

# Pregraduate and postgraduate teacher training in the Czech Republic

## A. Pregraduate teacher training

The pregraduate education of teachers in the Czech Republic is based on a wide and thorough universal education. Future teachers are provided with intellectual basis necessary for their future work at school, for accepting new challenges and being open to changes, and for choosing that substantial knowledge which is available in the amount of present-day information.

The introduction of changes in education is not possible without an active participation of teachers and other pedagogical workers. There appear, therefore, efforts for new approaches in outlining university preparation of teachers.

It is the role of a teacher that is subject to change in particular. Teachers cannot be working in a rigid environment, they become dynamic educators in a changeable environment. An open system of education in a developing democratic society is dramatically influenced by limited financial means for education, by changes in management, legislation and financing, by interests of various groups. Teachers on all levels of the Czech school system must be able to cope with a very wide range of various facts: introducing new educational programs, efforts to increase parents' participation in school functioning and co-operation with partners. Teachers meet new educational and information technologies, new teaching strategies and methods, new pieces of knowledge in the area of upbringing and education. It is natural to expect other changes which are challenges for university institutions preparing teachers for innovations and continuous improving of pregraduate education of teachers. Theoretical problems of pregraduate preparation are being outlined; the **competence of a teacher** and the **standards of teachers' qualifications** belong to the most frequent concepts.

Teacher education consists of five basic components:

1. Subject-specific education of teaching qualification.
2. General cultural, university basis.
3. Subject methodology.
4. Pedagogical – psychological components, which are not appreciated properly at a number of training institutions, and are performed in an out-of-date way
5. Teaching practice – very poor in conception, organisation and financing.

The preparation for teaching profession is divided according to school stages and types which future teachers acquire their qualification for. It is realised in the following ways:

1. The preparation for kindergarten teachers and educators is organised *in secondary pedagogical schools* and in *bachelor's programmes* at pedagogical faculties.
2. The preparation for teachers of Stage 1 of basic schools is organised in *master's programmes* at pedagogical faculties.
3. The preparation for teachers of general education subjects at Stage 2 of basic schools and at all types of upper secondary schools is organised in *two-subject master's programmes* at pedagogical faculties and at specialised university faculties.
4. The preparation for teachers at special schools and basic art schools is organised in master's programmes at some pedagogical faculties.
5. The preparation for teachers of specialised subjects at technical, commercial and art universities is organised in bachelor's or engineer's programmes with pedagogical preparation.

### **The goals of pregraduate education of teachers**

General goals of teacher education are specified by education policy of the state. The conceptual material of the Ministry of Education, Youth and Sports (the so called "White Paper"), determines the following goals:

- As far as pregraduate education of teachers is concerned, it is necessary to put a significant emphasis on teaching more independence and responsibility, on general education and ability to co-operate.
- Pregraduate education of teachers should provide students with more opportunities for obtaining practical teaching experience.
- Universities educating teachers intermediate current pedagogical, psychological and social-psychological knowledge, modern methods and experience of outstanding schools and teachers.
- A higher attention will be also devoted to teaching methods of communication between teachers and school environment, especially parents, but other representatives of the public as well, because of the need to open schools to the public.
- In the area of teacher education generally, the Ministry of Education, Youth and Sports will aim at implementing its conceptual intentions concerning goals and content of education to the particular study programmes of pedagogical and other faculties educating teachers. Study programmes for teachers training should include:
  - appropriate knowledge of the subject of one's qualification, having all necessary skills from the particular field,

- development of those key skills of future teachers which will take into account current research results and scientific knowledge in complex theoretical preparation,
- preparation for practical usage of present-day pedagogical, psycho-physiological and psycho-social knowledge in the area of education and motivation for active teaching by the use of training methods,
- acquiring the skills of team work for solving pedagogical problems,
- acquiring the ability of high-quality teaching of integrated subjects,
- obtaining skills necessary for working with the new technologies and overall ability to cope with the demands of information society,
- practical preparation for introducing forms, methods and processes respecting the principles of healthy learning,
- acquiring the skills in effective using guidance services in pedagogical work,
- acquiring methods, processes and skills connected with the content and organisation of education programme on the school level and with the evaluation of teaching results,
- acquiring the ability to work with talented pupils and students on the one hand, and with pupils and students with special educational needs including those with the health disabilities on the other hand,
- improving language competence.

## **The models of preparatory education**

In the Czech Republic we use two models of teacher training, or the combination of the two.

### **1. The concurrent model**

In the concurrent model, future teachers study general basis subjects and chosen qualification subjects as well as pedagogical, didactical, psychological disciplines simultaneously, and they also go through a teaching practice at school in the course of this programme. This model is used in the majority of EU countries, especially for primary school teacher training. In the Czech Republic it is used mainly at pedagogical faculties. The teaching practice is integrated in the theoretical studies in the concurrent model and it can be of a longer as well as shorter time period. In the Czech Republic students take part in teaching practice at schools in the course of their studies as well as in the final year of their theoretical studies.

## **2. The Consecutive Model**

In the consecutive model, future teachers study a specific field (e. g. natural sciences) at the first level of tertiary education first (university, or non-university) and only after the graduation they prepare for the teaching profession in a further, pedagogical course. The subject-specific and pedagogical parts are thus separated. In the consecutive model, the teaching practice is included at the end of the studies and must be successfully finished before obtaining the qualification.

### **Which of the two models is more useful?**

This question is being often discussed in the Czech Republic. An advantage of the concurrent model can be seen in the fact that pedagogical – psychological and subject-specific preparations together with teaching practice are interconnected, and thus the model is supposed to contribute to a more integrated professional preparation. On the other hand, we can view the consecutive model as more advantageous because the pedagogical and didactical preparation is more concentrated, the students are more mature and the practice is not scattered to short time sections, but it is longer and systematic.

It is obvious from the above mentioned that the preparatory education of Czech teachers is on a good level compared internationally, especially as far as the institutional support is concerned. In the Czech Republic, all teachers obtain qualifications in tertiary education programmes for primary and secondary school, (incl. special school) teachers which take at least 4 years. The teacher education is organised at 9 pedagogical faculties and 24 other faculties (faculties of sciences, arts, physical education and sport, theological and so on) in the Czech Republic.

Teachers of specialised subjects, who obtain the preparatory education at technical and commercial faculties (e. g. teachers of engineering, or economics at secondary technical and vocational schools), usually study according to the consecutive model, i. e. first they prepare in their fields and only after this they go through a pedagogical programme to acquire pedagogical competences. Teacher studies for some secondary school subjects (chemistry, history, foreign languages, and so on) are organised according to the concurrent model at some pedagogical faculties as well.

While according to the mentioned criterion (the obligatory preparation of future teachers at tertiary education level), the situation in the Czech Republic is identical to or better than in a number of other states, the situation appears to be different as far as the content and quality of the preparation is concerned. It is the latter criterion that attracts growing criticism and numerous proposals for changes in the Czech Republic.

