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POLISH AND AUSTRALIAN UNDERSTANDING OF EDUCATION ON THE EXAMPLE OF PRIMARY SCHOOLS

POLSKIE I AUSTRALIJSKIE ROZUMIENIE EDUKACJI NA PRZYKŁADZIE SZKÓŁ PODSTAWOWYCH

ПОЛЬСКОЕ И АВСТРАЛИЙСКОЕ ПОНЯТИЕ ОБРАЗОВАНИЯ НА ПРИМЕРЕ НАЧАЛЬНЫХ ШКОЛ

Abstract

The article presents the results of a comparative analysis of the specificity of selected educational solutions of the Polish and Australian education system at primary level. Its purpose is to show the factors, which had an impact on the understanding, and as a consequence the implementation of education at school. The essential similarities and differences on the examples between the current educational solutions in both countries taking into account their historical, geographical, cultural and political specifics. This comparative analysis was performed based on the analysis of literature, documentation of institutions responsible for the implementation of education in both countries and the experience of Polish emigrants in contact with the Polish Australian education published on websites. Conclusions and proposals resulting from the analysis can be found at the end.

Keywords education, Poland, Australia, comparison, educational system

Streszczenie

W artykule zaprezentowano wyniki analizy porównawczej specyfiki wybranych rozwiązań edukacyjnych Polskiego i Australijskiego systemu edukacji na szczeblu podstawowym. Jej celem jest ukazanie czynników, które miały wpływ na rozumienie, w konsekwencji realizowanie edukacji w szkole. Wskazano, posiłkując się przykładami, zasadnicze podobieństwa i różnice między obecnymi rozwiązaniami edukacyjnymi w obu krajach uwzględniając ich przyczyny: historyczne, geograficzne, kulturowe i polityczne. Wspomniana analiza porównawcza została zrealizowana w oparciu o analizę literatury, dokumentację instytucji odpowiedzialnych za realizację edukacji w obu krajach oraz opublikowane, na stro-

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nach internetowych, doświadczenia emigrantów polskich mających kontakt z polską australijską edukacją. Na końcu umieszczono wnioski i postulaty będące wynikiem przeprowadzonej analizy.

Słowa kluczowe: *edukacja, Polska, Australia, Porównanie, System Edukacyjny*

Аннотация

В статье представлены результаты сравнительного анализа специфики отдельных образовательных решений польской и австралийской системы образования на уровне начальной школы. Его цель состоит в том, чтобы показать факторы, которые имели влияние на понимание, и, как следствие, реализации образования в школе. Представлены основные сходства и различия на примерах действующих образовательных решений в обеих странах с учетом их исторических, географических, культурных и политических особенностей. Этот сравнительный анализ был проведен на основе анализа литературы, документации учреждений, ответственных за реализацию образования в обеих странах, интернет-страниц, а также опыта польских эмигрантов, которые сталкивались с австралийской системой образования. Выводы и предложения, вытекающие из анализа, можно найти в конце.

Ключевые слова: *образование, Польша, Австралия, сравнение, образовательная система*

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Statement of the problem in general outlook and its connection with important scientific and practical tasks.

The principal purpose of article is to present the specificity, fragment of the Polish and the Australian educational system of primary education. Several important from the point of view of understanding the role of education and a comparative analysis were included in it.. The most important aspects are: teaching organization scheme, purposes of education, method to achieve them, attitude to education, schools and teachers. In addition, possible causes of the states of things observed were indicated, including those of historical, geographical, cultural and political background. The description presented was formed based on

several sources of research, in particular the analysis of books and publications addressing the issue of the Polish and Australian education, documents of institutions responsible for educational issues of the two countries and experience of the Polish in contact with education in both countries, published on the discussion forums for the Polish living in Australia. The results of a comparative analysis presented will allow the reader to appreciate the understanding of the role of education of both systems and factors, which had a huge impact on it.

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Analysis of latest research where the solution of the problem was initiated.

