An Anthology of Selected Papers from the Conference

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Teaching Practice:
Current Knowledge and Perspectives

MASARYK UNIVERSITY

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Content

Introduction

Although interconnecting theory and practice in teacher training is viewed as an important element of its quality, the gap or tension between theory and practice still persists (Švec & Bradová, 2015; Višňovský, Kaščák, & Pupala, 2012). One such way of connecting theory and practice is the system of teacher practice, which is one of the key problems of the faculties when training future teachers and that has been the subject of periodically renewed discussions for over a half-century. However, within the concept of pedagogy, teacher practice mainly represents a technical issue (Koťa, 2012). Therefore, we respond to the situation where although the idea of teacher practice is generally accepted, it is not subjected to deeper reflection in the professional discourse. As a result, the Department of Education at the Faculty of Education at Masaryk University in Brno organized an International Conference Teaching Practice – Current Knowledge and Perspectives on November 19, 2015, which aimed to discuss issues and approaches to teacher practice in undergraduate teacher training. The conference focused particularly on implementing teacher practice at pedagogical faculties in the Czech Republic and Slovakia, practical preservice teacher training models, practical preservice teacher preparation goals, current knowledge based on research of practical preservice teacher preparation and examples of good practices involving teaching students at primary and secondary schools, methods of evaluating teaching practice and participants, as well as methods of support and cooperation, experience from abroad and visions in realizing teaching practice. This reviewed anthology presents selected papers from this conference. All papers presented at the conference are available in the Czech version of the Anthology [1].

In this anthology, we present the international audience with seven selected texts translated into English. In the first text, Beata Kosová addresses the topic of *Professional Preparation of Future Teachers and Supervising Classroom Teachers in the Light of International Trends.* In the second paper, *The Reality of Teaching Practicum during the Past Decade: Development, Stagnation, Regress?* Jitka Jursová, Helena Picková and Petr Urbánek illustrate the development of teachers' practice in the Czech context. The third paper, *Innovating Pedagogical Practicums at the Faculty of Education of the University of South Bohemia in České Budějovice* by the collective of Iva Žlábková, Miroslav Procházka and Miluše Vítečková shows a specific model of teaching practice at the selected university. The practical preparation of primary education students is addressed by Hedviga Kochová in the paper, *The Practical Preparation of Student Teachers of the First Grade at Primary Schools.* Martin Kuruc follows with the topic of *Motivation and Self-Regulation in Preservice Teacher Training*. *The Role of Clinical Schools in Teacher Preparation* by Vladimíra Spilková, Anna Tomková and Nataša Mazáčová describe key actor in teaching practice – clinical schools. Cailtin Walker than introduces clean language. The paper title is *Supporting Teacher Educators to Support Beginning Teachers to Learn through Reflection - Training their Attention through Clean Language and the Systemic Modelling Process*. The last contribution is the paper by Kateřina Lojdová, which focuses on cooperation between student teachers and their mentors during teaching practice.

We hope that the anthology inspires innovative practical preservice teacher training and becomes a means for reflection.

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[1] https://munispace.muni.cz/index.php/munispace/catalog/book/829

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1. Professional Preparation of Future Teachers and Supervising Classroom Teachers in the Light of International Trends[2]

Beata Kosová

Abstract: Teaching studies and their practical professional preparation (training) in Slovakia are not conceptually created in the spirit of international trends. Teaching experience in the world is designed with an emphasis on the student as part of the two approaches. The competence approach emphasizes increasing development of designated teaching competencies; it is oriented on outputs. The reflexive (phase) approach builds teaching experience according to the phases of gradual transformation of the role of a student into the role of a teacher with the crucial role of permanent reflection of professional practice; it is oriented on the process. The main trends are: intensifying character of teaching school experience, reflective character of practical training, student portfolio, reasoned out cooperation between universities and training schools, highlighting the role of the mentor (trainer teacher) and increasing requirements for the implementation of this function, the growth of importance of evaluation of teaching practice for successful completion of study, increase of the proportion of teaching experience within the study, the tendency to standardization of the teaching practice. A further trend is a model of clinically oriented teacher preparation (training) which begins with clinical experience of students acquired during continuous clinical teaching experience gained within the study. An integral part of higher education institutions are clinical university schools with specially prepared mentoring teachers. These schools cooperate with universities not only in providing for mutual instruction, but also in research and development of teaching innovations.

Keywords: teacher training, teaching practice, competency model, reflective model, standardization of professional competencies, training school, clinical school, supervising teacher, preparation of teachers for the role of mentors

The idea that pedagogical mastership of a teacher and his or her increasing expertise is based on their ability to reflect their own practice is widely recognized in the world, regardless of the concepts and approaches in which the concepts of teacher training are rooted. Research based theory on the relationship between theoretical and practical knowledge proves that the reflective nature of teaching practice, built on the socioconstructivist theory of knowledge and learning is the main condition of their interconnection and the gradual transformation of student's professional performance and professional thinking (eg. Korthagen et al., 2011). The competence to reflect own practice and teaching, which is considered to be a core competence for career development, is part of the professional standards for the teaching profession in many countries (see Spilková & Tomková, 2010) and the concept of reflective practice has also become the most widely used model for framing practical training of future teachers at universities. Unfortunately, teaching practice at most Slovak faculties of education does not have a conception that would be supported by any scientifically proven theory of gradual

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transformation from a student to a teacher. While theoretical academic preparation after 1989 has been gradually reaching a university level comparable with foreign countries, on the contrary the practical (and, unfortunately also didactic) training is mostly below the university level which can be characterised by reflective thinking. Therefore, a deeper awareness of international trends in this field can be an important inspiration for the future.

1.1 International trends in designing professional practical training of future teachers

From the initiative of the *European Commission for Education* a number of international documents on the quality of teachers and their training was created in the last 10 years. Within ATEE (Association for Teacher Education in Europe) a stormy professional discussion was opened about the creation of "European standards of a teacher" and his or her key professional competencies within the framework of the project of 12 European countries "Identyfying Teacher Quality" (2006–2009, Slovakia did not participate). The project accomplished a comparative analysis of their professional standards and required qualities of a teacher (for more see Spilková & Tomková, 2010, pp. 22–38). On the issue of how to prepare teachers for all the required capabilities, the European Commission began to engage itself further in teacher training and teaching practice. In the paper "Improving the Quality of Teacher Education" (2007) it is required to ensure sufficient practical experience of real instruction to student teachers in their undergraduate studies.

The initiative of the European Commission for Education was a project entitled "Practical Classroom Training within Initial Teacher Education", in which representatives of 19 EU countries participated in the year 2009 (Slovakia did not participate). The project aimed to make political decisions and recommendations to the construction, content, organisation and evaluation of teaching practice, which would help the EU Member States to improve the practical training of future teachers. Project outcomes support reflective practice, require professional cooperation, effective research based teaching and ensuring transmission of relevant values. Teaching experience shall facilitate student teachers with real action and its reflection, that means provide students with everything that can not be obtained through theoretical instruction. They emphasize the central role of the mentor (supervising teacher), and the fact that teachers should be professionally trained for performance of mentoring activities (for more details about the project see Kosová & Tomengová et al., 2015). *Conceptual approaches to models of teaching practice* have changed considerably around the world over the last 40 years. Academically oriented approach in which the design of teaching practice was based primarily on a prescribed curriculum for pupils or behavioral-based approach, first of all with a requirement to perform prescribed teaching activities, has shifted to models Which focus on the professional development of students. *Emphasis on students and their changes* became predominant. Although all approaches can be characterised by a certain focus on teaching duties as well as on the reflection of practice, according to the emphasis what these two trends consider to be crucial for the construction of teaching experience, it is possible to identify two predominant approaches. We could qualify them as a competency model based on a strong focus on development of assigned competencies of a student and a reflective (resp. phase) model, based on a process of gradual transformation from a role of a student to a role of a teacher. The first model places greater emphasis on the output, the second one on the process.