### **Pedagogical staff as supporter of changes**

The implementation of changes in education is not possible without an active co-operation and direct participation of teachers and all pedagogical workers. Their work

has become much more demanding because of its complexity, psychological strains and time pressure. The demands on their personal and professional qualities have grown, and their duties and personal responsibilities have increased. The development of human resources in education is, therefore, a primary task which will be necessary to approach from more directions simultaneously. **It is necessary to newly outline teacher training as well as their further education**, to encourage their work systematically, to increase their motivation for working on their personal development as well as their school development and to make the teaching profession attractive.

A precondition is the *rehabilitation of the income level* of teaching profession as formulated in the Main Aims of Education Policy of the Government of the Czech Republic. The participation of teachers' representatives is also necessary not only in the formulation of education policy and education programmes, but also in the determination of goals of further education and modification of working conditions. It is necessary to connect the existing efforts of teachers unions and pedagogical initiatives and to strengthen the process of *forming an autonomous social-professional group* which would lead to formulating an ethical teacher code and creation of an umbrella organisation.

Further, it is necessary to *determine general as well as specific binding conditions* for becoming teachers. It will be needed to implement a new way of choosing applicants for teacher education programmes which will be based upon evaluating applicants' motivation and personal qualities. An analysis of the existing teacher study programmes shows that the basic characteristics and contents of the studies as well as the requirements at the final examination vary so much that it is not possible to ensure a standard level of graduates. To maintain the autonomy of universities, the situation can be improved by passing *legislation prescribing a standard of teacher qualification* which will become a criterion for the accreditation of study programmes and fields offered by faculties. The standard will also include a binding frame-structure of output requirements, it will define key components of teacher qualification (subject-specific, general education and personal qualities, pedagogical – psychological, subject methodological and practice – pedagogical) and the resulting structure of studies. The pedagogical – psychological component is expected to strengthen to accommodate 20 – 25 % of the study, about 30 % together with general university basis. Teaching practice should cover 10 – 12 % of the total time of teaching study programmes. All the changes also include increasing the quality of subject-specific studies of future teachers. At the same time it is necessary to encourage the development of field and subject methodologies.

We need to finish solving the problem of so-called follow-up study which enables graduates of other faculties to obtain a pedagogical part of their qualifications necessary for specialised subjects teachers. It must be understood as an independent study programme finished with a state exam which is subject to the accreditation like other teacher study programmes.

An academic level itself does not ensure a sufficient quality of preparation for teachers. It has been long criticised that it is separated from the practical needs and does not sufficiently focus on the *development of social - personal qualities and professional competence*. Today's preparatory education rather convinces future teachers in pedagogical traditionalism than in an implementation of innovative

approaches and in development of new relations between the school and the life of the society. The traditional academic conception of education in isolated pedagogical disciplines will be, therefore, necessary to replace by the *functionally integrated conception* which will be based on experience teaching, on training in theoretical reflections and self-reflections, and on application of active research methods. The subject-specific component of the preparation will be more tied to the pedagogical – psychological component. A significant place will be also occupied by social – personal development and communicative skills training.

Other changes in teacher preparation are caused by changes in education and by new requirements placed on schools such as increasing differentiation, or even individualisation of education, new forms of group and independent work of pupils, integration of children with special needs, implementation of compensation programmes, strengthening of upbringing function of schools, inclusive education, new forms of team co-operation of teachers, the preparation of curriculum and other documents. A necessary part of preparatory education of teachers and other pedagogical workers is an introduction to multicultural education, education to tolerance and against racism, including the problems of holocaust.

Those increasing tasks require a full higher education qualification of basic and secondary school teachers in master's programmes and the introduction of bachelor's programmes for kindergarten teachers, educators, leisure time pedagogical workers and vocational training teachers. (Speaking about this issue it is necessary to consider defining a new category of "ancillary teaching staff", or "assistant teacher" with reduced requirements on qualification.) Following this new conception of preparatory education, it is necessary to restore the practice of *introducing new teachers* and give this task to experienced teachers with a specific qualification.

Obvious defects in the efficiency of teacher preparation lie to a great extent in the present *conception of teaching (faculty) schools*. It will be necessary to regulate the relations between the school and the particular faculty analogously to the function of teaching (faculty) hospitals. Apart from these "clinical" schools, it will be also needed to have a substantially wider circle of high quality "laboratory" schools in which some faculty staff can teach and where teaching practice will be performed. It is necessary to create adequate conditions for these schools.

Another necessary measure is an institutional measure of the *strengthening of pedagogical faculties* within universities. Unlike other faculties preparing teachers, they have their specific, irreplaceable tasks – to create scientific basis for educational research, to spread innovations and to become centres of professional communication between teachers of all categories and school administration on the central as well as regional level. They have a central and co-ordinating role for the area of teacher education as well as pedagogical research and this role is going to be systematically supported by the ministry.

At present, the qualification obtained in preparatory education is the most significant criterion for the position of a teacher, while the most influential criterion for their further salary advancement is the length of teaching. However, if we want to differentiate and assess the work of teachers and other pedagogical workers as far as the quality and demands are concerned, it is necessary to work out a system of *career advancement which the salary advancement would depend on*. This system,

*based on differentiation and categorisation of pedagogical activities* and on defining their qualification requirements, will enable the advancement of a worker on the basis of functional specialisation as well as on the basis of quality and creativity of their work (the quality of school in the case of head teachers) by placing them into a higher qualification level, and thus a higher salary level. It will introduce a number of qualification categories for teachers, such as a specialist for the development of school educational programme and for the assessment of the work of school, a leader of the methodical association, education counsellor, introducing or faculty teacher, methodical and inspection specialist with the right for a higher salary. The system will include other categories for management workers starting with head teachers and it will define their qualification standards. The proposed system interconnects individual and team dimensions of the teacher profession. Its aim is to motivate teachers and other educational workers to strive for their professional and personal development, and mainly for a further development of the whole school in which they would take an active part.

Another complex system which will be needed to establish is a *system of resort personal policy* in the sense of human resources development. Its goal is mostly a graduate long-term preparation and preliminary choice of suitable workers for demanding managing and methodical positions on the levels of schools, local and regional administration, supporting infrastructure and centres (the ministry and the organisations controlled by it, the Czech School Inspection). Thus, it complements the proposed system of career advancement with a further development of education system and creates necessary preconditions for its realisation. An important place in the system of managing decisions concerning education will be occupied by quantitative and qualitative monitoring of the qualifying structure, of its characteristics, conditions and of attitudes of teachers on the basis of which it will be possible to propose necessary steps.

## **Recommendations**

1. To improve the position of pedagogical staff as social-professional group
  - To increase salaries in education gradually. To connect the increase of salaries with increasing the quality and differentiation of activities.
  - To support various forms of professional association and encourage the establishment of an umbrella professional organisation.
  - To encourage writing a basic document on the position of teachers which will define their rights and duties.
2. To increase the quality of preparatory education programmes for teachers
  - To introduce the requirement of university education for other categories of pedagogical workers (kindergarten teachers, vocational training teachers).
  - To introduce a standard of teacher qualification as a criterion for the accreditation of study programmes.

