli, *Nauczyciele we wrześniu 2008 roku. Stan i struktura zatrudnienia* (Teachers in September 2008. The condi-

Career Advancement in the teachers' experience

The aim of conducting the analysis is to show the procedure of teachers' career advancement in the light of experience, reflection and perception of teachers being in various phases of professional development, from novice teachers to the phases of stabilization and professional mastery.

The empirical material is of qualitative nature and includes the teachers' written accounts in the form of autobiographical texts (memoires, diaries, life stories) obtained by means of a nation-wide autobiographical research study (over 160 texts) in 2002–2004⁷.

The latest data are from the qualitative research in 2011, whose aim was to obtain autobiographical written accounts of the experience connected with career advancement (about 50 texts).

Middle-aged teachers (35–50/55) participated in the autobiographical qualitative research of 2002–2004. The basic aim of this research was to explore the relationships of the middle-aged generation of teachers in the context of the socio-educational change in Poland after 1989 as well as the education reform, which took place in 1999 and affected education, culture, teachers' work, and socio-political and economic life. These changes, for the middle-aged teachers, had an unusually radical character; we can say they were experimental. They divided their life into two periods. The first period was prior to the shift of the political system (the times of The Polish People's Republic – completely different in ideology and social system); the second period after the change of 1989 (the influence of the neoliberal economy and the new problems in social life, culture and education).

Paradoxically, in spite of being unprepared for the change, these teachers were mainly responsible for introducing the education reform and a series of other deep transformations. These transformations took place in schools. Most of the teachers held a Master's degree in education⁸. In light of this fact they seemed to be an interesting subject of research to show the influence of the new political system on education and teachers in Poland.

tions and structure of employment) Warszawa 2009, www.edunews.pl/images/pdf/nauczyciele_2008.pdf

⁷ W. Dróżka, *Generacja wielkiej zmiany. Studium autobiografii średniego pokolenia nauczycieli polskich 2004*, Kielce 2008.

⁸ E. Putkiewicz et al., *Nauczyciel wobec reformy edukacji. Raport z badań*, Warszawa 1999.

One of the most radical changes in the cycle of professional development of teachers was the introduction of the phase of stabilization, which completely disturbed their rhythm of work. The aim of this solution was first and foremost to mobilize teachers to continuous improvement of their qualifications in connection with the education reform and the new requirements of the changing world. Finally, the procedure was to serve the improvement of the quality of schools and other educational institutions.

In practice, this endeavor appeared to be one of the most criticized and controversial attempts of the education authorities, apart from the introduction of middle schools and standarization. For the experienced teachers who were used to traditional self-training, promotion was associated first and foremost with the immensity of bureaucracy, paperwork, certificates and with the teachers' "rat race".

In the light of the analysis of the experienced teachers' memoirs from 2002–2004, we can conclude that the problem of professional promotion constituted a significant part of the teachers' concerns. A great majority of these teachers already had or tried to obtain the title of a certified teacher. Their accounts were full of critical remarks regarding the disruptions of that ongoing procedure as well as the atmosphere in the teachers' teams, local environment and even in the teachers' families. According to the new regulations, gaining a professional degree required great effort as well as execution and recording of many activities. These activities involved family members, friends, local institutions, libraries, publishers, photographs, computer specialists, etc.

The teachers' accounts of this subject of promotion reveal several aspects of this issue. First and foremost, what is striking is their disappointment. As one could read in their memoirs, holding a master's degree, having many years of teaching experience, professional achievements, and reaching the highest level of professional specialization, once again they were forced to prove their usefulness as teachers. Many of them agreed to do it because of a great competition in the labor market and the fear of being unemployed. As a result, experienced teachers in teachers' circles generated some kind of a stereotype that career advancement is something negative, it is a threat to the teachers' autonomy, which still persists, especially among the older generation of teachers.

One of the main issues discussed by the teachers was the bureaucratic aspect of the career advancement procedures. They were required to collect evidence of even the least significant activity. It was an essential "novum" in the profession, which immediately gained the most opponents among the teachers.

Another matter is the way of assessment by the Commission, which at the beginning evaluated the teachers without the participation of the candidate; it was the object of strong criticism by the teachers.

Many teachers notice with sarcasm that their school during the process career advancement facilitated the development of the teachers rather than served the students for whom there was not enough time and strength. The side effect of excessive formalization of teacher development was the rapidly worsening atmosphere among the teaching teams. We can notice the development of jealousy, rivalry, aggression, a lack of confidence and friendship rather than collaboration and accountability as suggested by the reform. Arising tensions and conflicts were observed by the students⁹. Dejection was sensed among the teachers. Many of them suffered from professional burnout and a lack of motivation. They lost the purpose for further professional activity and many are impatiently waiting for retirement. A great number of the teachers, especially older ones, expressed the opinion that earlier achievement of professional specialization would allow them to assess the level of the teacher profession in a more objective way.