The *competence approach* to professional training, that is based on behavioral orientation, is usually characterised by teaching practice focused on thorough mastery of teaching competencies, defined generally in the state-approved professional standards. In individual graduated types of teaching practice, each competence is elaborated into escalating quality

target levels that a student should achieve gradually. An example of such a model is practical training at higher education institutions in Canada (Quebec). There, in 2001, the Ministry of Education adopted a major 253-page document "La formation à l'enseignement. Les orientations et les compétences professionnelles", which defines a set of professional competencies required of a teacher across grades and types of schools (La formation..., 2001). It defines 12 competences, each of which is elaborated into set of more specific skills and is defined at each level that is expected from a graduate from teacher education. Universities must base the creation of their study programs on this document. For example at the Faculty of Education, at the University of Laval in each year and in for escalating types of practice a student develops each competency, but in varying degrees of emphasis on the objectives of the practice. Also in evaluating materials for each practice graded demands on the desired level of each of the 12 competencies are expressed. Similarly, in the self-assessment sheets students are structurally led to the evaluation of their level, pathways and targets for further development of individual competencies and their interconnections (for more on teaching practice at the University of Laval, Tomková, in Spilková & Tomková, 2010, pp. 58–77).

The basic source of *reflective (phase) approach* to teaching practice is a constructivist model of teacher training in which the student is considered to play a major part in his or her career development and co-creator of his professional identity (Vermunt & Verloop, 1999). The focus is placed on the active creation of own knowledge mainly through reflection and introspection of his or her own teaching and own research, hence it is strongly oriented to the acquisition of personal practical experience of the student and therefore the high proportion of practical training during the studies. Frame construction of teaching practice involves needs of evolving teaching personality, the gradual transformation of the role of the student into the role of a teacher and therefore the practice corresponds with the phases of this development. It is conceived as a series of structured teaching situations for future teachers. This model also works with professional competences, emphasis is placed on the reflection and application according to their development.

The reflective model of teaching practice is highly preferred at teacher-training universities in the Netherlands. For example at the university in Windesheim the teaching practice is organised in four successive phases:

- In the first year the topic of the practice is *I, the beginning teacher* with the aim on introduction into the profession, familiarisation with a school environment, orientation in the classroom, but especially on knowledge and cultivation of self. In college in Deventer this phase is called *orientation* and they emphasise critical reflection of self and its role in understanding and verifying the student's own qualification to be a teacher.

- In the second year the topic of practice is *Me and instruction*, which is focused on planning and organising teaching, preparation of activities with regard to the teaching objectives and capabilities of pupils. Students test learned theory and methodology in practice, search their own ways of teaching, verify their effectiveness. In Deventer it is called the *stage of insight* into teaching and a classroom.

- In the third year of practice the topic is *Me and pupils*, aimed at developing The interpersonal competencies of students, but more particularly on the ability to meet the individual needs of pupils and differentiate instruction according to their educational needs. At the college in Deventer this period of the third phase is also called *empathy to another* and in addition it focuses on deep reflection of the instruction based on a diagnostics. For students, a system of consulting services is provided (no rating) to manage better the details of educational work.

- In the fourth year of the practice titled *I, the independent teacher.* in the Netherlands this is implemented with a so-called LIO system (Teacher in development), in which the student takes full responsibility for instruction and teaches in a classroom for five months in the absence of another teacher. Part of this phase is stable mentoring outside of the classroom, action research and in some cases creation of a final thesis. At this stage, the emphasis is placed on learning the ability of self-reflection as a competence for further self development and on answering the question, "what else needs to be changed"? (processed by Meulenkamp, 1993; Spilková & Tomková, 2010).

Because the supporting method of a student's improvement is reflection, the main instrument for its implementation, as well as for evaluation is *student's portfolio*, which also includes a structured self-assessment of seven professional competences (as they were adopted by the Dutch Ministry of Education) and the evidence on the performance of these competencies, but also personal development plan in which student describes his objectives and how he reaches them. The portfolio is constantly in use, it is the basis for conducting a number of discussions with supervising teachers and university methodologists, group discussions and reflective seminars. Being under professional guidance students are the entire time encouraged to analyse and evaluate their own work, plan their own change and try their own teaching projects. During facilitating interviews their personal experience is referenced to a theory emphasizing the cyclical model of reflexive learning from real situations in schools (see Sec. 1.3, Korthagen et al., 2011). The merit is the idea that the student shall experience development process and that the process and purpose of his study is *leading to professionalism guided by development of* the *student – becoming a teacher*. Such a model requires a large proportion of practical training, at the aforementioned universities it constitutes 30-40% of the study.

Although overseas there is a high level of autonomy among universities and teacher-training schools and each institution creates its own model of practical teacher training, it is still possible to identify certain *common trends* that are more or less enforced in Europe and the developed world and at the same time they show some convergence of the listed approaches. For example:

- Practical training has *gradual character*. It consists of a system of interlinked, usually, four types of practice with the escalating demands of tasks for students, and it is not interrupted in any year of study. Often it starts by practices and training in premises of a faculty that prepares students for entry into a school. It continues by observations of a class, pupils and teaching, then microteaching and assistance activities, followed by a sequences of solo teaching in individual lessons to continuously realized long-term teaching in one class.

- A clear *focus is on the professional skills* of students and the stage which should be achieved by the end of the study (focus on outputs). Also in the reflective approach, competences are part of practical training and student assessment criteria.

- Apparent also is the orientation on *reflective character of practical training* and particularly strong emphasis is placed on reflective competences of future teachers, achieved through *structured self-reflection*. Likewise in the competency models a reflection and self-reflection are an important tool of students' teaching. Often the reflection of the student teaching practice is inherent in various group activities and individual workshops after completing different types of practice that are lead by university teacher with a supervising teacher.

- The clear tendency is to demonstrate evidence about the level of student's competences through a *student portfolio*. The portfolio, as a part of or the output of practical training, including structured demands on it, occurs in all countries and models. Differences lie in it's function, whether it's main significance is the final evaluation of students

(competency model), or their continuous learning (the reflective model). Universities increasingly use an electronic (sometimes also interactive) portfolio.

- The basis for the quality implementation of teaching practice is a close cooperation *between training schools and universities,* particularly in educational as well as scientific and research areas, constant care about the quality of supervising teachers, their training, harmonisation of their requirements for students etc. Very often one of the training schools, sometimes referred to as a laboratory, faculty or university school is directly an organizational part of the university.

- It is also possible to identify an increasing *emphasis on the role of a mentor* (supervising teacher) and *raising level of requirements* for the implementation of such specialized function. Usually specialist training organized by the university is required for such a job.

- The *importance of assessing students during teaching parctice for the overall success of their study* increases. For example in Canada failure to determine the level of competence or in the Netherlands, failure to submit a portfolio in a particular quality means abandonment of the study and in Ireland the evaluation from teaching practice significantly affects the admission of candidates for teaching jobs.

1.2 Implementation of teaching practice in the world and the trends towards its standardisation

The internationally *concurrent model of training of future teachers* is prevalent in the construction of teacher training courses, which includes academic preparation in field subjects or pedagogical and psychological subjects and a practical training concurrently studied from the first year of study. This model is considered more efficient because the direction towards teaching is supported throughout the study of four to five years and the teaching practice is uninterrupted, the contact with the school practice is continuous and allows smooth acquisition of practical teaching experience. The *consecutive training model*, in which the future teacher is firstly being prepared in the theory of approbation subjects and teacher training, including the practice, starts at the end of teacher training study, respectively at the master level after completing non-teaching curriculum, this is the only possibility of preparing teachers for lower secondary level in five countries of southern Europe (Spain, France, Italy, Cyprus and Bulgaria). After the transition of European countries to the Bologna model of structured study (usually 3 + 2 years) this option of transit to teaching profession has been extended to several European countries, including Slovakia, but it is still criticised by experts. Especially since the focus of teaching and teaching practice is concentrated into the last two years of study, preparation for the profession and gaining of practical teaching practice and reflective capabilities are short and insufficient (by Šimoník, 2005; Nezvalová, 2007). And in order to ensure long-term continuous teacher professional practical training some countries, for example Holland, or Switzerland, chose model 4 + 1 in teacher training for primary, or lower secondary education, where in four years of bachelor study basic concurrent teacher education is provided and in the fifth year of graduate study specialized training is studied. For example for work in special schools.

