

Beata Dyrda, Irena Przybylska
Poland

Teachers' perception of their competences and professional education – empirical study

Abstract

In the article the authors intend to refer to the empirical study concerning teachers' perception of their education and needed competences. The surveyed group consisted of 72 teachers from different educational institutions (mostly primary and secondary schools). The first part of the article deals with the latest standards of teachers' professional preparation based on legal regulations. The subsequent part is the analysis of the obtained data which contributed to important conclusions and practical indications.

Key words: *pedeutology, teacher education, competences*

Introduction

The reform of teachers' professional education in Poland started as a result of the political changes of the 1990's. The reform was necessary, first of all due to the reform of the entire educational system in Poland, which was accelerated by the accession to the EU. The new laws of 1991 laid the foundation for the latest educational reform which have led to changes in the teaching profession. The existing standards for the qualifications of teachers were criticized as obsolete. Countermeasures were proposed to stop the decline of the teaching profession and increase the quality of education. In short, these countermeasures were aimed at boosting the professional development of the teacher and improvement of school organization and school management. In order to support teachers' professionalism and to attract and retain the best in the profession, new standards for teachers' competences and a more dynamic qualification process were