- To work out and implement tools for choosing applicants suitable for educational professions.
  - To define a position and role of teaching (clinical and laboratory) schools in the dissemination of new concepts of education and in providing teaching practice.
  - To encourage the development of field and subject methodologies.
  - To restore the practice of introducing coming teachers.
  - To systematically encourage research, developmental and activity projects of pedagogical faculties.
3. To differentiate pedagogical activities and to implement a system of career and salary advancement.
- To differentiate individual pedagogical activities, to implement corresponding qualification categories and stages.
  - To introduce a system of career advancement based on obtaining qualification categories and stages.
  - To connect the salary advancement mainly to the career advancement.
4. To suggest a system of monitoring selected information about teachers and other pedagogical workers.
- To establish a system of preliminary selection and long-term preparation for demanding managing and methodical functions.
  - To develop study programmes leading to obtaining a certificate for new qualification categories of pedagogical staff.

### **The sources of doubts about the length of pregraduate preparation of teachers**

The teaching profession has been in the centre of professional attention since 1990. There has been at least 4 attempts to reduce its pregraduate preparation since then. The last one is connected with a specific approach towards the Bologna Declaration. The recommendation to organise university studies in two cycles, bachelor's and master's, was understood by some individuals as a suitable opportunity to select study programmes which could be finished by bachelor's degree only. For example teachers, it is sufficient for them! Surprisingly, this opinion could be heard even from high officers of the Ministry of Education, Youth and Sports although it contradicts its official standpoint. It is also supported by some university representatives. The supporters of reducing teacher education produce several arguments.

1. "The full university education (meaning master's degree) does not have any justification for basic school teachers because they cannot apply it in their profession; it might be even harmful for them! Why? They cultivate a "small mind" which is able to absorb only a little. And if the teacher knows too much, they might be tempted to overload this mind." Thus the teacher should to a

certain extent bring themselves nearer to children's simplicity, which prevents teachers and pupils from a lot of troubles.

This argument is widely opposed to by changing and increasing demands on teachers given mainly by the nature of today's pupils and of desirable educational approaches towards them. Expressed concisely: Today more and more children do not conform to the traditional education model. A teacher who comes to school to teach can quickly find out (and more and more frequently he does) that it is not easy and obvious to get to the teaching. This is, by the way, also one of the main reasons why teachers leave their profession: helplessness, despair, burning-out. An urgent task is to provide future teachers with abilities to cope with new methods of educational work successfully. This task, however, substantially increases demands for their preparation. Another type of pupils are those who, quite early, have greater knowledge than a teacher in some areas: they know languages, they travel a lot, they use computers confidently, search the Internet pages inventively, they have experienced things we know nothing about. However, even those pupils need education, but with different aspects; they need education which will help them with their personal development as a whole. Further, there are growing numbers of children with specific psychological disorders, somatic disabilities, character idiosyncrasies, culturally determined characteristics. We have a duty to integrate all these children/young people to a wide stream of school community and open for them possibilities of education, assertion, individual self-realisation and finding their place in the society.

2. interpreted in the following way: "the teacher profession is a non-creative profession; it is an application-reproductive profession by its nature. What should be taught is described in textbooks, curriculum, workbooks, etc. The teachers' task is to go over the subject-matter, examine pupils and assess them."

This opinion can be objected to by the fact that knowing the subject, methods and curriculum once for ever is not sufficient for effective work with more and more varied population of pupils and with modernised curricula. It is necessary to look for new ways of teaching and educating, organised as group work on the one hand, and highly individualised on the other hand. This means that teachers must rely on scientific knowledge which they follow and use: the academic competence, confident movement in academic knowledge, the ability to select, update, and apply are essential. Further, is it necessary to be able to communicate with a wide spectrum of partners as with equals. What is also necessary is a certain age maturity.

3. Another argument supporting the reduction is the opinion that "being a good teacher is a matter of one's own inborn aptitude to be able and to want to work with children. The one who does not have this gift will never become a good teacher. And the one who has it, does not need any high education." Thus, the primary goal is not any high education of teachers, but rather developing a suitable selecting means (diagnostic method) for identifying individuals endowed with such aptitudes. And therefore there is no great university care needed. Perhaps, grammar school teachers are exceptions, but then this care does not concern teaching such as, but scientific basis of subjects which students will need at universities.

This argument can be followed by a short reply: we must bear in mind that today's teachers have to be able to solve questions which fall far outside the natural relation to children/young people – e. g. the question of diagnostics, strategies of optimal use of educational potentialities with various types of children, introducing metacognitive programmes (i. e. programmes of learning to teach) and many others. At present, it becomes a necessity to be able to organise processes in the classroom (i. e. class management), to communicate with parents, town council representatives, to introduce innovations, to formulate the programme of the school in such a way that parents could choose for their children the one which suits them best, etc. In conclusion: the focus on human resources, i. e. on education and on civic qualities, gains importance of a key factor of economic growth, political stability, resistance to negative phenomena, and of participation in shaping the future. This holds true in general, however, in countries that have neither natural resources, nor power position – which is the case of the Czech Republic – it holds in particular. This situation must be then reflected in ensuring high standards of educational care of children and youth, and an adequate preparation of teachers.

### **The analysis of pedagogical – psychological component of pregraduate education of teachers in the Czech Republic**

The analysis was carried out within the project of resort research of the Ministry of Education, Youth and Sports of the CR „The support of teachers' work“ („Podpora práce učitelů“). The object of the analysis were the educational programmes of teaching carried out in the academic years 1999 – 2001 at all faculties which participate in the preparation of secondary school teachers (i. e. 9 pedagogical and 17 other faculties).

The analysis identified the following **weaknesses of the preparatory education for teachers**:

- *different proportion* of psychological and pedagogical subjects at individual faculties (the subjects are not covered sufficiently at faculties preparing secondary school teachers),
- continuing *academic conception* of these subjects that do not reflect the situations and problems which the faculty graduates will meet in the reality of school practice,
- *small interconnection* of the contents of pedagogical and psychological subjects, subject methodology and teaching practice; ineffective co-operation of subject methodologists, training teachers and students,
- *too high number of lessons of direct (contact) subject-specific education*, little space for creative independent work and students' experimenting at pedagogical faculties,
- *an insufficient offer of optional subjects* which would into consideration specific features of teaching profession; a *low-effective methodology* of encouraging the

development of pedagogical skills and pedagogical thinking of students; a *myth* that a student acquires pedagogical skills only by an application of pedagogical and psychological theory while the importance of experience teaching together with self-reflection is underestimated,

- unfavourable conditions which prevent teaching practice to become more effective (limited financial sources for the development of teaching schools, the absence of a special pedagogical-psychological preparation of training teachers, a low proportion of functioning co-operation between teachers at pedagogical faculties and training teachers, low interconnection of pedagogical experience of students obtained at the faculty and training schools),
- an *insufficient pedagogical – psychological preparation of future teachers' educators* (especially university teachers of specialised subjects), little willingness of some teachers from various faculties to participate in innovating the preparatory programmes for teachers,
- *low effective conception of the final exam* where isolated pieces of knowledge of specific subjects, subject methodology, pedagogy and psychology are examined (the exam does not even include pedagogy and psychology at some faculties preparing secondary school teachers of general education subjects),
- the absence of pedagogical – psychological research of school practice problems (upbringing and education).