Another general trend in recent years in OECD countries has been an *increase in the range of teaching experience for student teachers* from the beginning of their study, as well as a widespread practice in all areas of school life, not just teaching. According to various sources, in most EU countries, the share of practical training in teacher training for secondary education levels is much higher than in Slovakia, for example over 20% of study in Sweden, over 30% in

the Netherlands, France, Ireland, Denmark, Finland, Iceland, Belgium, Austria and Portugal, even over 40% in Norway, more than 700 hours of direct experience in schools are stated by universities in Canada, Belgium, the Netherlands, and Finland, while in Belgium it is 780 hours in only three years of bachelor's degree (Teaching profession, 2003a; Zuljan Valenčič & Vogrinc, 2011; Spilková & Tomková, 2010).

According to the summary report, the American Association of Colleges for Teacher Education, in 90 teacher training institutions was in 1991 found that teachers in secondary levels of education spend on average 74 hours in the laboratories, approximately 75 to 100 hours at the initial practice, and 44–55 days at the continuous final practice (Nezvalová, 1995, p. 36). In the UK, a student practices for 24 weeks after the last treatment of teacher training and it is required to have teaching knowledge and practical teaching experience before the beginning of the study. If the student does not meet the required limit of observed lessons, under the special program (before the application), he can complete those lessons (Get Into Teaching..., 2015). Teacher training in Sweden (Ladd, 2007) contains 20 to 23 week program where students work with a team of teachers at a school, develop a wide range of professional skills and research activities related to their academic program and are in contact with "their school" over the entire study period.

The Teaching practice of students in Finland at bachelor level consists of 175 to 210 hours (ie. Basic practice). At the level of master's degree it is from 125 to 150 hours in one year (ie. Advanced practice), and finally from 200 to 240 hours (Final practice). Finnish success in PISA testing is mainly based on the overall quality of teachers and teacher training, which applies four approaches: it is based on constant liaison with the school practice (school-based), the permanent research (research based), on a personal experiment (experimental personal based) and addressing problems and situations of school practice (problem-based, case-specific). During the study it is fundamental to provide individual, professional mentoring to students during their practice using the portfolio as a method of evaluation and promotion of individual reflection, and therefore also in preparation of student teachers progress of each individual student to himself is evaluated (Sahlberg, 2010, 2011).

A more recent trend that is emerging in many countries and is related to the process of standardisation and professionalisation of the teaching profession is a *tendency towards standardisation of teaching practice.* It is a tendency to define wider applicable requirements to be met by each institution to ensure the teaching practice and the requirements for minimum level of professional competencies that must be achieved by each graduate of teacher education.

Basically, the three approaches to the standardisation of practical training can be distinguished, depending on whether they are separate pieces of legislation for student practice or not. One approach can be identified in countries where there are *professional standards for teachers* (ie. other public documents of this kind) and from them are derived the requirements of higher education in the construction of teacher training courses and practical training within it. In the comparative analysis of professional standards in the aforementioned ATEE project entitled "Identifying Teacher Quality" it has been revealed that most countries specifically considered this to be the most important function of professional standards of all. Several countries themselves state a really significant effect of the existence of standards for the concept of a preparatory study for teacher training and evaluation criteria of their students or graduates (USA, Australia, Canada, the Netherlands, Belgium, Great Britain and others.). In countries, such as Norway, Sweden and Poland they have even the form of state designated "national curriculum for teacher education". Also in the Netherlands, the state established that high school teacher training must take professional standards as the basis for the development of training programs. Professional standards in the UK, issued by the British Ministry of Education state that providers of initial training must ensure that their programs are designed and

implemented to meet the standard and must evaluate students according to these standards in a way that corresponds to what can be logically expected from the trainee teacher before granting qualification (Teachers' Standards, 2013, p. 6). While the Netherlands and Slovenia have defined one level for all teachers, other countries have defined four (Australia) or five (UK) quality standards, which include the novice teacher (for more details see Spilková & Tomková, 2010, pp. 22–51). This level refers directly to its use for the profile of teaching graduates.

The second approach, which can be identified, is in those countries where *professional standards directly contain the requirements to achieve a certain level at the end of teacher training or direct requirements on practical training*. E.g. in Canada, in the province of Quebec, professional standards are treated in 12 competences, each of which defines the level required by fresh graduate. Professional standards of teachers in Australia (The Australian Professional Standards for Teachers) have 7 core competencies, each of which is elaborated in 4-6 capabilities on four quality levels, the first of which defines the requirements for work of a graduate. Three competencies, namely: planning effective teaching and learning of pupils, creating and maintaining a supportive and safe environment for pupils' learning and assessment, feedback and learning outcomes of pupils – are directly labelled as standards for professional practice.

In some countries another approach is asserted, so that there are *separate standards of teaching experience, and effective teaching practices*. The standard of teaching practice (Standards of Practice/Ontario College of Teachers, 2013) offers a framework of principles that describe the knowledge, skills and values required from teachers in Ontario, Canada. According to the document, the purpose of the standards is: to offer inspiration for teaching profession, to identify values, knowledge and skills specific for the teaching profession, to conduct professional decisions and activities of the teaching profession, to present a professional language and to support understanding of what it means to be a teacher. Similarly, in the US, each state has their own standards for practical instruction, but generally these are the criteria that represent knowledge and skills that best reflect the evidence demonstrating quality, for example the 10 point standard of effective practice for teachers (Standards of Effective Practice for Teachers) in the state of Minnesota (more details on these two approaches Kosová & Tomengová et al., 2015).

1.3   Training/Clinical school and a supervising teacher

Based on criticism of traditional academic-based teacher training in some countries – especially in the US, but also for example in Belgium, the Netherlands, the UK and Finland, a different approach it promoted in teacher training, for which *clinical experience* gained and reflected during teaching practice is the starting point and the basis for everything, also for the academically oriented teaching of future teachers and is the foundation of the whole construction of the teaching curriculum (clinically based teacher preparation, school-based teacher education). It is based on the idea that enough of quality formative feedback thus the quality of mentoring and leadership is crucial for high-quality professional learning and the professional development of students. Some universities from 170 countries around the world go even further and in the project "Deep pedagogy" led by M. Fullan, verify such a model of teacher training, where a curriculum of studies is foreseen only very broadly and gradually it is completed according to the clinical experience of students, issues arising at the teaching practice and its constant reflections (Wolters, 2015).

It is understandable that this type of teacher training has a high proportion of practical training based on close collaboration with a network of partner training schools with supervising

teachers (mentors) specially trained by the universities. However, a crucial role in such "clinically" oriented teacher training is played by a specific type of a training school, called clinical, laboratory, university, respectively faculty that exist near teachers' colleges in many developed countries. For example "Professional Development Schools" in the US are likened to teaching hospitals and according to Spilková they are based on the idea that the fields, in which linking theory and practice and reflected practice under supervision is important, need to have clinical departments (Spilková, 2015, p. 8). These in addition to their main mission (teaching pupils) are also used for research and for the training of future professionals. Finland has eight universities that train future teachers, every university has not only a network of training schools but also one or two university training schools (together, there are 12 in Finland). They are funded by the Ministry of Education and are part of the university (similarly it is in the Netherlands, Belgium etc.). These universities have a sophisticated model of partnership with both types of training schools, supervising teachers are invited to attend regular meetings with methodologists and practice guarantors prepare for them so called supervision course in the lenght one year.

