

Table 1. National Information - Poland

	EC-sector	Preschool	Primary-school
Age of children	3-5 years	6 years	7-10 years
Policy responsibility at central level	Ministry of Education	Ministry of Education	Ministry of Education
Operational responsibility at regional level (leave blank if not relevant)	Local Department of Education	Local Department of Education	Local Department of Education
Operational responsibility at local level	Local Government	Local Government	Local Government
% proportion of public, non profit and for-profit provision	Public – 94 % Private initiative – 6 %	Public – 98 % Private – 2%	Public – 98 % Private – 2%
Levels of access – what percentage of children in the age group attend	44, 6 %	100%	100%
Average hours of attendance per day of children	At least 5 hours per day. The majority of pre-school institutions work 9 hours per day	5 hours	5 hours
Do national or regional curricula or guidelines exist	Yes, it is called Preschool Education Policy	Yes it is called Preschool Education Policy	Yes, it is called General Education Policy
Do the curricula include guidelines concerning transitions or continuity	No	Yes	Yes
How would you describe the continuities that exist between early years and primary schools.	There are no specific arrangements. It depends only on the institutions.		
What is the relationship between ECEC staff and primary school staff? Close, distant, very distant	It depends on personal relationships, but in most cases it is distant because they work in different locations and do not have many opportunities to communicate and collaborate.		
Do the curricula include guidelines concerning emergent literacy	Yes, Books and storytelling are central aspects of literacy development	Yes Books and storytelling are central aspects of literacy development	Yes Reading and writing skills are part of the curriculum

Job titles of lead contact staff and assistant staff involved (please provide original language title and a literal translation)	„Nauczyciel wychowania przedszkolnego” – Preschool Education teacher	„Nauczyciel wychowania przedszkolnego” – Preschool Education teacher	„Nauczyciel kształcenia zintegrowanego” – Integrated Education teacher
Length and level of initial training of lead staff and assistant staff	Three-year teacher training colleges, teacher higher education schools (pedagogical academies), and teacher education faculties at universities. Master’s Degree studies seem to be the most popular route of training for pre-primary education teachers.	Three-year teacher training colleges, teacher higher education schools (pedagogical academies), and teacher education faculties at universities. Master’s Degree studies seem to be the most popular route of training for pre-primary education teachers.	Three-year teacher training colleges, teacher higher education schools (pedagogical academies), and teacher education faculties at universities. Master’s Degree studies seem to be the most popular route of training for pre-primary education teachers.
Days per year entitlement to in-service training of each category	Not defined in contract	Not defined in contract	Not defined in contract
% of lead staff with graduate training as a proportion of all staff	100%	100%	100%
What is your opinion of the suitability of staff in terms of qualifications, experience and motivation for development	Qualifications – very good Experience – very good Motivation for development - medium	Qualifications – very good Experience – very good Motivation for development - medium	Qualifications – very good Experience – very good Motivation for development - medium
Average number of children per teacher, e.g. 10:1	It depends but the number of children in one class cannot exceed 25 : 1 teacher	20 -25 : 1 teacher	20-25 : 1 teacher
Salaries of teachers per annum in Euros	It depends on the stage of the occupational career 4500 - 6000	It depends on the stage of the occupational career. 4500 - 6000	It depends on the stage of the occupational career. 4600 - 6500
Required working hours per week	25	22	18
Occupational status of ECEC staff	It is rather average, but it is surely lower comparing to the status of high school teachers.	It is rather average, but it is surely lower comparing to the status of high school teachers.	It is rather average, but it is surely lower comparing to the status of high school teachers.

Table 2. Curriculum features across the countries

Country	Curriculum name	Age group covered	Author and responsible levels	Main content orientations	Literacy orientation	Open framework or adult-driven	Other initiative related to Curriculum	Curriculum implementation features	Assessment process
Poland	1. Pre-school Education Policy	3-6	Ministry of Education	Play Communication skills, Creative development	Books and storytelling are central aspects of literacy development	Open Holistic approach	Development of curricula is in progress	The proportion of graduate teachers is high (95%)	Mainly portfolio but it depends on the programme of each centre
	2. General Education Policy – Primary School Education	7-10	Ministry of Education	Social skills Reading Writing, Bases of Mathematical and Natural Science	Reading and writing skills are part of the curriculum				