The literature about the Polish education system, is relatively wide, the most important items relating to the specificity of the Polish education system include those by Tadeusz Lewowicki, Stefan Mieszalski, Mirosław S. Szymanski (Lewowicki T., Mieszalski S., Szymański M. S., 1995), Magdalena Pyter and Adam Balicki (Balicki A., Pyter M., 2011), Mateusz Pilich (Pilich M., 2015). Among the publications, which compare the education system of Poland with other, in particular, those issued by Wiktor Rabczuk (Rabczuk W., 1994, 1998), Eugenia Potulicka, Dobrochna Hildebrandt-Wypych and Celina Czech-Włodarczyk (Potulicka E., Hildebrandt-Wypych D., of the Czech Włodarczyk C, 2013), Wiesława Bokajło, Aldona Wiktorska-Święcka (Bokajło W., Wiktorska-Święcka A., 2008), author Ryszard Pachociński (Pachociński R, 2000), Magdalena Mazińska (Mazińska M., 2005), Lidia Jastrzębska (Jastrzębska L., 2009) or Elżbieta Zyzik (Zyzik E., 2004/2005) should be mentioned. In addition, a lot of information on the websites of the Ministry of National Education or Local Education Authority, and EURYDICE (European Network of Information on Education) can be obtained. These selected items dealing with the specificity of Polish education relate mainly to the Polish education system, or comparing it to the European ones,

unfortunately there is no (or is very poor) reference to Australian education solutions. The Polish literature about education in Australia is relatively poor while relatively old. The most important publications raising the motif of education in Australia include a series of publications of Marianna Łacek (Łacek M., 1998, 1999, 2004, 2005) and Mieczysław Sprengel (Sprengel M., 2002, 2005, 2007, 2008) and individual articles (Pachocińska E., 1988; Dadej E., 1990; Bińczycka J., 1996; Sawicka-Wilgusiak J., 1999, Sobiecki W., 1999; Lee-Drew E., 2009; Kaszulanis M, 2009). Publications, which addresses the issue of the education of Polish emigrants in Polish schools and the place of the Polish language in the education system and culture of Australia. Special attention should be paid to a series of articles/books by Jerzy Jarosław Smolicz (Smolicz J.J. Secombe M.J., 1990; Smolicz J.J., 1990; J.J. Smolicz, Wozniak A., 1993), Ewa Lipińska (Lipińska E., Seretny A., 2012; Lipińska E., 2013), Marianna Łacek (Łacek M., 2000, 2007), Jan Lencznarowicz (Lencznarowicz J., 2001, 2005), Elizabeth Drozd (Drozd E., Ribarow J., 1993; Drozd E., 2001, 2004), Andrzej Gawroński (Gawronski A., 1984, 1997) and other authors (Koprukowniak A., 1995; Ferguson T., 1990; Leuner B., 2008; Matej Z., 1998; Biczynska J., 1996). In all these items, a comparative reference to the Polish education system is only residual.

Aims of the paper. Methods.

The acceptance of the analysis of documents (Pilch T., Bauman, T., 2001, p. 88) as a basic research method is justified by the specificity of studies undertaken. The educational system, even its narrow fragment, which is here analysed, is the result of the acceptance of specified structure by the state authorities of a

particular country, which according to them, is to allow effective education. That is such, which is to allow the achievement of converging purposes with the actual educational needs of the group, for which it was created. To do it the participation of many institutions is necessary both those appointed to education, upbringing and

care, and to educational policy, including the administration, dealing with supervision and distribution of funds. It also includes the specificity of the structure of teaching such as: levels of education, population of students and teachers, programs and styles of teaching and specifies the rules of services, which support educational activities including psychological, social or health care/support. (Cylkowska M, 2017, p. 367).

Other factors also affect its shape, such as the organisation of teaching space, school equipment, specificity of parent-student-teacher relationship or relationship to the process of teaching itself at school. In the article only selected constituents of both education systems are described, which are to show to the reader the causes and consequences of the understanding of education in a particular country.

Exposition of the main material of research with complete substantiation of obtained scientific results. Discussion.

Australia and Poland general outline.

Australia and Poland are countries distant from each other about the tens of thousands of kilometers. However, it is not the distance, which is an essential factor which differentiates them. Describing both educational systems circumstances in which they function should be taken into account, in particular, historical, geographical and political issues should be taken into account.

Australia is an island / continent, has no immediate neighbours, from whom or with whom it could share the culture or experience. Poland is located in Central Europe, on the coast of the Baltic Sea. It borders with seven countries: Germany, Czech Republic, Slovakia, Ukraine, Belarus, Lithuania and Kaliningrad Oblast with Russia. The neighbourhood history of Poland, taking into account even the last two centuries was abundant in many events including war events, during which Poland played the part of both ally and enemy for its neighbours.