Clinical or university schools are not yet duly specified. They are seen as quality schools with teachers of often high-quality professional competencies, that are forward-thinking workplaces where, in collaboration with universities, they develop and test new procedures, methods, tools etc. The field didactics and experienced practitioners teach each other, jointly lead students to practice and reflection, jointly carry out research and innovation projects. In their case, it's not just work together, but the formation of the *collegial culture of professional learning* that is typical for peer support, cooperation, mutual learning, sharing knowledge and experience, which also means joint education. Because the most serious tool for the professional development of student teachers is considered to be a *collaborative environment in a professional school community* and beyond, the faculty teachers and supervising teachers / mentors create a team, synergistically cooperating in the facilitation of students' development (see also Spilková, 2015). Overall findings from OECD countries show that the most effective teaching practice is characterised by consistency between academic programs and practices in schools, teamwork between the actors, as well as joint training of university teachers and supervising teachers.

International documents often emphasize the importance of training supervising teachers (as well as university teachers) to the role of mentors. For them, mentoring in the practical training of student teachers in schools has benefits for both parties. The student has the possibility to imitate and take over the experience, the mentor is enriched by ideas and insights of a person who is not burdened by stereotypes and is looking for new ways of finding solutions. *A* Mentor is therefore a wise mentor, or a guide on the journey, and not the one who should be imitated. On the one hand, general requirements for mentors are presented, such as: the development of training, conducting research, critical thinking, system competence (control of the process of teacher training, roles and relationships), transversal competences (decision-making, initiative, teamwork) management responsibilities (Leadership – inspiration of teachers, coping with stress and uncertainty, cooperation, communication), creating links with other areas (Common European Principles..., 2005, pp. 14–15).

Besides the required qualifications and five years of teaching experience The Teaching Council identified more specific requirements for mentors. According to their pilot study a mentor:

- has good communication skills, responsiveness to the opinions of others,
- is aware that he is providing professional and personal support,
- is a good example of a teacher with a wide repertoire of teaching styles,

- is aware of the high standards required for professional practice and management,

- wants to give time, support, and show interest in the development of future teachers and also develop his own professionalism.

- is open to observation of his own teaching by students and colleagues (www.teachingcouncil.ie).

The mentors are expected to hold competences at 2 levels: didactic expertise in their own teaching and knowledge and skills in how teachers and future teachers (adults) learn. According to McDonald mentors need to learn the following special abilities and skills for their successful performance:

- "*Personal pedagogy*" – the ability to show how to teach the subject of their field, to explain their actions and justify them – be critical and reflective at the same time.

- *Modeling the role of a teacher* – the teacher should demonstrate high expectations towards pupils and help them achieve their individual maximum. The mentor should discuss this with students, tell them about his or her beliefs and thoughts, and encourage students to think about their own teaching. They should lead students through socialisation processes at school and be a partner in designing, reconstruction and improvement of teacher's professionalism. It is not important that mentors precisely demonstrate and explain how students should teach, but to give them the opportunity of self-analysis and reflection of their work. This should be a basis for self-regulation and development of the students.

- *Feedback* – regular, clear and constructive feedback helps students in their learning from practical experience. Feedback may be formative or summative. It is not only looking back, but also looking ahead, seeking the improvement.

- *Relations* – for good relations between mentor and student it is important that constructive criticism is given and obtained in a simple way. The mentor should be friendly, approachable and supportive. The mentor actually holds the door for the student to enter the profession. The point is to show passion and love for teaching and the teaching profession and transfer it onto the student (McDonald, 2009).

In the Slovak Republic in the years 2005–2006 an expert group prepared the basic structure of competencies of a teacher, divided in three groups: pupil oriented competences, educational process oriented competences, and teacher's self-development oriented competences (more Kasáčová et al., 2006). According to this logic, the competency profile of a supervising teacher is in the prior draft divided into three dimensions: competences oriented towards students at the teaching practice, towards the training process and towards professional self-development of supervising teacher. In the development project of the Ministry of Education entitled "Professional practical training of future teachers" a detailed *competency profile of a supervising teacher* was elaborated:

Competences oriented towards the knowledge of a university student who they supervise:

a) identifies educational, personal and social needs of students.

b) accepts the individuality of each student.

c) takes into account the psychological and social factors of students' learning,

d) reflects factors affecting *a* student's perspective on the learning process.

Competencies directed towards the development of professional teaching competences of student teachers:

a) creates conditions for the transformation of the role of ta student to the role of a teacher (leads to accountability, autonomy, professionalism),

b) presents didactic expertise including the use of new technologies in teaching

c) projects, analyses and evaluates the student's educational activities.

d) creates a supportive and responsive environment for a student

e) developes professional social skills of the students (supports cooperation and team spirit, awareness of responsibility towards the profession and institution)

f) provides individual counseling to the student.

Competences directed towards the self-development of a teacher:

a) uses tools of autodiagnostics and selfreflection

b) uses reflection, evaluation, and feedback from others (field methodologists, faculty teachers) for their further professional growth and self-development.

c) innovates teaching and makes it more efficient,

d) coordinates cooperation with the faculty, creates collaborative projects with various partners,

e) demonstrates proficiency in tutoring and mentoring.

At the same time the content of specialised education of supervising teachers was designed in two modules with the following thematic areas:

Table 1

Two modules of specialised education

Module	Educational content
Supervising teacher as a mentor	• Specifics of adult education • Identification of the needs of adult learners • Mentoring, coaching, tutoring, supervision – characteristics, processes, utilisation, training • Self-development strategies of supervising teacher • System of teaching practice for student teachers, student evaluation criteria
Supervising teacher as a teaching expert	• Didactic and pedagogical-psychological analysis of lessons • Didactic processing of innovations in school subjects • Reflection and feedback, evaluation • Interpersonal communication • Cooperation, teamwork in school • Action research in the classroom • Creation and use of learning resources, modernisation of teaching with ICT

(by Kosová & Tomengová et al., 2015)

1.4 Conclusions

The abovementioned international trends show that Slovakia should significantly change the character of teacher training, as it has a very low proportion of practical professional training, especially at other than faculties of education. If we are not to fall behind the developed world even more than we already are, we need to change the key requirements for the accreditation process. Apart from the need to strengthen the professional practical training courses of at least 20% of time devoted to teaching study, the current role of universities is to anchor it conceptually and build it on reflexive or competence-oriented model of practical training and provide it with a more reflective character. However on the part of the state it is important to create the personal, material and financial conditions necessary for the higher quality functioning of training schools and supervising teachers, as well as legislative changes that will allow universities to establish university (clinical) schools and motivate quality regional schools to participate in the training of future teachers. Many results of foreign research and experiments carried out in teacher training show how important it is to give enough support to grant challenges and funding for research of practical components of teacher training. Self-critically it should be noted that a fundamental pressumption of changes that would lead to teacher preparation that really develops professional competence of future teachers, however, will always be change of underestimating attitudes of universities and their teachers to teacher training.

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2. The Reality of Teaching Practicum during the Past Decade: Development, Stagnation, Regress?

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Abstract: Teaching practicum is an important topic in teacher education. The reality shows, nonetheless, that there are many limitations to it at the conceptual, organizational and personnel levels. The key problem remains realization of teaching practicums, which is determined by (internal) possibilities of faculties and (external) conditions created by the policy of university education.

The text summarizes the problems of teaching practicums as evaluated at faculties of education at the beginning of the millennium, and confronts these evaluations with the present day. The text aims to answer a crucial question: What is the present state of teaching practicums and what qualitative development in its realization has taken place at faculties of education within these past almost 15 years?