Some teachers in their written accounts stated that some of their friends resign from any activity and further development after gaining the degree of a certified teacher. It was very disturbing because it referred to teachers aged 35–40 who limited themselves to their previous achievements. The facts show that there are numerous loopholes and flaws in the procedure of promotion, which was confirmed by other researchers¹⁰.

On the whole, in spite of the critical comments concerning the procedure of gaining degrees of professional promotion, the teachers also noticed some positive aspects. First and foremost, they wrote that the procedure caused a distinctive revival of the nearly “dormant” teacher environments. It also caused a greater interest in improving skills as well as a greater aspiration to gain new practical professional competencies. The reform strongly stimulated teachers to become more active. Initially, it was easier to get promoted for those who

⁹ B. Śliwerski, *Biograficzny wymiar konfliktów w szkole*, in: *Drogi edukacyjne i ich biograficzny wymiar*, ed. E. Dubas and O. Czerniawska, Warszawa 2002, p. 157 and next.

¹⁰ Z. Jasiński, *Polscy nauczyciele wobec awansu zawodowego (doniesienie z badań)*, in: *Nauki pedagogiczne w Polsce*, ed. T. Lewowicki, M. J. Szymański, Kraków 2004, p. 339; Z. Ratajek, *Założenia i rzeczywistość. Pierwsze oceny reformy edukacyjnej*, „Edukacja” 2003, nr 2, p. 29.

systematically upgraded their professional qualifications and long ago gained degrees of professional qualifications (first and second degree) and in some cases a doctorate degree. Those teachers did not have much difficulty collecting all the necessary documentation. However, they had certain problems with adequate preparation in accordance with the special requirements of the Commission assessing achievements. Now there are special trainings in this regard. In the past teachers had to prepare for the procedure themselves.

The requirement for promotion in case of many teachers constituted some kind of a positive impulse to have another look at one's career, to think about it as a creative activity, requiring subjective initiative, self-reflection and reflection on each undertaken activity. Not only is it important to perform work-related tasks well but also to gain the skill of describing one's activity and the ability to plan one's work, make predictions, conduct an analysis, draw conclusions, share one's experience with others, etc. The teachers became more creative, searching and reflective. They also had greater courage to present their opinions within the local environment. Many of them gained computer skills and learned to use the Internet.

The teachers maintained a positive attitude to the additional requirements because of the good atmosphere at school, encouragement by the school headmaster and educational authorities, team work of all the teachers, mutual help, friendliness, and the willingness to share experience with others. Considering the advantages of career advancement the teachers emphasized that continuous training, in spite of the enormous amount of work, prevented them from professional burnout, which so often affects teachers with a long work experience.

That was the situation when the system was first introduced. And how is it now? What has changed? A qualitative research study was conducted in 2011 based on approximately 50 teachers. Most of them have completed postgraduate studies, organized by university and sponsored by the European Union funds. These teachers were asked to write their report on the subject: "My road to professional promotion"¹¹. The study revealed that after a few years the teachers have a positive attitude to the system of professional development related to assessment of their work and career advancement. The evaluation of

¹¹ These research studies are continued under my supervision based on the entire population of postgraduate teachers (approximately 900 individuals), with application of a special self-created questionnaire "Professional training of teachers" and interviews.

this system differs depending on the age and length of one's work experience. Older and middle-aged teachers who are in the phase of professional stability still tend to have less favourable opinions of the changes, but novice teachers, being in the phase of professional adaptation, express the greatest number of positive opinions. They see professional training and all the related formalities as something natural.

The older, more experienced teachers indicate the negative aspects of career advancement. For example, in spite of the legal restrictions there are still ineffective bureaucratic procedures and formalities regarding professional development in the respective stages of the professional cycle. In their opinion, the system is favourable for young teachers; however, experienced teachers see the negative aspects. They criticized the lack of workshops and insufficient training which would be targeted only at certain groups of teachers rather than general trainings for everyone. The career advancement scheme stifles and restricts more creative and authentic development.

Among the positive aspects of promotion the experienced teachers have indicated: the possibility of gaining greater assertiveness and confidence with regard to their school-related decisions, establishing valuable relationships with other teachers as well as with different institutions, computer and Internet skills, influence on decisions concerning their school, and becoming a mentor of novice teachers. Young teachers, especially beginners, highly appreciate working under the supervision of their mentors as well as with the assistance of experienced colleagues and participation in professional training. Most of them think that career advancement is a very good way of motivation for further development.

