

Czech Republic

ENTEP MEMBERS HOMEWORK

Please write a brief overview (1-2 pages) **on initial teacher education in teaching context** in your country. What is the national policy and how is it implemented and evaluated? You are kindly requested to highlight the strengths and weaknesses in the following areas:

Who is student teacher? It could be

- 1) beginning teacher – after his studies at teacher education institution (for the time being without professional experience),**
- 2) student, who teaches under a mentoring, because it is a part of professional training.**

Suppose the second one.

- The framework and nature of mentoring and coaching student teachers in the context of initial teacher education;

There are 9 Faculties of Education in the Czech Republic which provide the study programmes *Primary School Teacher Education* and *Lower Secondary School Teacher Education*. Some of them also provide the study programme *Upper Secondary School Teacher Education* but this one is mainly provided by the Faculties of Arts and Faculties of Science.

Student teaching is a part of these study programmes (in our country, we speak about student practices). All students have to teach under a mentoring, minimally 4 weeks (but somewhere about 10 weeks – it depends on type of study programme and teacher education institution). Nevertheless, it is not compulsory defined by law (an Act), but it is a part of standards requested by Accreditation Commission. (Study programme must be accredited.)

- Partnership agreements between teacher education institutions and schools: the different roles played by each partner;

There are not central requests for agreements between teacher education institutions and schools in Czech Republic. Teacher education institution usually enters into a bilateral agreement with school where students will teach. Students are there under double mentoring: 1) under senior teacher from school, 2) under teacher from teacher education institution. Both of them evaluate student teachers.

- Which is the required school teachers' profile to be a mentor and a coach of student teachers in the schools context and how are they prepared to organise effective mentoring and coaching schemes;

These requests are not centralised. It depends on the concrete school and the concrete teacher education institution. These institutions set requests and coaching schemes themselves.

- The relationships between teacher education institutions and schools regarding the professional development of their teachers and the organisational development of schools.

I couldn't answer this question exactly. In my mind, it depends on experience every school. The schools can exploit this cooperation for development of their teachers (for ex. participation at research projects, programmes of lifelong learning etc.) or not. I think there are big differences among those schools in Czech Republic, what is mainly caused by interest (or non-interest) from teachers and head teacher and interest (or non-interest) from teacher education institution.

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We would be grateful that you send your texts to the e-mail: conferencetpd@dgrhe.min-edu.pt by the 10th September.