Keywords: teacher education, teaching practicum, concept and organisation of teaching practicum, internal and external conditions of realizing teaching practicum, qualitative changes

The teaching profession and teacher training have long been a frequently occurring topic in professional pedagogical discussions. This is evidenced, for example, by the number of professional publication products in the last twenty-five years as well as by the interest of professional teachers and the media in this topic.

However, there is an apparent discrepancy between the opinions declaratively expressed to the public and the decision-makers on the importance of the teaching profession and the preparation for it and between the actual conditions created and the actual support for teacher training.

In this respect, practical preparation, as a significant part of the education of future teachers, has long been even more strongly pressed into a defensive position of trivialization. Unresolved problems associated with the practical preparation of teachers are naturally reflected in the quality of graduates and their preparedness to enter school practice. More importantly, they prevent a deeper understanding of the teaching profession in its entirety and complexity. Teaching practicums as conceived and realized at faculties are also determined by the lack of a follow-up concept of systematic work with novice teachers in the practical school environment.[3] Moreover, the issue of teaching practicums has been repeatedly emerging recently with efforts to address some of the key topics of teacher preparation and the teaching profession such as graduate profiles, the system of career growth, standards in the teaching profession, further education of teachers, etc. A meaningful and systematic concept of teaching practicums and its consistent realization at faculties appears to be not only essential but has considerable potential for the effectiveness of teacher training.

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[3] Generally accepted, yet highly problematic, is the idea of school practitioners that a teacher training graduate should be a "ready" teacher with whom it is not necessary to work within a special regime of professional initiation. Without questioning the role of faculties in the relationship to teaching practicums, the focus of the academic preparation of teachers is based on different premises and the meaning of practicums consists mainly within its contextualization.

Our paper aims to identify the problems with the practical preparation of teachers (teaching practicum) and to monitor these within the dynamics of the past decade. The aim of the text is to assess qualitative shifts in the realization of practical teacher preparation at faculties of education. Teaching practicum is understood comprehensively in this text (i.e. as all kinds of activities, which in connection with academic preparation, develop or support the professional skills of students). In analyzing these, we specifically focus our attention on the issue of teaching practicums for student teachers for general education subjects (lower and higher secondary schools).[4]

2.1 Publications produced on practical teacher training

An overview of the publication output of the past decade explicitly addressing teaching practicums in the Czech Republic shows a considerable frequency of papers at conceptual, realization, methodological and other levels. In accordance with the stated objective of the text, we analyzed the publications produced in just over a decade, between 2003 and 2015.

The authors of publications on practicums are mostly university teachers engaged in practical preparation of future teachers. A large part of the publications produced therefore has a specifically pragmatic subtext that aims to specifically address the area of practicums in the particular conditions of the faculty and within the potential background for local practice. The frequency of papers of a more general nature and those addressing the conceptual level of the topic or aiming to theoretically address the issue is lower.

A majority of the publication output on teaching practicums is presented in proceedings (in the decade analyzed by us, for example, Janík, 2002; Marková, 2003; Havel & Janík, 2004; Janík & Havel, 2005). These are proceedings from conferences primarily dealing with practicums for future teachers. The vast amount of proceedings produced is certainly useful. However, it is characterized by a small distribution reach, diverse focus and varied quality. Moreover, proceedings (and associated conference activities) do not appear regularly and continuously; on the contrary, it appears that they are always published in certain time frames or campaigns.[5]

Very few texts on practicums appear in journals in the monitored period (e.g. Švec, 2005; Javorský, 2005; Doulík & Škoda, 2014) or in monographs (Šimoník, 2005; Vašutová et al., 2008; Bendl et al., 2011; and others). Several doctoral papers dealing with research into teaching practicums can also be found (e.g. Duschinská, 2010; Wernerová, 2011), etc.[6]

In terms of topics, the papers deal with a wide range of subtopics; for example, the concepts and models of realization of practicums (Spilková, 2003; Urbánek, 2005), organization and course of practice, external interventions (Urbánek, 2004), teacher trainers (e.g. Mikešová, 2003; Bělohradská, 2004), student teachers and their reflection of practicums (Balcarová, 2005;

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[4] At most faculties, practical preparation of primary school student teachers is very different from other teaching practicums for various reasons (the studies were not exposed to the risk of structuring; the concept and contents of studies are different; the students' motivation for study is different, etc.). However, some of the identified shortcomings may also apply to teaching practicums in the study program for primary school teachers.

[5] The first post-revolution wave of increased interest in teaching practicums is evidenced e.g. by proceedings Pedagogická (1993), Jůva (1995), Pedagogická (1997), Pedagogická (2000), and is especially associated with the activities of the Faculty of Education in Prague. Another important proceedings produced on the topic of teaching practicums was apparent at the beginning of the period analyzed by us (Janík, 2003; Havel & Janík, 2004; Janík & Havel, 2005) and is associated with the Faculty of Education in Brno. Both these waves of increased interest may be associated with the the grant policy at that time.

[6] Specific publication production is methodologically and instructively conceived texts on the organizational side of practicums for students and training teachers and faculty schools, which are produced at most faculties (Bartoňová & Pipeková, 2011; Wernerová et al., 2008 and others).

Mikešová, 2005), evaluation of teaching practicums (Urbánek, 2003; Šimoník, 2005; Marková & Urbánek, 2006) and more. Several research-based, more summarizing, complex and synthetizing papers can be found, which may be a useful basis for the area of "teaching practicum theory" (Marková & Urbánek, 2008). It can be noted that the topic of practicums, albeit in varied intensity, thematic focus or genre, is covered by a wide range of publication resources, which provide a certain picture of the state and the development of the issue of teaching practicums in the Czech Republic, and quite clearly and concisely articulate the topics and problems with the practical preparation of future teachers.

2.2 Method and identification of problems with practical teacher preparation

We selected five key papers from the available publication resources which evaluated, between 2003 and 2008, the state of practical preparation at faculties of education and whose nature is synthetic, critically evaluative and general: (a) Urbánek, 2003; (b) Šimoník, 2005; (c) Urbánek, 2005; (d) Marková & Urbánek, 2006; (e) Marková & Urbánek, 2008. An analysis of the contents identified problems associated with practical teacher preparation (PTP), especially in the following areas (mentioned by most authors):

(1) The concept and contents of teaching practicums

(2) The area of organization of teaching practicums

(3) The problem of funding teaching practicums

(4) Staffing of teaching practicums

Based on an analysis, we will attempt to confront the problems identified more than ten years ago (i.e. between 2003 and 2008) with the current state of the practical preparation of future teachers. At the same time, we are aware of certain methodological pitfalls, which do not allow us to fully compare the shifts in the development of the quality of practicums and to generalize the findings as rules. This is the reason we mention confrontation (not comparison); the current state is based on the available faculty documents and on the expert opinions of the authors of this text.[7]

2.3 Key changes (in the context of practicums) in teacher training and the educational policy in the past decade

Before we evaluate the qualitative shifts in the realization of practical teacher preparation at faculties of education, let us briefly recall the significant fact that teacher training was subject in the monitored period to a number of external interventions and pressures, which naturally determined the possibilities of (practical) teacher preparation. The topics of problems of practical teacher preparation into *external conditions*, created e.g. by the university policy in the area of the teaching profession and the constellation of university factors and *internal conditions*, which follow on, for example, from the specifics of teacher study programs, from the manner of organizational and methodological management and support for practicums at faculties, etc., are already divided elsewhere (Urbánek, 2003).