The results obtained in the international research TALIS of 2008¹² attest to the positive influence of the career advancement procedures on teachers' professional development. As many as 70 000 teachers (in Poland over 3000) from the first level of secondary school (in Poland – middle schools) participated in this research. The results show that out of 24 researched countries (there were 17 EU countries and 7 partnership countries), Poland has the highest percentage of teachers (over 94%) who participate in professional training. To a large degree this may be connected with career advancement. However, some teachers, as the authors of the Report indicate, collect certificates from various

¹² *Międzynarodowe badania nauczania i uczenia się OECD, TALIS, Nauczanie – wyniki badań 2008. Polska na tle międzynarodowym*, Warszawa 2009, p. 18 and next.

courses of professional training which are part of the teachers' effort to earn a promotion¹³. Moreover, according to these research findings, the number of teachers taking part in professional training decreases with age. The teachers with the highest qualifications attend most trainings. In Poland as well as in Lithuania teachers attend 5 to 6 types of trainings at average.

In Poland the research by TALIS showed that nearly 44% of teachers have great needs in the area of professional training. First of all, these needs pertain to teaching students with special educational needs, using computer techniques in teaching as well as vocational guidance. Foreign language teachers indicated the greatest need for training.

Among the factors supporting professional training the researchers took into account were: the requirement of training, reimbursement for training, bonus payment, taking into account the time for training when creating the timetable. It was concluded that there was no clear relationship between the time devoted to professional development and the the fact that the trainings were mandatory or free of charge. The most essential issue in favor of professional development proved to be the period of work as a novice teacher, that is advice and assistance of experienced and respected teachers. These forms of support are the most significant for teachers starting their work at school. In Poland they have a connection with the career advancement and include 94% of all teachers and nearly 80% of novice teachers (in other countries they include only 26% of all teachers).

In the light of the TALIS research we can show the following impediments to professional development indicated by Polish teachers: trainings are too expensive (51%); it is difficult to balance the school timetable with training activities (41%); lack of support from the employer (12%)¹⁴.

The researched Polish teachers highly appreciated such forms of training as: courses, workshops, conferences, seminars discussing results of educational research, postgraduate studies, observation visits in other school, participation in internet-based collaboration of teachers, individual or team research, lesson observations, coaching, and demonstration lessons. The most highly assessed were such forms which do not disorganize the teaching process, including reading professional literature (93%), individual or team research (93%), and programs upgrading one's qualifications (92%).

¹³ There.

¹⁴ There.

Conclusion

The conducted research analysis concerning the system of professional development and training through levels of career advancement shows that according to the teachers this system has numerous advantages including improving one's teaching practice, an increased involvement in self-education, gaining new competencies, and upgrading the quality of teaching. However, at the same time this system is the cause of many disappointments and negative assessment, mostly because of excessive formalism and bureaucracy. High costs of training and lack of support from school administration are also criticized by the teachers.

The research study provides a reason for educational policy, for making changes in the procedure of career advancement leading to its simplification in order to limit the excessive bureaucracy and to strengthen the role of the headmaster in motivation and assessment of teachers. It would also be desirable to connect promotion more with the assessment of a teacher's real work "through his teaching practice", and not only on the basis of the collected certificates and reports. Young teachers also insist on extending the special period of training, for example in the case of a maternity leave.

With regard to professional training, which is an important factor of promotion and professional development, teachers suggest establishing a stricter connection between programs and training courses with financial support and more accessible forms of their organization. Furthermore, the authors of TALIS Report rightly demand that the courses and trainings be subject to continuous assessment of teachers and educational authorities.

STRESZCZENIE

Rozwój zawodowy nauczycieli i ich szkolenie w Polsce mają ścisły związek z pokonywaniem kolejnych etapów w karierze zgodnie z obowiązującymi uwarunkowaniami prawnymi.

Wymóg awansu zawodowego, jako konieczność realizacji kolejnych stopni w rozwoju kariery nauczyciela, został wprowadzony w Polsce w 2000 roku, przez prawa zawarte w Karcie Nauczyciela. Później ustalono następujące etapy promocji zawodowej nauczyciela i innych pracowników pedagogicznych oraz związane z nimi stanowiska i tytuły, które są ważne w dzisiejszych czasach: nauczyciel stażysta (początkujący nauczyciel, który wchodzi do zawodu), nauczyciel kontraktowy, nauczyciel mianowany,

nauczyciel dyplomowany (z zarejestrowanym certyfikatem), doświadczony zawodowy nauczyciel. Aby osiągnąć kolejne stopnie awansu, nauczyciel ma do spełnienia ściśle określone kryteria i wymogi formalne oraz musi przejść różne procedury oceny swojej pracy.

W niniejszym artykule staram się wytłumaczyć i pokazać formalne aspekty wymogów związanych z kolejnymi etapami rozwoju kariery zawodowej nauczycieli w Polsce w ramach tzw. awansu zawodowego, a także pokazać je w świetle moich badań, głównie jakościowych, autobiograficznych (historie życia nauczycieli) oraz wdrożenie i ocenę tego systemu przez nauczycieli.

SŁOWA KLUCZOWE: nauczyciel, rozwój zawodowy, kariera, etapy, promocja, badania jakościowe.