Australia is divided into six states: New South Wales, Queensland, Western Australia, South Australia, Tasmania and Victoria and two territories: Northern Territory and the Australian Capital Territory (States: New South Wales

(NSW), Queensland (QLD), South Australia (SA), Tasmania (TAS), Victoria (VIC) and Western Australia (WA), capital territories: Australian Capital Territory (ACT) and Northern Territory (NT)). And Poland is divided into 16 provinces: Lower Silesia, Kujawsko-Pomorskie, Lublin, Lubusz, Lodz, Lesser Poland, Mazowieckie, Opolskie, Podkarpackie, Podlasie, Pomerania, Silesia, Świętokrzyskie, Warmian-Masurian province, Great Poland and West Pomerania.

The area of Poland is 312 679 km², population more than 38 437 inhabitants, 123 inhabitants per square kilometer (CSO, 2016, p. 17). Australia being a country with the size of Europe, area of 7 692 024 square kilometers [52], has just 24 million inhabitants, population density is on average 2 people per square kilometer [53], but 90% of its inhabitants live up to one hour's travel by car from the coast. Indigenous people (Aborigines) constitute only 2.8 per cent of the country's population [54]. Due to the large area, and the specificity of residence, between different major cities there are large distances counted in thousands of kilometers.

The climate of Poland based on the Köppen classification, is in the zone of humid

continental climate, and Australia due to its size is located in several climactic areas ranging from tropical through dry to moderately warm [55].

Australia and to be precise the Commonwealth of Australia, has been less than 120 years (Commonwealth of Australia was founded on 1 January 1901 as federation of six British colonies). It was inhabited by settlers only in 1788, when the first port settlement of Port Jackson (later Sydney), began to take British convicts (Manning C., 2004, p. 19). The history of Poland is many times longer, the Polish State itself has existed for over 1000 years. The first historically confirmed date relating to the history of Poland is the year 966, when Prince Mieszko I, ruler of areas, which were located in most of today's Polish borders was baptized, in 1025 he founded the Polish Kingdom. In spite of the different fortune Poland managed to win and maintain its position among the neighbouring countries, maintain the values and beliefs, and function as a unity both from the point of religious, social and political view.

In Australia, due to the distance, which were particularly felt in the days of colonisation, each of the settlements distant from one another considerably accepted its own solutions in many issues, ranging from the width of railway tracks to solutions as regards education. The newly arrived were recruited mainly from the Anglo-Saxon countries, visitors from other regions of the world, especially from countries outside Europe, had great difficulty with the arrival or living and working in Australia (see. White Australia policy (K. Windschuttle, 2004). This status continued until the mid-60s of the 20th century. The ratio of the colonists also to indigenous inhabitants of Australia was negative, for many years the aborigines did not have voting rights, and their children were presettled to other

regions of the country, in order to reduce them the opportunities to cultivate their own culture (Lencznarowicz J., 2005, p. 28). It is, therefore, in contrast to Poland, the country, which has a fairly short history, and thus different experience. Australians could, however, (even in spite of some dependency on the British Crown) create their own identity in the course of years.

The Parliament of Australia formally consists of three chambers: the Queen of Australia, the Senate and the House of Representatives, but in addition, each state or territory has its own Parliament, Prime Minister and Government. Freedom in making decisions, including those relating to education, which have individual states/territories and limited supervision "from the top" (Bożyk S., 2001), resulting in the presence of some differences in administrative and social solutions. In spite of the presence of three levels of authority: federal, state/territorial and local, it is state/territorial and federal authorities which are jointly responsible for education (at federal level Department of Education, Employment and Relationships at place of work (Department of Education, Employment and Workplace Relations), and Department of Industry, Innovation, Science, Research and Higher Education (Department of Industry, Innovation, Science, Research and Tertiary Education) [56]. The organisational structure of the Polish State, specified in the Constitution of the Republic of Poland, passed by the National Assembly on April 2, 1997. It is characterised by trias politica principle, Sejm and Senate are responsible for legislative issues, and for executive: The Council of Ministers and President, for judicial: courts and tribunals. For the creation of educational policy two ministries are responsible the Ministry of National Education, which is responsible for matters related to pre-school education,

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secondary education, special and vocational education, and the Ministry of Science and Higher Education, responsible for academic teaching and research.

Today's Australian policy in relation to newcomers, has been present only for more than 40 years. In spite of the fact that newcomers from European countries are predominant, the growing group are Asians [56], the result of which, almost ¼ inhabitants of Australia was born outside its borders, and at least 27% has at least one parent who was born beyond the area of Australia. Poland is a country relatively homogeneous culturally and religiously.

