



Teacher Education Policy and Practice Challenges in Times of the Covid-19 Pandemic: Polish case

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The COVID-19 pandemic has impacted teacher education in various ways. Teacher educators had to respond quickly to an unexpected and 'forced' transition from face-to-face to on-line teaching, and they had to create learning environments for student teachers, who had been preparing for their job at schools in the light of the requirements of teacher education programmes and the conditions in which both universities and schools had to operate. The experiences and practices of teacher educators during the COVID-19 pandemic have changed how we think about the work of teacher educators and the way how we should prepare the future teachers for their teaching profession.

The paper presents the derived findings from the project research (ICET/ MESH, 2020) that documented the experiences of 400 teachers in 40 countries during the pandemic. In the project the data were mainly collected with the use focus group interviews. 20 researchers from across the globe facilitated opportunities for teachers and teacher educators to share their experiences, emerging pedagogies, and challenges due to COVID-19. The study participants also shared their recommendations for the roles of teachers, role of education and teacher education in the future.

The paper focuses on the findings from the Polish partner of the project, and the presented considerations are based on analysis of: (i) the government documents connected with guidance and advice about coronavirus (COVID-19) in educational settings for staff, and parents, pupils and students, and with interim guidance for administrators of Polish institutions of higher education with the focus on initial teacher education; and (ii) interviews with 35 teacher educators on their responses and challenges in providing teaching and learning in times of Covid-19 pandemic. The findings show a number of new key challenges in responses and providing high-quality Teacher Education in Poland in time of risk posed by the virus. The paper highlights the need for a comprehensive view of the pedagogy of online teacher education that integrates technology to support prospective teachers' teaching and learning, and it directs our attention to challenges for teacher education policy and practice.

Keywords: teacher education, teacher education challenges, on-line education, COVID-19, Poland



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