### **The profile of a teacher graduate**

The Higher Education Act no. 111/1998 Coll. provides universities with relatively wide space for the creation of their own study programmes (including teaching ones), but at present, a profile of a teacher graduate is not always in accordance with the future needs of basic and secondary education (see the White Paper). The emphasis is placed upon an internal change of the school, and the expected change is understood as a complex phenomenon (it refers to the goals and contents of education, styles of teaching, the relations between a teacher and a pupil, and to assessing pupils). Taking into consideration the fact that the key actors of the change are teachers, the requirements on their personal and professional qualities increase. The Ministry, therefore, offered the topic Support of teachers' work which was carried out by a project of Pedagogical Faculty UK in Prague and Pedagogical Faculty of MU in Brno.

One of concrete outputs of the project is the **Suggestion of a professional standard** which is presented below in a shortened version.

#### Basic expressions used in the text:

##### *Professional competence*

By a professional competence we mean such professional qualities of a teacher which cover the whole extent of doing the profession and which are able to be developed. It includes knowledge, skills and attitudes.

### *Professional standard*

It includes determining qualification prerequisites for entering the profession/ the qualification to perform the profession. It defines the necessary (key) competences of a teacher / pedagogical worker for doing the profession in a given category and their demonstrability (e. g. a type and extent of education, practice). In case of adopting this standard, it would significantly unify the criteria for pregraduate education of teachers.

The goal of the material is to formulate requirements placed upon teachers, and thus to commence a process of unifying the pregraduate preparation of teachers, especially in the area of acquiring teacher competence.

### **The profile of a teacher graduate – common features**

Every graduate of a teacher education programme should acquire the following competences in the course of their studies:

1. Subject-specific competence.
2. Didactical and psycho-didactical competence
3. Pedagogical competence
4. Diagnostic and intervention competence
5. Social – communicative competence
6. Management and legislative competence
7. Competence of professional self-reflection

As an example we present the professional standard of a teacher of general education subjects at the second stage of basic schools and secondary schools.

<b>A teacher of general education subjects at the second stage of basic schools and secondary schools</b>	
<b><i>Professional standard</i></b>	<b><i>Studies</i></b>
<b>1. Subject-specific competence</b>	
Teacher	
<ul style="list-style-type: none"> <li>• has acquired systematic knowledge of a qualified subject in the extent and depth corresponding to the needs of basic/secondary schools</li> <li>• is able to find and work with information concerning the specific subjects, has the user's skills for information and communication technologies</li> <li>• is able to transfer the knowledge of corresponding scientific / technical / artistic fields into the instruction contents of the subjects</li> <li>• is able to transfer the methodology of learning a given field to the way of pupils' thinking in the given subject</li> <li>• is able to integrate interdisciplinary knowledge into the subjects and create inter-subjects links</li> </ul>	<ul style="list-style-type: none"> <li>• specific subjects and their methodology</li> <li>• didactics, subject-specific didactics</li> <li>• pedagogical psychology</li> <li>• information technology</li> </ul>

<b>2. Didactical and psycho-didactical competence</b>	
Teacher	
<ul style="list-style-type: none"> <li>• is able to use the basic methodological repertoire in teaching a given subject and is able to adapt it to individual needs of the pupils and to the requirements of a particular school</li> <li>• knows the strategies of teaching and educating at basic/secondary schools on theoretical as well as on practical level, and is able to connect them with deep knowledge of psychological, social and causal aspects</li> <li>• knows the assessment theories and their psychological aspects, is able to use the assessment tools according to developmental and individual idiosyncrasies of their pupils and to the requirements of a particular school</li> <li>• is able to work with a framework educational programme and to use it for the creation of a school educational programme</li> <li>• has knowledge of educational programmes within the scope of their stage of education and is able to work with them when creating their own teaching projects</li> <li>• is able to use information and communication technologies supporting pupils' learning</li> </ul>	<ul style="list-style-type: none"> <li>• general and subject-specific didactics</li> <li>• developmental, pedagogical and cognitive psychology</li> <li>• teaching practice</li> </ul>

<b>3. General pedagogical competence</b>	
Teacher	
<ul style="list-style-type: none"> <li>• knows children's rights and respects them in their pedagogical work</li> <li>• is able to support the development of pupils' individual qualities in the area of interests and leisure time</li> <li>• is able to orientate in the context of upbringing and education on the basis of the knowledge of education systems and trends of their development</li> <li>• orientates in the education policy and is able to reflect it in their teaching</li> </ul>	<ul style="list-style-type: none"> <li>• general and comparative pedagogy</li> <li>• personality, developmental and pedagogical psychology</li> <li>• sociology a sociology of education</li> <li>• teaching practice</li> </ul>

<b>4. Diagnostic and intervention competence</b>	
Teacher	
<ul style="list-style-type: none"> <li>• knows the means to ensure the class discipline and is able to solve school pedagogical situations and problems</li> <li>• is able to recognise social pathological behaviour, bullying and abuse, and knows the possibilities of their prevention and remedy which they ensure</li> <li>• is able to identify specific educational needs of every pupil and can adopt the choice of subject matter and educational methods to the abilities of individuals</li> <li>• is able to use the means of pedagogical diagnostics for the identification of individual pupils' talents and of social relations in the class</li> <li>• is able to identify each pupil's strong points, find the areas which the pupil's self-respect can be based on, and to encourage the development of each pupil in the area of their gifts, talents and strong points</li> <li>• is able to advise a pupil in their career orientation, with respect to their talents, using pedagogical diagnostics</li> <li>• is able to advise (provide help to) parents, co-operate with them in the diagnostics area</li> </ul>	<ul style="list-style-type: none"> <li>• pedagogical diagnostics</li> <li>• personality and developmental psychology</li> <li>• biology of children and youth</li> <li>• pathopsychology</li> <li>• special pedagogy</li> </ul>

<b>5. Socio – communicative competence</b>	
Teacher	
<ul style="list-style-type: none"> <li>• knows the means of pedagogical communication in class/school</li> <li>• knows the means for creating pleasant working/learning atmosphere in class/school on the basis of knowing social relations among pupils</li> <li>• knows the means of pupils' socialisation and is able to use them in practice</li> <li>• is able to orientate in difficult social situations at school as well as outside school and is able to offer their solution</li> <li>• is able to apply the effective ways of communication and co-operation with parents and school social partners, orientates in the problems of family upbringing</li> <li>• is able to apply the knowledge and skills affecting healthy life style education, environmental education, multicultural education, traffic education, career choice education, sexual education, protection of a person in extraordinary circumstances, men and women equality</li> <li>• knows the possibilities and limitations of out-of-school environment, of peers and media influences on pupils, is able to analyse the causes of negative attitudes and behaviour of pupils, and to use remedy means</li> </ul>	<ul style="list-style-type: none"> <li>• social psychology</li> <li>• social pedagogy</li> <li>• sociology of education</li> <li>• social a pedagogical communication</li> <li>• Czech language and rhetoric</li> </ul>