Educational models and history of the development of education.

Australia in spite of the distance from Europe, imitates models of social functioning mainly from Europe. Also in case of education (English, Irish and Scottish schools), the presence of American models can be seen (Pachocińska E, 1988, p. 691). This has to do, according to Elizabeth Pachocińska, with the fact that in both countries there is a significant dispersion of population on the vast territory (Pachocińska E., 1988, p. 691). Mieczysław Sprengel claims that the current model of educational system in Australia was adapted from the United States of America. "Primary and secondary education is based on the principles reigning in the 70s and rejects the traditional systems of teaching, emphasizes individuality of individual, their right to choose, right to understand what is taught, right to learn what is important to them, and right to pleasure taken from science" (Sprengel M., 2005, p. 98). These models are different from the Polish ones, in which the teaching system was close, and partly is to the present system in the countries of the Eastern bloc, where the traditional system of teaching was prevalent.

In Australia due to large distances, already in the 50s of the 20th century education at a distance developed very strongly. Radio schools replacing correspondence schools, allowed many young people the actual access to education and increased their effectiveness. In later years, communication systems improved: two-way radio, satellite or virtual classrooms thanks to access to online resources at the beginning of the 21st century. In Poland, due to the large population and well-developed higher education, the idea of schools at a distance had no *raison d'être*. Education, as a purpose in Australia is understood pragmatically. It dates back to the time of settlement, which due to the need to live up to the circumstances encountered, placed knowledge and technical skills in the first place, in the second or even third place such disciplines of knowledge as history or philosophy. The main reason for this state of affairs, was probably the fact that the first settlers had to rely only on themselves, their skills and knowledge of practical nature. Models and ideals of art, philosophy, etc. were left behind tens of thousands of kilometers. Australia did not have any neighbours, whose presence could affect the ideals and educational models. An important factor was the fact that the majority of the first settlers in Australia was recruited from convicts (Manning C., 2004, p. 20-32). Education in the Polish edition, due to the long history and educational experience and put and puts less emphasis on practical skills, but more on the development of knowledge of a more general nature, guided by the ideals of a man comprehensively developed. (Kupisiewicz Cz., 2012).

Organization of education.

The description made takes into account the fact that Australia being a federation of self-governing states and territories can use different educational solutions in different

places. Comparative analysis and description include, therefore such aspects, which relate to current solutions throughout Australia or they were described by individuals having contact with it.

According to the Constitution of the Commonwealth of Australia, state / territorial governments are responsible for providing education to all children at school age (Bożyk S., 2001). Although the responsibility for the general coordination of funding and education is the responsibility of federal government, budgeting in individual schools is left to the states/territories. It involves, especially, full financial support of public schools, funding of private schools, and supervision of program and educational policy in a particular state/territory. National educational purposes are formulated with a common agreement of all states and territories [57].

They define the syllabus, accreditation for individual subjects, marks and prizes for students, both among state and private schools. [58]

All states and territories have their own department / department of education, which formulates its own policy (which takes into account the needs and priorities of a particular region) with respect to the organization of school, syllabus (including their acceptance) evaluation of students and teachers, certificates, education at a distance, special education, admission of foreign students and the allocation of resources and coordination of educational activities [56], accreditation of the courses of education, assessment of students and certification (issuing certificates). The responsibility of state / territory in relation to private schools concerns their registration, control and additional funding [59].

And the role of the Australian government in relation to school education is to provide

financing, coordination, research and analysis of national education policies, whose key task is to provide a coherent national school system at national level [59].

School at the primary level (primary education) in Australia are divided into public (Government Schools, State Schools, Public Schools) and private schools (Non-Government, Private Schools, Independent Schools). (Sprenkel M., 2005, p. 98). Private schools are divided into religious (eg. Catholic, Anglican, Islamic [59]) and based on the theories of education (Montessori, Steiner). Regardless of the type of educational institution, it must be registered with the state / territorial department of education and is subject to the requirements of government in terms of infrastructure and register of teachers [59].

Since January 2010 the mandatory age of starting school education is six years for all states and territories except Tasmania, where it is five [60]. However, most children start their education in the so-called initial year of formal education (Pre-Year 1, Preparatory), which applies to students between the fourth and the fifth year [58]. In Poland, education begins in the school year in which the child is 7 years old, or at the request of parents from the age of 6. In Australia there is a requirement for compulsory education for all young people until they complete the tenth year of education (tenth form) and to the age of 17 (depending on the state) full-time (at least 25 hours per week) [58], but you can continue education also in 11 and 12 year of education, passing final exams, (equivalent of GCSE in Poland), the result of which is translated into position in ranking to university studies or specialistic courses (Sprenkel M., 2005, p. 98).