The decade analyzed by us shows a number of societal and legislative changes, interventions by decision-makers and changes in school practice. These interventions naturally change the

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[7] All three authors have organized and managed the realization of teaching practicums at their home faculties between 1992 and present.

conditions of teacher training and thus also the realization possibilities of teaching practicums. Examples include:

(1) changes in the funding of universities and faculties of education (*a lower proportion of funds for educational activities, and therefore also practicums*);

(2) changes in the content focus of universities and faculties of education (*they change the profiling of faculties of education, they divert them from the essence of their focus*);

(3) an overall increase in the number of faculties providing, in addition to their own profiling, teacher education;

(4) changes in the internal structure of universities/faculties (*"tunneling"; "residual faculties" without adequate emphasis on their own profile and without the possibility of the comprehensive influence and control of all departments providing teacher training at faculties*);

(5) structuring of studies of (not only) teacher training (*a fundamental problem of the length, systematic character, gradation and integration of practicums with other components of teacher training*);

(6) a planned transformation of potential applicants and students of faculties (*at the cognitive and motivational levels; in addition to other factors also under the influence of structuring*);

(7) the Act on Pedagogical Staff No. 563/2004 Coll. and its amendments (these alter, "soften", the qualification requirements for teachers); modifications and addenda to the Act on Higher Education (*the forms of retraining studies make the study trajectories of future teachers easy and trivial*);

(8) changes in the work of schools associated with curricula changes and requirements for integration and inclusion.

One may assume that the above-mentioned, as well as other changes at faculties and in the school practice, have made the problems of teaching practicums (and preparation of teachers) even more complicated.

2.4 An attempt at confrontation: development or stagnation?

It appears (Table 1) that the identified problems of teaching practicums are not much different ten years later. The originally described shortcomings of practical teacher preparation have not been successfully resolved or eliminated. The concept of further education of teachers and a career system is still missing, which would define the content framework of the subject matter of practicums at faculties and support faculty teachers in their specific preparation. The structuring of teacher studies has undermined the complexity of the practicum model and limited the process of students' professional maturation. The reduction of the scope significantly blocks the curricular potential of the subject matter of practicums, especially the possibility of gradation and integration. The status of faculty schools and teachers has not been made clear either, and neither their targeted systematic support not the legislative framework have been addressed. There is a persistent staffing problem on the side of faculties or didactics of practicums at departments. Faculties of education do not have sufficient funds to renumerate faculty teachers and to support faculty schools. Changes in the funding of universities keep worsening this unfavorable situation. The manner of organization and management of practicums within faculties remains a problem. Coordination of contents and personnel is also poor, and there is a lack of methodological support and central supervision. The subject matter

of practicums emphasizes teaching activities, and practicums oriented to social activities and assistant practicums are underestimated.

Some practical preparation problems may be solved by faculties themselves, but some are tied to external conditions and a wider context.

Table 1

Evaluation of pedagogical practicum at faculties of education

Evaluation of the state of the concept and realization of teaching practicums in 2003–2008	*Evaluation of the current state of the concept and realization of teaching practicums (2015)*
1. The concept and contents of teaching practicums	
The concept of practical preparation of teachers relies on a single undergraduate stage, from which unrealistic output effects are expected (there is a lack of systematic further education of teachers, and support for novice teachers is poor). Practicum models do not sufficiently take into account the content and time integration of all components of teacher preparation. Practical activities mainly focus on teaching practicums; there is little emphasis on practicums oriented towards general psychological and didactical phenomena, educational problems, pupil diagnostics and social activities of pupils at school.	No concept of a career model or systematic further education of teachers has been in place yet (introduction of novice teachers and their support). Structuring and leeway of studies have deepened the problem even more; the duration of practicums has been shortened, the principle of gradation and integration has been violated, and the effects of "professional maturation" of students cannot be expected. Practical activities and their proportions are different at faculties: in addition to teaching practicums, the models usually also include other practical activities (they are preceded, for example, by observations or assistant practicums). The problem is their high-quality reflection.
2. The area of organization of teaching practicums	
The (non)existence of faculty schools, i.e. systematically operating institutions necessary for the practical training of teachers. Inadequate roles and unclear organizational structure of the units in charge of practicums at faculties. Central management of practicums mostly happens only at the administrative or organizational levels (there is a lack of a higher degree of integration and of personnel and content coordination among all the stakeholders).	Faculty schools are still based on personal relationships with the faculty employees; there is a lack of a targeted support system for faculty schools and their "legislative anchoring". There have been no significant changes; these units operate at faculties differently according to specific conditions and habits. Central management usually happens only in the area of administration and organization; less in the area of methodology or coordination; there is no central supervision.

3. The problem of support and funding teaching practicums	
The problem of funding practicums (uncertain and insufficient financial flows specifically allocated to teaching practicums).	Faculties do not have sufficient (special-purpose) funds to remunerate faculty teachers or to support faculty schools.
	Changes in the funding of universities, which increasingly emphasize other than teaching activities, worsen the problem with funding practicums.
4. Staffing of teaching practicums	
Staffing; the status of a faculty teacher and their specific qualifications (preparation, training, remuneration).	Faculty teachers do not receive systematic special training or education; hope is put in one of the categories of the career system.
Staffing; the function of a didactic of practicums at faculty departments.	Similarly, the work of departmental didactics is undervalued; very different characteristics.

2.5 Conclusions

Despite a number of listed shortcomings, several significant positive aspects may be found in the practical preparation of Czech teachers. Faculties of education have elaborate models of practicums, which are usually based on pedagogical, psychological and didactic subjects. Cooperation with the school practice has been established. The topic of pedagogical practicums is professionally addressed and described. There is thus a fairly voluminous collection of proceedings, journal and monographic texts, which may become a promising starting point for the establishment of the theoretical concept of pedagogical practicum.

At the same time, the overall state of practical preparation of future teachers is not particularly favorable. In the long term, key problems are not successfully resolved, mainly at the realization level of practicums. Moreover, the retrospective of one decade does not indicate any significant changes in the quality of practicums; there has not been any essential positive development. On the contrary, some interventions in the system of teacher training even more complicate the situation and reveal the high risk or inappropriateness of such interventions.

It appears that the key to a qualitative development in the realization of practicums is not only in the hands of faculties and their internal self-regulation but, more importantly, in the external conditions created, which significantly determine the possibilities of faculties and school practice in the area of practicums.

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3. Innovating Pedagogical Practicums at the Faculty of Education of the University of South Bohemia in České Budějovice

Iva Žlábková, Miroslav Procházka, Miluše Vítečková

Abstract: The paper addresses experience with (pedagogical-psychological and subject-related didactical) teaching practicums at the Faculty of Education of the University of South Bohemia in České Budějovice in the context of the process of innovating the whole existing system of working with students. It also presents the results of research focused on student teachers' perception of pre-service teacher training and formulates recommendations to increase the efficiency of the practical preparation of teacher training students.

Keywords: practice, innovation, pre-service training

Over the years, the practical part of pre-service teacher training has become a much discussed topic; however, its importance in the current exploration of teaching effectivity is unquestionable. As mentioned by Gavora (2008), the vicarious experience (watching other teachers teach) is one of the factors that influence the formation of one's personal perceived competence. However, the theoretical aspect of teaching cannot be omitted, since as pointed out by Šimoník (2005), in teacher training it is even more true than in other study programs that without a functional and, if possible, permanent interconnection of theory and practice, the two components are significantly weakened and the efficiency of the studies is diminished. However, according to our findings (and for example in Švec, 2005), students perceive theory and practice as two opposing, distant or even isolated poles, and expect the faculty of education to provide them with specific advice and recommendations on how to teach and educate pupils. Although forms and methods of including practicums at different universities vary, research (see Lukášová-Kantorková, 2003; Spilková et al., 2004) implies that various practical forms of teaching need to be included in the curriculum from the first years of university studies.