<b>6. Management and legislative competence</b>	
Teacher	
<ul style="list-style-type: none"> <li>• knows the ways of leading pupils and creates conditions for an effective co-operation in the class</li> <li>• knows the basic administration operations related to keeping records of pupils and their results, is able to keep the records and reports</li> <li>• has the basic knowledge on laws and other legal regulations, knows pedagogical documents connected to their profession and its environment</li> <li>• has the knowledge on conditions and processes of the schools functioning</li> <li>• has organisational abilities for pupils' out-of-school activities</li> <li>• is able to create projects on the level of institutional co-operation, including foreign</li> </ul>	<ul style="list-style-type: none"> <li>• school legislation</li> <li>• education policy</li> <li>• pedagogical documents</li> <li>• basics of the school and class management</li> <li>• foreign language</li> <li>• teaching practice</li> </ul>

<b>7. Competence of professional self-reflection</b>	
Teacher	
<ul style="list-style-type: none"> <li>• is able to act as a representative of the profession on the basis of knowing the principles of teacher's ethics, is able to defend their pedagogical methods</li> <li>• is able to educate themselves further and to use available sources</li> <li>• is able to reflect educational needs and interests of pupils, as well as changes of education conditions in their pedagogical work</li> <li>• has the knowledge of general subjects, i. e. in the area of philosophy, culture, history, politics, legislation, economics, healthy life style, and is able to influence pupils' attitudes and values by using them</li> <li>• has personal qualities for the co-operation with colleagues in the staff and for the partner co-operation with parents</li> <li>• is able to use self-reflection on the basis of self-evaluation and others' evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• philosophy of education</li> <li>• ethics</li> <li>• specific subjects</li> <li>• social sciences</li> <li>• experience of reflection (teaching practice)</li> </ul>

## **B. Postgraduate education of teachers**

The second part of this paper deals with further education of teachers. Taking into the consideration the fact that a system of this education has not been established after 1989 so far, we draw upon the information from the project of resort research of the Ministry no, LS 20007 – The Support of Teachers' Work.

*Further education and self-education of pedagogical staff* is a substantial feature of teaching profession, its right as well as its duty, it is one of the basic criterion of the teacher evaluation. At present, when the role and everyday work of teachers and other pedagogical workers, especially head teachers and inspectors, are significantly changing, their further education has become an essential part of the individuals' development and one of the most important elements of organising the school life. One of the main tasks of the Ministry is to *support systematically* further education by its financing, developmental programme support as well as by ensuring a corresponding support infrastructure. The *proposed common support infrastructure* based on a network of pedagogical centres is sufficiently big and flexible to put together all those who need further education as well as those who can provide it. It will enable the *participation of the best teachers and schools* and the maximal use of their experience, and at the same time *using the university potential*, particularly *pedagogical faculties*. (The White Paper)

### **The present state of the Further Education of Teachers (FET)**

There has been several great disturbances within the stabilizing resort network of FET in the last 10 years, and it has been re-established especially by activities of teachers and workers on the lower level of state administration in the area of education. The interest in further education as a whole has decreased substantially.

The FET is without a doubt a part of discussions in the area of education policy, and a number of measures supporting FET has been carried out, however, the measures were only **partial**, the **complexity** of FET and the **importance** of all its **various types** have not been taken into account.

### **The FET Goals**

The above mentioned research focused on two areas:

- **Characterising goals and content priorities in the programmes of further education of teachers and educators with respect to their differentiated roles and activities.**
- **Specifying an infrastructure model with special respect to the role of pedagogical faculties and pedagogical centres.**

The proposals and conclusions come from the following:

- the theory of FET

- the present state and institutional backing of FET
- the needs of teachers and schools – requirements for FET, aims and FET tasks
- the prepared differentiation within individual teacher categories

One of the goals is an identification of urgent needs in the area of FET and proposing solutions of the problems and tasks of FET. Strategic aims and intentions have not been formulated yet since 1989. Neither has been determined what the priority for FET is in the present phase of transformation. The importance of FET has been declared only in the White Paper (see the quotation from the introduction of the chapter).

We, therefore, emphasise general aims of FET, the meaning and significance of FET as they are defined and understood by foreign specialist in the area of FET and we focus on the identification and summary of basic and determining factors for outlining intentions and conditions of FET.

The goals and priorities of further education should be determined with respect to the development of pedagogical competence of a teacher, to educational activities of pedagogical staff and the whole school, bearing in mind that it is necessary to support a complex development of teachers and to respect the importance of individual types of further education which enable us to attain the desirable competence.

### **The preconditions of FET implementation**

For teachers to become "actors of the school change", it is necessary to prepare them for the change, to convince them of the significance and meaning of this change and to support them educationally in the process of managing and implementing the change. The professional development of teachers cannot be restricted only to further education because all professional development complements are interconnected, they influence or depend on one another. It is essential to take into account not only the conditions of the institutional FET, but also other above mentioned conditions to enable a constant and complex professional development of teachers.

### **Differentiation of FET types with respect to new or newly emphasised roles and functions of teachers**

In connection with a discussion about FET we speak about a ***professional code*** and ***professional growth***.

We suppose that the primary goal of FET is not a preparation of teachers for "***professional growth and for various differentiated functions and activities***", but we view it a development of instruction functions of schools and ensuring the quality of education. It is mainly a development of professional, i. e. pedagogical and subject-specific, competences of teachers, the support of their work in its broadest sense.

Further education focused on training for specific functions and differentiated roles and activities in schools, or education focused on professional growth of teachers is secondary even though they have their unquestionable importance for the school development and for their motivation function, and enable a wide participation in the above mentioned further education which we consider to be basic.

The FET specialists usually suggest the following five goals for preparing specific projects of FET:

1. improving professional skills
2. internal development of schools
3. improving education and teaching process
4. introducing innovations and changes in education
5. personal development of teachers

The complexity and plurality of FET cannot be restricted to any partial functions, which could negate the stated aims of FET and thus reduce the quality of education and slow down the development of schools.

### **Basic types of FET**

We divide FET into two basic types according to the legislative binding of the final certificate.

#### a) qualifying education

It is postgraduate education of teachers which leads to acquiring a qualification, to extending one's education, or to obtaining a specialisation. Requalifying studies, normative courses and training courses also belong there. The group of qualifying education is particularly interesting for us because of the present situation in Czech education and because of the international trends towards the development of lifelong education. This group includes:

- extending studies
- specialisation studies
- functional studies
- difference studies

A specific and non-clarified position is occupied by a compensatory pedagogical study which is in fact a qualifying study of teaching within the consecutive model of teaching studies.

## b) continuous further education

It is realised in two different streams - we have to emphasise this division and to stress the vital importance of these two types with respect to the requirements of pedagogical activities of schools:

### 1. *Educational programmes*

They concern educational events, courses, educational cycles, summer schools, etc. which need the accreditation of the Accreditation Committee for further education of pedagogical workers of the Ministry (so-called "small" accreditation - the certificate of the qualification of an educational institution for a certain specific educational programme). There is a wide area of organisers in the resort of education and institutions and organisations outside the resort. Nowadays it is the most developed and the most supported (the only one) type of FET from the side of the Ministry.