Australia has a relatively long period of compulsory education, including 11 years

of primary and secondary school (including Pre-Year). The OECD average is nine years [61]. In Poland the obligation of education includes persons between 7 and 18 year of age, however, the status of compulsory institutions concerns only a primary school and a junior high school which is being eliminated [62].

Depending on the territory/state to 6/7 year of education the student attends a primary school [in Australia there is no such division into forms as in Poland, the so-called years of learning/education (Year) are taken into account here. After completing the tenth year (Year 10) the student may complete his education, to reach this stage of learning consists of years spent in primary and secondary school] (Primary School) (Łacek M., 1998, p. 39), and completes it at the age of 12-13. (Sprengel M., 2005, p. 98). The purpose of education at this stage is the general development of child in the preparation for the first year of education and it is similar both in Poland and Australia.

For example, in the state of Victoria "primary school lasts 7 years and includes forms from" preparatory "(zero form) to form 6. Secondary school are forms from 7 to 12. However, in many private schools education is provided in the whole scope of school from 0 to 12 year of education. Then school is internally divided into branches covering age groups, but the division into primary and secondary school is not necessarily present. Division into three levels is very popular: junior (the youngest), middle (medium) and senior (the oldest)" [63].

The school year in primary schools begins at the beginning of the calendar year (end of January) and lasts until mid-December, (Sprengel M., 2005, p. 98) is divided into four cycles, each of which usually lasts between 9 and 11 weeks, giving a total of 40 weeks of education in the year-specific

dates are different for each state/territory. Two-week holiday periods accompany the cycles (Sprengel M., 2005, p. 98). School starts from 8:30 and 9:00 and ends between 15:00 and 15:30, and the classes are from Monday to Friday. The number of students in class ranges between 20 and 35. (Education Guide Australia, 2015, p. 3). The day of classes is divided into three segments. Generally students stay at school six hours, with 70 minutes for breaks (Taylor, 2013, p. 78). On average, once every quarter students have the day off (pupil free day) most often at the beginning or end of the week. This day is spent on conferences, seminars or training for teachers (Taylor, 2013, p. 78).

Individual issues are raised as part of the thematic blocks such as society and environment (Society and Environment), science (Science) or art (Art), or through the implementation of projects, that is, majority of studies on a particular subject. (Sprengel M., 2005, p. 98.) The content included in the key areas are set out in the Australian curriculum (Australian Curriculum) [64].

During classes, no written work or oral answers are expected, children must read the reading set every day for 10 to 20 minutes (Lipińska E., 2013, p. 79). At the beginning of the week students receive homework for the whole week. Most commonly this homework has the form of a piece of paper of A4 format with listed exercises in mathematics and English, subjects of geography or history are raised more rarely. In the middle of the year, each student receives a semi-annual list of marks (report), (Lipińska E, 2013, p. 79) divided into sections and subjects, the higher the form the more detailed it is [63].

Although the marks are present, they do not, however, translate into progress and are not associated with any formal qualifications obtained. The more so, that

students are promoted to the next form regardless of the degree of the mastery of material. (Dadej E., 1990, p. 160).

According to education assumptions Australian schools sustain the idea of such flexibility of syllabus so that it takes into account the needs and interests of children. Focusing on the so-called. learning through discovery (discovery learning) and common experience, which involves the student and arouses his deeper emotions (Dadej E., 1990, p. 160). The syllabus implemented and the organization of education, often takes into account the distribution of the age group in terms of level of the development of specific students and general skills and abilities. Leading to the creation of "horizontal groups". The variety of methods used, ways and speed of education of children translates into large differences in the level of schools (Dadej E., 1990, p. 160).

Final marks depend largely on the results of school examinations however,, most states also uses some form of external assessment (interstate state examinations or external government supervision) [65]. In many cases, a report on the results of education, which are part of the received certificate helps to explain the system used in the assessment [65].

Art. 70 law 1 of the Constitution of RP [66] gives every person residing in the territory of the Polish right to education. Education is compulsory from 6 to 18 years of age, but the status of mandatory institution is reserved only to a primary school and junior high school which is being eliminated. detailed organization and activities of the education system are specified, in particular, in the law dated 14 December 2016 Educational law [67], and the law dated 7 September 1991 on education system [68].