3.1 Practicum System at the Faculty of Education of the University of South Bohemia in České Budějovice

Pedagogical-psychological practicums of the teacher training program for the lower primary school teachers currently only take place from the second year of studies. The system of practicums is being changed from the 2016/2017 academic year and students are supposed to have practicums from their first year of studies (as a part of the subject Pedagogy for lower elementary school teachers I). During September 2015, cooperation was established with an elementary school where second-year students sat in on a class as a week-long pedagogical-psychological practicum. The school is interested in becoming a pilot school where innovative approaches to involving students in teaching will be developed. During a discussion with the teaching staff at the lower elementary school, further cooperation was outlined, as well as the school's possibilities and teachers' needs. Hence, pedagogical-psychological practicums in this field gain a specific form and should become a part of pre-service teacher training from the first year of studies while it should also have several layers. Faculty afternoons are planned during which students will play an active role in the preparation for classes – e. g. preparing requisites,

didactic materials, administrative tasks related to the role of a class-teacher, and evaluating pupils' work. Another new feature should be a faculty day – one day a week when students of the Faculty of Education of the University of South Bohemia in České Budějovice (FE of USB) attend a specific school to take on the role of a "school assistant". After an experimental verification of this model within the field of teaching for lower primary school teachers, the plan is to extend practicums for students in training for teaching at upper elementary school with compulsory assistant practicums during their first year of Bachelor's studies. Currently, compulsory practicums only take place in the follow-up Master's program, which is not considered ideal. It turns out that students who enrol in the first year of a Bachelor's program focused on education with the intention of becoming a teacher, perceive the situation very critically. At the same time, we consider it important to already interconnect theory with practice during the Bachelor's studies, particularly in subjects that shape their pedagogical-psychological preparation. We consider the current situation where practicums are only a part of the follow-up Master's program to be a paradoxical consequence of the structuralization of teacher training. Introducing practicums into Bachelor's studies is, in a way, a return to the previous models of teacher preparation.

3.2 Using Practicum Portal of FE USB

Organizing subject-related didactical practicums bring many practical issues that result from conditions provided by faculties to schools where practicums take place. It is clear that as long as practicums represent an organizational and administrational problem for faculty teachers along with training teachers at primary and secondary schools, this will influence the course of the practicum with consequences for students and also on evaluating the effectiveness of their internships. In many cases, the willingness to work together on practicums at primary and secondary schools is influenced by the quality of the personal relationships they have with faculty teachers, with their students, and sometimes with their former pupils. When looking for ways to facilitate communication between students, the faculty, and individual schools, we decided to adopt a form of innovation: an electronic Practicum Portal of FE USB. The portal offers an environment in which all persons involved in organizing practicums can find necessary documentation, which is not unusual, but at the same time they get the opportunity to present their needs as well as their experience.

During the pilot testing of the system functionality, 20 selected nurseries and primary and secondary schools offered students their direct contacts. Schools created their profiles on the portal where students can find information about and the teacher trainers formulated what they expect from students (e. g. in which subjects they look for trainees, what activities will be required from students). It is also important that the cooperating teachers upload samples of working materials, class preparation samples and working didactical materials, samples of tests and presentations that help the students create an understanding of what teaching individual subjects looks like at the specific school. The aim is for students to learn to look up information about schools as their potential employers and to prepare for the discussions on their practicums. We believe that if students have a better understanding of the school where they should carry out their compulsory practicums, they will be able to integrate better into the existing educating process. At the same time, we expect the schools to get used to formulating what they require from the faculties that might eventually result in the faculties becoming partners with them in dealing with personnel requirements of schools. For example, our faculty schools are currently dealing with the issue of an insufficient number of teaching assistants by having the faculty choose active and competent final year students for this position.

Using electronic systems for recording, holding and evaluating practicums, of course, also creates some difficulties. On the one hand, it turns out that not all schools and not all teachers at these schools are – even despite the huge investments into IT equipment at schools – capable of effective electronic communication with the new system, i.e. with the faculty and the students. It is a paradox that at many schools the teachers do not have their own professional e-mail addresses, which working with the portal requires and all the communication has to be through the headmaster or the IT specialist working at the school. An internal problem of the faculty turned out to be a lack of unity in how the system of practicum evaluations is viewed. So far, we have not been able to make all our colleagues establish uniform criteria by which each student would be evaluated by the teacher trainer. There is continued pressure from individual subject fields to maintain their specific priorities. For example, it is clear that a student teacher of fine arts will have to apply different kinds of skills than a student teacher of IT. Nevertheless, the crucial aspects are the subject graduate's profile and creating a teaching standard towards which the practicums should lead.

3.3 Analyzing pedagogical situations – connecting theory and practice

During pre-service teacher training and when finishing the studies, the Faculty of Education focuses on connecting theoretical knowledge with practical skills. During the study, we emphasize making use of the experience that students acquire within their ongoing and continuous practicums. The main strategy for connecting the theoretical and practical aspect of teaching is the analyses of pedagogical situations.

The analyses of the pedagogical situations focus on reflecting teaching situations that students experienced during their practice, either as an observer or as a participant. In 2013/14, analyzing a pedagogical situation became a part of the final state exam in pedagogy and psychology for students of the follow-up Master's teaching programs for upper elementary school. After introducing the analyses of pedagogical situations as a part of the final state exam, research was conducted over the following years with the aim to find out how students view the introduction of the analyses, what obstacles they face when working on it, and what topics they choose. The research query was conducted through an evaluation questionnaire given to the students after their final state exams in pedagogy and psychology in June and August 2014 and in February, June, and August 2015 (Procházka, Žlábková, & Stuchlíková, 2014; Procházka, Vítečková, & Žlábková, 2015).

Together with introducing the analysis as part of the final state exam, a new subject — Analysis of Pedagogical Situations — was incorporated into the study plan. The aim of it was, apart from preparing students for their final state exam, to give the participants the knowledge and skills required to deal in a complex manner with various pedagogical situations from the position of the teacher. The seminar focuses on practical situations from the pedagogical environment where participants practice pedagogical-psychological analysis of the situation. Emphasis is placed on expanding one's own views on what is happening, reflecting one's own internal processes, attitudes, expectations, characteristics, feelings, as well as on expanding the options for responding to and promoting constructive processes from the position of the teacher. Such work has the merit of a stronger feeling of security and self-confidence during the pedagogical work in complex and unstable social situations at school.

Analyzing pedagogical situations as a part of the final state exam includes eight parts that follow each other:

1. describing the initial situation,
2. input self-reflection in relation to the initial situation,
3. interpreting the situation,
4. formulating a question that characterizes the situation in question,
5. processing theoretical possible options for dealing with the situation,
6. proposing a solution based on analyzing previous parts,
7. output reflection,
8. a list of sources used.

During the analysis, the student first describes a situation they experienced. Subsequently, the students self-reflect and comment on how they experienced the situation, what their emotions were and if the situation reminded them of anything in their personal lives, etc. In the next section, the student interprets the analyzed situation, what was the heart of the matter, who caused it and why it happened, etc. Based on processing the previous parts, the student formulates a question where the answer will be sought when discussing the theoretically possible options for dealing with the analyzed pedagogical situation and when proposing a solution to it. In the following part, the students use the available literature to process the theoretically possible options that provide the basis for dealing with the problem and based on these, the student then proposes a solution to the problem. Finally, the student reflects on the process and the result of the analysis of the pedagogical situation and provides a list of the sources used.

The evaluation of analyzing pedagogical situations as a part of the final state exam as well as the evaluation of the seminars prove that students view connecting practicums with theoretical knowledge as positive and they would welcome analyzing pedagogical situations throughout their whole course of studies (Procházka, Žlábková, & Stuchlíková, 2014; Procházka, Vítečková, & Žlábková, 2015).

3.4 Practicums in research investigations

During the 2014/2015 summer term, the fourth year students of the Master's teacher training program for lower primary school and the students of follow-up Master's teaching programs were asked to write an essay on how they view their pre-service teacher training. In total, 75 essays were analyzed. The analysis was conducted with the help of the ATLAS.ti program that was used to code the texts. The data that has emerged so far suggests that students consider the practicums at the university to be insufficient.