### 2. *Methodical co-operation of educators and teacher staff*

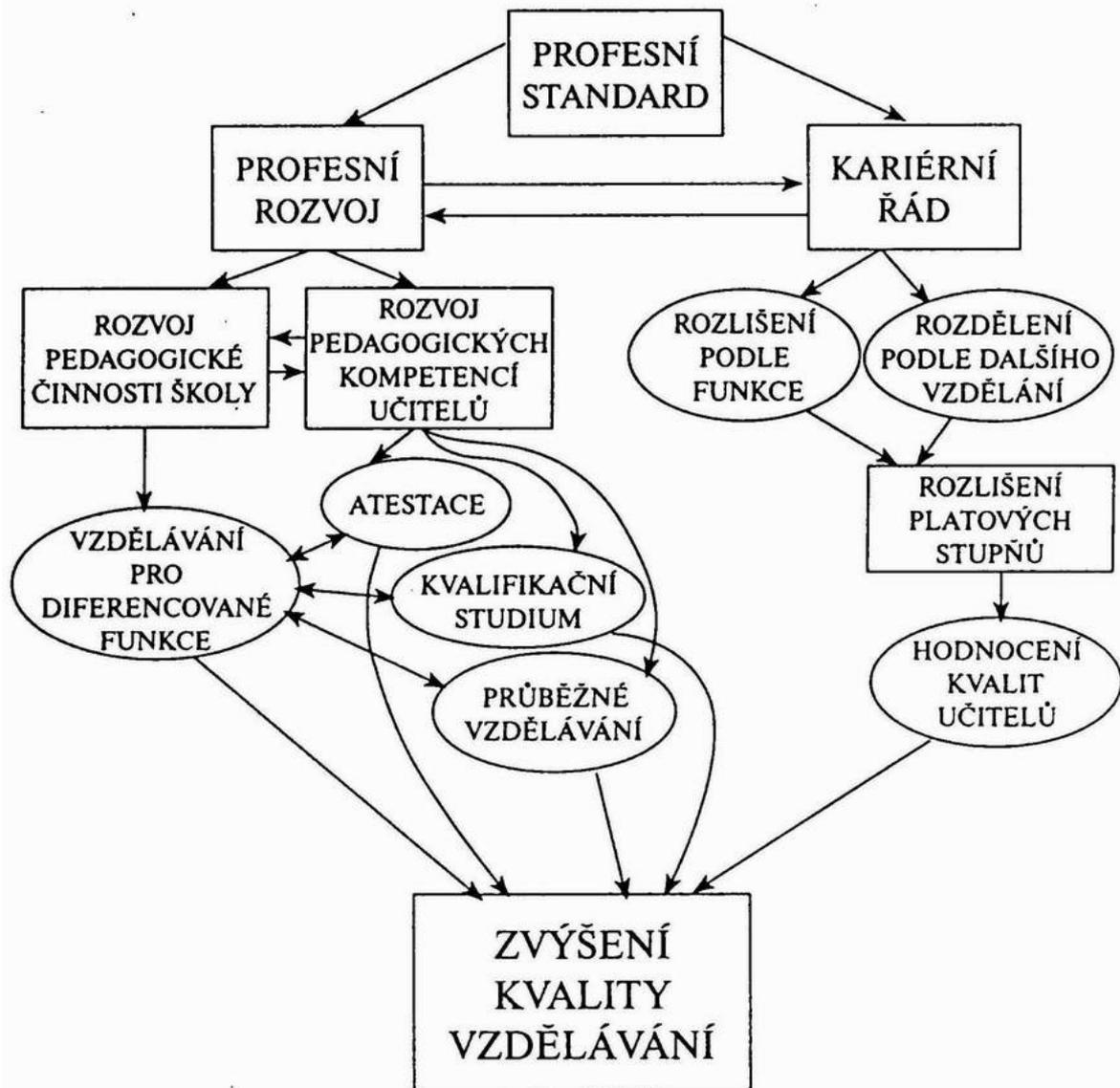
This type of FET is based on a continuous activity of methodological cabinets, methodologists, subject associations which is realised especially on the school level. The regional levels has been gradually closed down. The character of individual activities shows that that it is possible to realise a number of them in co-operation with the remaining counselling centres, or with university institutions. This type of education presents:

- systematic methodological, guidance, counselling, informative, educational, co-ordination and service activities,
- introducing beginning teachers,
- co-ordination of methodological processes and curriculum changes within individual subjects, fields as well as schools, sitting on in colleagues' classes,
- training and informing the school management about topical ministry directives, about the changes in the education legislation, etc.
- introducing curriculum innovations (school educational programmes),
- realisation of cascade models of national education programmes for the biggest number of teachers.

## **The FET organisers**

The number of FET organisers has substantially increased in the last few years. Apart from the FET resort institutions and universities, they include other ministry institutions, and professional teacher organisations which are greatly involved in the area of subject education and in developing teaching methodology and conceptions of individual subjects. Next to the foundations and civic associations, the FET is organised also by private institutions and foreign subjects.

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## Appendix

### The structure of the Czech education system in international comparison

To make the Czech system of education comparable to the systems of other countries, we have to use a universal classification covering individual differences of the school systems. This criteria is satisfied by the ISCED – the International Standard Classification of Education was prepared by the experts has been valid since 1978 and is used for international comparisons of education systems.

We shall present the ISCED classification table in a simplified version.

### The international standard classification of education (ISCED)

<u>ISCED level</u>	<u>Corresponding level in the Czech education system</u>
ISCED 0	<i>Pre-primary education.</i>
ISCED 1	<i>Primary education: Stage 1 of basic schools .</i>
ISCED 2	<i>Lower secondary education: Stage 2 of basic schools; Stage 1 of 6-year to 9-year general schools; any education after Stage 1 of basic schools before upper secondary schools.</i>
ISCED 3	<i>Upper secondary education: all types of secondary schools: general secondary schools, specialised secondary schools, vocational secondary schools</i>
ISCED 5	<i>Non – university tertiary education: post-secondary technical schools</i>
ISCED 6	<i>Higher/university education: bachelor's programmes, master's programmes at universities.</i>
ISCED 7	<i>Post – graduate/doctoral studies</i>