Financing education at aa primary level in Poland is regulated on the basis of the

Regulation of the Minister of National Education on the method of division of subsidies of education for local government units [69]. The amount of the so-called. "educational subsidy" depends on, among others, on such issues as: number of students, types and kinds of schools and correction factor, taking into account the degrees of the professional promotion of teachers.

Education in the Polish primary school begins for children at the age of 6 or 7. Eight-year period of education is divided into two stages. The first covers classes 1-3 is called early school education during which all classes are given mostly by one teacher. Classes are conducted (with the exception of additional subject, for example, religion) for 1800 hours in the cycle of education (70. Additional subject is conducted for 180 hours in the cycle of education). In the second stage classes 4-8, each subject is conducted by individual teachers. Classes begin at the beginning of September and end by the end of June. Holiday period is in July and August additionally during the semester break (January or February, depending on the province) there are winter holidays , which last 2 weeks. During the eight-year primary education student learns the following subjects: Polish, modern foreign language, music, art, history, social studies, nature (later a division into biology, geography, physics, chemistry), mathematics, computer science, technique, physical education education for safety and classes with class teacher. In addition, in the primary school optional classes in religion or ethics are organized.

In the Polish education system apart from "standard" primary schools their specific types are also present: special, integration with integration and sports classes, sports and athletic championship schools.

Units of local self-government are involved in running primary schools: municipality, town (public education). Primary schools are run by private persons, associations, foundations and churches are called non-public schools, which after providing the fulfilment of the necessary requirements acquire the rights of public schools. Both in public and private education institutions, the same basic principles: programs are applicable: education syllabuses are implemented taking into account the syllabus base [70], educational classes are implemented in the number of hours not fewer than the number of mandatory

educational classes specified in the framework education plan, classification and promotion of students, documentation of the education process, teachers of compulsory educational classes, who hold appropriate qualifications. Near many primary schools, mainly in rural areas, pre-school departments are present.

One qualified teacher is responsible for the organization of education in Australian primary schools [58]. However, in the classroom he is not alone, he has helpers (teacher's aides), who focus their attention on weaker children [72]. Classes are held 5 days a week (as in Polish schools).

Conclusions.

As Ewa Lipińska points out the priority in Australian primary schools is mainly "training communicate skills with others using the spoken, written word and visual resources" (Lipińska E., 2013 s. 79). "A child learns to see the correlation between the content and form of-what he wants to pass, to whom, and how to do it best" (Łacek, M. 1999, p. 39). Teachers prepare students to be able to present (present) the effect of their own work to others, that is why reporting and public speaking is often present [72]. The student must prepare at home "speech on a given subject, and then make it before class. Not only what is said but also how it is said is assessed. Teachers pay attention to body language (whether the student maintain eye contact with the audience, whether he was looking only at the top of his own shoes). You can't read the text simply from a pece of paper, you need to prepare small cartons with the main points and to speak by heart, or take advantage of computer presentation in Power Point. Mark can be lowered for speaking too fast or too slow, too low or too loud or not clearly "[73].

In the Polish education system the teacher focuses largely on the implementation of syllabus. Memory education is then dominant, desire to keep up with the specific content or readings. Due to the fact that the content or readings mentioned are imposed by political parties, which are currently in power, you get the impression that in education the most important thing is to communicate certain defined beliefs on a subject than on the creation of individuality. So promoted ability of self-presentation in Australia, highlighting one's own ego, is not implemented in Poland, teachers prefer that the student does not stay behind (whether positively or negatively) his colleagues in the class.

A child who completes an Australian primary school should be able to write, read and count. However, as Mieczyslaw Sprengel emphasizes "knowledge of specific subjects will be quite accidental" (Sprengel M., 2005, p. 98). In a similar vein Anita R. says "Imagine that students in 6th form can not yet write well, they make a lot of spelling mistakes, they do not have any idea about large and small letters, not do not put full stops or commas" [71]. Students

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who complete the Polish primary school, have quite a rich and systematic knowledge in many disciplines, its scope and contents is similar in the whole Poland, so the student even by changing the school during his education will not have problems with the implementation of syllabus.

This comparison reveals some differences in the understanding and implementation of education in both countries. As you can see

many factors starting from political and ending on geographic had an influence on such situation. Keep in mind that the primary school is, admittedly, an important stage in the development of a young man, but his education does not end. These are further stages, (their choice) secondary and higher education, which have an impact on further professional career or social position.

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