

TEACHER EDUCATION

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History of teacher education

- School reform in 1774 - the introduction of compulsory schooling
- Due to lack of teachers, majority of teachers in trivial school (former primary school) is without qualification.
- School reform initiated formation of institution preparing new teachers – *Preparanda*
 - course for trivial teachers took 3 months



History of teacher education

- 1848 – teacher training extended for 2 years
- 1869 – Compulsory schooling for 8 years, extension of learning content, big change in teacher education
 - Teachers are prepared at Teaching institutes (4 years programme ended with a final exam)
 - pedagogy, didactics, school legislation and history of education + practice in schools
 - After graduation 2 years of practice ended with eligibility exam

History of teacher education

- After WWI – efforts to introduce university education for teachers have not been successful
- → instead, School of Higher Education in Prague – 2 years programme for graduates of Teaching institutes
- 1946 - following a decree on teacher education by the President of Czechoslovakia **The Faculty of Education at Charles University** was established
- 1953 school reform succeeded in dismantling all Czech faculties of education, newly established institution *The Pedagogical University – The Higher School of Pedagogy*.

History of teacher education

- The Czech faculties of education were not re-established until 1964.
- After 1989 the prime departments at faculties of education were restored and new departments and fields of study were constituted
- 9 faculties of education in CZ

Faculty of Education UK

- It's task is to prepare teachers for all school types and levels, to prepare professionals and researchers in education, educational psychology and didactics of various fields.
- The faculty implements both pregradual study programmes (Bachelor's and Master's) and lifelong learning programmes.
- 20 departments and 2 institutes



Department of Pre-primary and Primary Education

- Guarantees and coordinates initial teacher training for teachers of primary and pre-primary schools
- Concept of study with an emphasis on a **quality personal and professional development of students** in order to best prepare them for a progressive conception of school education
- Emphasis on **partnership and cooperation in teaching, active methods of teaching and self-reflection.**

- **The teacher training for primary education is realized as a 5-year Master's study programme**
 - Other study programmes are divided into Bachelor's study programmes (focused mainly on the taught subject, e.g. History or Czech language etc.) and follow-up Masters's study programmes (focused on general educational subjects)

PROS

- consistency of subjects content and their didactics
- practice pervading the whole study programme
- linked theory and practice

CONS

- Students can't change the field of study after finishing shorter Bc. programme

Study programme characteristics

The aim is to prepare motivated, independent and committed teachers equipped with a wide range of key professional knowledge, skills and competencies necessary for professional entry into the profession, management of pupils' learning processes in terms of joint learning, teamwork and for their further professional development.

Study program characteristics

- Pedagogical-psychological and didactic preparation
- Gradated system of reflected pedagogical practices
- Courses providing a professional basis for a wide range of individual subjects taught at primary school
- Choice of specialization
- Creation of the final thesis, which has a theoretical and empirical part
- Degree examinations

Study program characteristics

- Other departments also participate in the teaching of future teachers
- Only 28 out of 80 compulsory subjects are taught by Department of Pre-primary and Primary Education
- Other subjects are taught by Department of Psychology, Department of Czech Language, Department of Czech Literature, Department of Mathematics and Mathematical Education, Department of Music Education, Department of Art Education, Department of Physical Education, Department of Social Sciences and Philosophy, Department of Information Technology and Technical Education and Department of Biology and Environmental Studies

Pedagogical practices

1. year

- Introductory pedagogical course with practice
- One week in a school with seminars

2. year

- Teaching Practice I. (observing) and II. (teaching)
- Once a week 4 hours

3. year

- Teaching practice in the first year of primary school (Grade 1)
- 1st week of September
- Subject Didactics practice

4. year

- Subject Didactics
- Assistant practice

5. year

- Continuous Teaching Practice I. and II.
- develops teaching competences , integrates existing professional learning outcomes, verifies the level of teacher competence at the end of study
- 6 weeks of teaching

Set of Qualities of Student's Work in Pedagogical Practice

- The Framework for Professional Learning and Assessment of Professional Qualities of Students in Pedagogical Practices is the **Set of Qualities of Student's Work in Pedagogical Practice**
- based on professional competences with examples of quality indicators
- presented to students since the first year
- in the final Continuous Teaching Practice II it is also used for both formative and summative assessment of the student's work
- a basis for systemic cooperation between the University and primary school teachers

Specialization

- Students decide for one of 6 - 8 specializations:
 - Art
 - Music
 - Physical education
 - Drama education
 - English, German, (French), (Russian)
- Only Drama education is realized by Department of Pre-primary and Primary Education, others are realized by other departments



Graduation



1. Oral exams in
 - Pedagogy
 - Czech language and literature with didactics
 - Mathematics with didactics
 2. Oral exam in the chosen specialization
 3. The thesis defense
- Students can take the state final exam when they have completed all the compulsory courses. They must obtain at least the number of credits prescribed in the curriculum from the groups of compulsory elective courses. At the same time, the total number of credits must be 300.
 - There are 2 possible variants of graduation →

State exam of Pedagogy

The student draws two thematic areas, which are further specified by the examiner.

The student defends his / her Final Pedagogical Portfolio.

Student submits:

- list of pedagogical and psychological literature she/he has read
- reflective documentation of Continuous Teaching Practice I. and II + Set of student professional qualities in pedagogical practice II.

Final Pedagogical Portfolio

- an ordered and reflected collection of selected works and other materials of the student during his / her studies
- It documents the professional development and achieved quality of professional competences at the end of their studies
- It is a tool for integrating the study content and final state exams, especially theoretical and practical components and pedagogical-psychological and subject didactic preparation. It not only enables qualitative, formative and individualized external evaluation of the student, but is also a valuable tool for self-evaluation.

Contemporary trends in teacher education

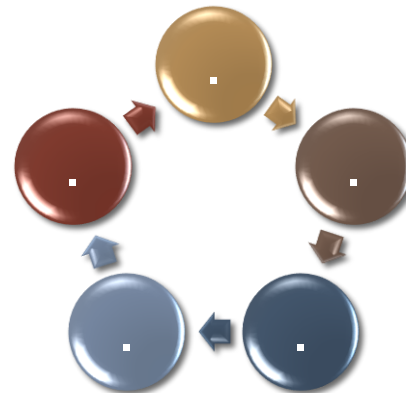
- Professionalisation of teacher and teacher education
- Constructivist concept of education
 - efforts to respect natural learning processes
- Reflective model of teacher education
 - systematic theoretical and critical reflection of practice
 - self-reflection in the role of teacher
- Depth of professional knowledge and thinking
- Continuing professional development

Professionalisation of teacher and teacher education

- There is the need to explicitly define the quality of the teacher and to legally anchor **the professional standard** which determines the professional competencies needed for quality performance of the profession
- There were efforts to create one during the last 20 years, however, there is still no official standard for teachers in the Czech Republic at present
- Nowadays tendencies to further deprofessionalization of the teacher profession

Reflective model of teacher education

- systematic theoretical and critical reflection of practice
- self-reflection in the role of teacher
 - video recordings
 - creation of professional portfolio
 - Set of qualities of student's work on pedagogical practice
- graduates should be able to do action research and become „teacher researches“ in their own classroom



Sources

- <https://pedf.cuni.cz/PEDFEN-1.html>
- <http://kppp.pedf.cuni.cz/>
- <https://clanky.rvp.cz/clanek/k/z/21373/PRIPRAVA-UCITELU-ELEMENTARNICH-SKOL-Z-POHLEDU-HISTORIE.html/>