### **What is the structure of Czech education in comparison with other countries?**

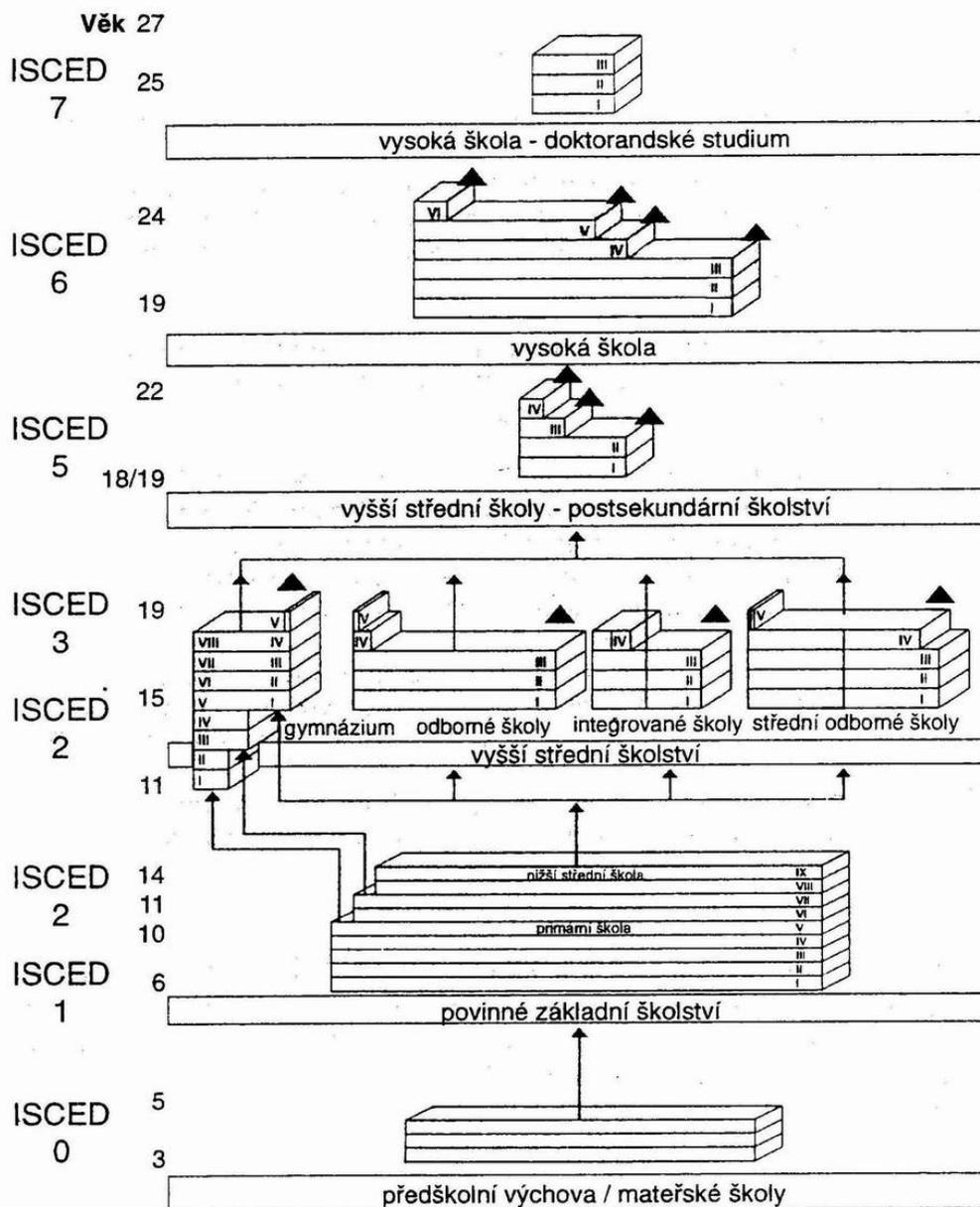
If we compare individual countries we can observe that as far as the structure is concerned the Czech education system as a whole is the same as or similar to the systems of other countries. However, there exist some partial, but significant differences. The ISCED 2 level shows that unlike the majority of western European countries (but also e. g. Japan) which introduced and has kept lower secondary education, ***the principle of standard education has been abandoned in the Czech system.*** A part of pupils population can be educated differently after finishing

the 5<sup>th</sup>, 7<sup>th</sup> class of basic school in 8-year general secondary school, 6-year general secondary schools respectively. This differentiation is similar to those of German and Austrian systems where 10-year-old pupils, after finishing the 4<sup>th</sup> class of basic school, go to one of several types of lower secondary education school (ISCED 2).

It is important to add that while the abandonment of the principle of standard education of all population up to 14 – 15 years was seen as the winning of democracy in the Czech Republic after 1989, the OECD specialists assessing the contemporary Czech education do not view this change as entirely positive. The international assessors group (see the Reports on national policy in education – the Czech Republic, 1996, pp. 117 – 118) point out:

- the selection of 11-year-old, 13-year-old pupils and establishing multiple-year general secondary schools is a radical measure the consequences of which are not possible to analyse fully today. The Czech education system has found itself on the boundary of the comprehensive basic school model and the selective model.
- it is possible to discuss to what extent the early differentiation of pupils in the Czech system influences the access to university education. By the fact that a part of pupils is selected in such an early age for general secondary schools studies, their later university studies are predetermined.
- the OECD specialists also point out negative consequences of this early differentiation for the population structure at basic school. The multiple-year general secondary schools drain the best pupils from basic schools which consequently become schools for pupils with average or poor records; in a similar way, they limit the recruitment base for 4-year grammar schools. *“The examination team suppose that such development would result in the imbalance of education system as a whole.”*

The second important difference in the Czech education structure is the existence of **post-secondary technical schools** (vyšší odborné školy). It is a new type of school in the Czech Republic which came into existence after 1992 as a certain substitution of the so-call extension technical studies. Nowadays, there are 183 post-secondary technical schools in the network of Czech schools. They are usually organised in three-year cycles and they specialise e. g. in marketing, information technologies, tourism, banking, pedagogical, social work. According to the ISCED classification this type belongs to the non-university tertiary education.



## Specific problems of education stages and areas

### a) Stage 1 of basic education

Changes in the concept of instruction mean above all changes in teachers' and parents' thinking, which means a change in their view of the needs and abilities of pupils, of the goals of education, the content of study and methods of achieving the goals. It also means *changes in pedagogical autonomy of teachers* – i. e. the possibility to develop teaching materials that are based on the specific level of pupils,

the conditions of a school, a teacher's own working style and their ideas how to offer high quality instruction and to try out new methods and forms of teaching.

The basis for such a conception of education must be *favourable social, emotional and working atmosphere*. Schools must be places where pupils experience positive feelings and interesting experiences. The prevailing emphasis on performance and rapid progress in learning based on a steady model of lessons, on passing on ready-made knowledge, on enforced discipline, on competition and success at the expense of others, on the dominant position of teachers, on permanent guidance and overprotection of pupils must be replaced by a *greater emphasis on active learning, on a combination of activities inside and outside the school building with an emphasis on activities in the natural environment which enable pupils to acquire experiences that cannot be conveyed in any other way, on a variety of teaching methods which encourage pupils to search, ask questions, express their own opinions, make mistakes, create, discover and invent.*

*An appropriate working atmosphere, close human contacts between teachers and pupils and between pupils* are all important for the education of pupils in a given age.

Every teacher should be able to work *individually with the whole range of the child population* and to master basic procedures in the correction of learning and other problems. Teachers at the first stage have to be part of *an expert team* equipped with specific skills. Their *co-operation with expert teams of teachers at the second stage in creating favourable climate in the school, and possibly in preparing the school curriculum is very important, as is co-operation with pupils' parents.*

The mentioned activities should correspond to the particular competence of teachers developed within their university education. Diagnostics and rectification of specific learning positions must increase within the competence. The pupil population has been changing, the number of disabled children is growing, there are mentally disabled children and the teacher must work professionally. Another type of competence is leading the class and work with groups of pupils of different ethnical and cultural backgrounds. We open our society and a teacher must be able to cope with such issues professionally.

There follows another type of competence – working with pupils who are not fluent in Czech language. This issue is connected with a task of the White Paper, but stated even by the EU, to start with a foreign language teaching in the 3<sup>rd</sup> class.

A teacher must have the competence to control pupils' learning when they do not have suitable family background and they are not able to prepare for the classes at home. One of the types of competence we are not able to manage sufficiently is to recognize one's own limitations and turn to specialists to solve pupils' problems in time: turn to school psychologists, social workers, counsellors.

## b) Stage 2 of basic education

*The goal of the second stage is above all to provide pupils with as good a basis of general education as possible.* This means equipping them with clear attitudes towards basic human values and with such general knowledge and practical skills that enable them to continue in further, increasingly specialised education.

An emphasis is placed on motivation for learning, on mastering of basic strategies of learning, developing their own abilities and interests, creativity and creative problem solving, and so on.

Teachers have to learn how to react better to the individual needs of pupils and their current level of knowledge, and to provide them with effective support. An important role is played by the *class teacher* there.

*Changes in the conception of teaching* at the second stage of basic education mean primarily a consistent shift *from passing on “ready-made” knowledge – systems, reviews, values, to ways of their searching and finding it*, from the prevalingly dominant role of a teacher as a mediator of learning to using the natural activity of pupils of a given age and their extracurricular interests.

This certainly means *moving beyond a universal scheme of the teaching process* and of a static structure of lessons and teaching methods and renewing close co-operation with teachers of the same and apparently different subjects.

Teachers of the second stage will have to prepare pupils more for a secondary study. The competences must be changing. It is expected that 75% of pupils would go through some form of secondary education. The task of the schools should not be only to teach subjects, but also to teach pupils how to learn and educate all the life. And this is the issue that is not fulfilled by Czech schools at all. We also forget the development of pupils' self-regulation, i. e. the influence of teachers and parents should be reduced and pupils should be equipped with the abilities to take responsibility, to decide themselves and to be able to control their lives. Developing team work, co-operation of pupils of various abilities, various health conditions and various ethnic groups are very important because we teach pupils to be able to learn and to live with other people and other types.

## **Recommendations**

1. To accentuate the importance and specific elements of the first and second stages of basic education in major pedagogical documents and consequent elements of the education system.

- To define the first and second stages of basic education in law as two independent education levels with specific goals and needs.
- To see the professional qualifications of teachers at the first stage as the equivalent to the subject-specific education of teachers at higher stages (in terms of its importance, complexity and remuneration).

2. To create a framework educational programme for basic education and to stipulate specific goals, contents, output key competences and conditions for education at first and second stages of basic education.

- To apply a system of school stimulation for the preparation and introduction of high quality educational programmes, for internal differentiation and profiling of schools in accordance with pupils' needs.

- To increase teachers' autonomy by a legislatively guaranteed choice of methods and forms of teaching in basic education, but also the responsibility for changes in the concept of instruction.

3. To provide a comprehensive solution for a gradual transition towards integrated and internally differentiated basic education which makes it possible to create the best conditions for all pupils, for the development of talents and for the integration of pupils with health or social disadvantages, which removes the reasons for separating pupils into specialised schools or classes.

4. To change the conception of teacher education for the first and second stages of basic education through qualification requirements set by the state, while preserving the master's level, to ensure a balance between the subject-specific, pedagogical – psychological, subject methodological and practical components of training.

#### c) Upper secondary general and technical education

Upper secondary education at present takes place in three relatively separate types of schools: general in upper secondary *general* schools ("gymnázium"), *specialised technical, economic, agricultural, artistic, etc.* mostly in upper secondary technical schools ("střední odborná škola") and *vocational* in upper secondary technical schools ("střední odborné učiliště"). This situation is not suited to new needs, so the goal now is to create *an open, coherent and transparent system* of upper secondary education with educational programme with varying proportions of general and specialist, theoretical and practical components, which offer opportunities for transfer and are possibly interlinked. It is essential that upper secondary education pays attention above all to building a basis for lifelong learning and for civic and professional participation in society.

For these reasons, *a national programme of education and framework educational programmes* must be developed which determine the final competences of graduates in view of the new demands. Educational programmes for upper secondary education will put emphasis on the following tasks:

- to ensure that young people are prepared for lifelong learning
- to promote the employability of young people throughout their lives
- to develop a broader general and subject-specific basis of education
- to apply generally usable so-called key competences.

The internal organization of educational programmes will be concern of the schools.

#### d) upper secondary general ("gymnázium") education

Despite the fact that this type of education is still intended primarily as a preparation for immediate progression to higher education, it will have to accept a broader population of pupils than up to now. It should therefore also offer content and subjects that are useful for working life and for some occupations.

For this reason, the framework educational programme for the "gymnázium" will be developed in a way that will make it possible to vary the curriculum to a large extent. In addition to the possibility of a purely academic education, the curriculum will gain a

broad general education element, possibly including selected, technically oriented, elements. This will lead to the necessity to change teaching methods and priorities to support the development of the key competences mentioned above, the extension of foreign language teaching and better utilisation of information technology.

At the same time, the framework educational programme allows a more flexible organisation of teaching. As a result, pupils will be able to create their own individualised courses of study within schools, by means of optional and non-compulsory subjects according to their educational or employment aims.

The situation in education has changed significantly as the goal of secondary schools will be to prepare more and more pupils for higher education study programmes of all types, from technical bachelor's to doctoral studies. This means greater creativity and independence of secondary school teachers, as well as certain research competences. So far we want our pupils to have mainly declarative knowledge: to repeat what is written in textbooks, exercise books etc. This is the area which should change in teacher education; to teach teachers, and then pupils procedural knowledge how to be able to do things, i. e. not only to be able to speak about them, but also to be able to perform them. Another type of knowledge is contextual, i. e. when, why and under what circumstances we can use the learned methods successfully. We arrive at the conclusion for the preparation of teachers of all school stages: co-operation within a university as well as beyond the boundary of faculties, work distribution between various faculties. It proves that traditional subjects are not sufficient, we will have to offer integrating subjects and study modules, which means introducing a new conception. Also the proportion of compulsory subjects appears to be relatively high according to the accreditation, which restricts students. There should be far more possibilities to choose a way of teacher preparation. It seems necessary to introduce a point in teacher education, either as an exam or bachelor's exam, at which a student could decide if they want to do teacher programme or a different study programme.

For this reason, we have to change also the output requirements, teacher competence and state examination. We suppose that we will have to take into account the plurality of various models of teacher preparation, however, based on a clear conception. It is possible that study programmes for the same subject will be different for combined and internal studies because of different experience of students. It will be necessary to monitor systematically the effectiveness of various forms of preparation, evaluate them and find models which would be the most suitable for the Czech Republic. It would be too risky to introduce some standard models directly. Teacher preparation is expecting great content changes which will consequently lead to changes in the structure and output requirements.

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