In 2014, the article "Novices' and trainee teachers' perspectives on the application of knowledge in practice" (Vítečková, Gadušová, & Garabiková Pártlová, 2014) was published that summarizes the results of the Czech-Slovak research VEGA 1/0677/12. This was international Czech-Slovak research that involved a research set of 148 novice teachers in the Czech Republic and 132 novice teachers in Slovakia (teachers of lower and upper primary schools as well as secondary schools). The text presented only partial results related to applying the knowledge from university studies in practice, determined based on quantitative data. These results are supplemented by data from the dissertation thesis of Garabiková Pártlová that explored the roles of the educator of future teachers in forming the professional competences of student teachers. In this case, the research set consisted of 265 students from various teaching programs and forms of study at the FE of USB. It was a stratified selection, in which

respondents had to meet the following criteria: being an FE of USB student in the third year of a Bachelor's program or in the first or second year of a Master's program (in the system of structured studies) with direct experience of a practicum.

Within the questionnaire for novice teachers (project VEGA 1/0677/12), the respondents were asked to evaluate the university preparation in nine individual areas. From the data obtained, the order of evaluated areas can be drawn (based on the sum of the ratings "excellent" and "very good", "average" and "weak").

The Czech Republic	Slovakia
1. expertise in the subject/s	1. expertise in the subject/s
2. work with ICT	2. methodology of teaching the subject/s
3. methodology of teaching the subject/s	3. work with ICT
4. work with textbooks	4. *practical skills (including during practicums)*
5. pupil assessment	5. work with textbooks
6. *practical skills (including during practicums)*	6. pupil assessment
7. working with integrated pupils with SEP	7. working with pedagogical documentation
8. working with pedagogical documentation	8. working with integrated pupils with SEP
9. dealing with difficult situations (pupil discipline)	9. dealing with difficult situations (pupil discipline)

An open-ended question provided space for students to list another area they perceive as problematic. In the Czech Republic, the commentary "*insufficient practice*" appeared, while in Slovakia it was "*discrepancy between theory and practice*".

In both the Czech Republic and Slovakia, the best evaluation was given to expertise in the subject/s that the respondents teach. As the worst, they perceive their readiness to deal with difficult situations (pupil discipline, etc.). Obtaining practical experience (whether or not within their practicums) during their University studies was rated better in Slovakia than in the Czech Republic (4th in Slovakia, 6th in the Czech Republic). The research did not aim to establish a reason for this; however, it might be beneficial to point out some facts that might affect how interconnecting university studies and practicums works. In Slovakia, students create portfolios during their practicums that are signed by teacher trainers; teacher trainers are compensated for organizing practicums; and random inspections of a university methodist also take place.

As for students of FE of USB, the results of the dissertation research show that although students perceive their subject-related competences and theoretical abilities as very good, as for the following application of their theoretical knowledge, the resulting average of $r = 4.95$ (using the numeric scale of 1 to 7, where one means "no" and 7 means "yes") suggests that students are not completely sure if they will be able to make use of their theoretical mastery.

Student evaluation of teaching practicums within the scope of teacher training also used a similar scale (1 – negative to 7 – positive). The resulting average of $r = 6.13$ shows that practicums carried out within university education are evaluated positively. Yet from the

average of r = 5.93 for the statement: "as a student teacher at FE of USB, I would appreciate more practice during my studies", (1 – no, 7 – yes), it is evident that students would like an increased amount of hours of practice during their studies.

3.5 Conclusion

The paper presents the current trends in innovation practice at FE of USB in České Budějovice. Innovation particularly concerns shifting practicums into the first year of studies, creating a new portal for practicums, and using the analyses of pedagogical situations within the course of studies and at the final state exams. The post also presents the results of research relating to practicums that are projected into the strategy of innovating practicums at our faculty.

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4. The Practical Preparation of Student Teachers of the First Grade at Primary Schools

Hedviga Kochová

Abstract: The practical preparation of students is an important part of their study. Theory is a reflection of pedagogical reality. The Bologna declaration of 1999 brought two levels of study with credits in pregradute study in Slovakia and new challenges for the student's practical preparation. University faculties coped with it in their own way. This paper presents the results of a survey among students from some faculties of education in Slovakia realised in 2013 through questionnaires. The aim of the survey was to find out student's opinions on the structure of studies and their readiness for future careers.

Keywords: practice, undergradual study, primary education, research.

The practical preparation of student teachers is a very important part of teacher education and also a much-discussed topic. Individual faculties of education constantly seek the optimal model of teaching practice. Teaching practice gives students an opportunity to apply the theoretical knowledge they acquired and to obtain new and for their future practice important experience and skills. It is an important element of the conversion process from a student to a teacher. Teacher professionalism is currently a frequent collocation that is understood and explained differently by various social circles. Several experts from pedagogical fields are concerned with the issue of searching for the most appropriate and necessary competencies and capabilities of a teacher, that will form the core of teacher professionalism and hence their pregradual preparation.

Ch. Kyriacou (1996) classifies competencies according to the eligibilities that facilitate teachers in achieving an effective teaching process:

- Planning and preparation – selection of teaching objectives, target skills;

- Implementation of a teaching unit – successful integration of pupils in teaching activities;

- Management of a teaching unit – management and organisation of learning activities, sustaining the attention of pupils;

- Classroom climate – creating and maintaining positive attitudes to learning;

- Discipline – maintaining order and handling undesirable behavior;

- Achievement evalution – assessment of pupils' achievement, formative and summative assessment;

- Reflection of own work as a teacher and its evaluation – evaluation of own work with the aim of its improvement.

According to Z. Helus (1999) a completion of teaching studies should be reflected in competences. Helus's classification of competences is the combination of competences in the field of preparation and educational reality. Such competencies include:

- Professional and subject – classified fundamentals of subjects;

- Psychological – individual specifics and particularities of pupils;

- Pedagogical and didactic – proceeding with the curriculum, transformation of information, creation of opinions and attitudes;

- Communicative – the relationship between teachers and pupils, creating classroom climate;

- Managerial (educational and managerial) – realization of opportunities for the use of educational potentiality and enforce the interests of the school;

- Advisory and consultative – consultations with parents;

- Planning and designing strategies – creating and designing school programs (listed according to Kasáčová & Kosová, 2006).

Adjoining the classification of the competences by Z. Helus, V. Spilková (1999) uses the concept of *competency preparation of teachers* in pregradual preparation. She outlined the competency preparation of teachers in six main competencies: psychodidactic, communicative, organizational and managerial, diagnostic and interventional, counseling and consultational (considering the parents of pupils), selfreflective. This classification has also been used in our research.

4.1 Results of quantitative research aimed at the preparation and readiness of student teachers for primary education in Slovakia

The research was conducted on a sample of university students. A questionnaire was used as a primary method. Of the total number of questionnaires, 100 questionnaires have been completed and evaluated, the questionnaire return was therefore 66.66%. The subject of our research were students studying the 1st and 2nd year of the study program Teaching for primary education at five Slovak faculties of education listed below:

- Faculty of Education, University of Presov

- Faculty of Education, University of Matej Bel in Banska Bystrica

- Faculty of Education, Comenius University in Bratislava

- Faculty of Education, Catholic University in Ruzomberok

- Faculty of Education, Constantine the Philosopher University in Nitra

The construction of the questionnaire was based on the research of M. Portik (2000) that was also replicated by A. Portíková (2005).

In the first item the students evaluated **determining areas of teacher education** (Figure 1). The most important area was considered the area of *practical preparation – practice*, the least important area according to the respondents is the volume of subjects. Identification of oneself with the teaching profession, which is linked to a personal passion and beliefs of students – future teachers, is the most important for nearly half of responding students. Based on a long-

term experience we can say that this area is mostly visible during teaching practice at the beginning of the study.
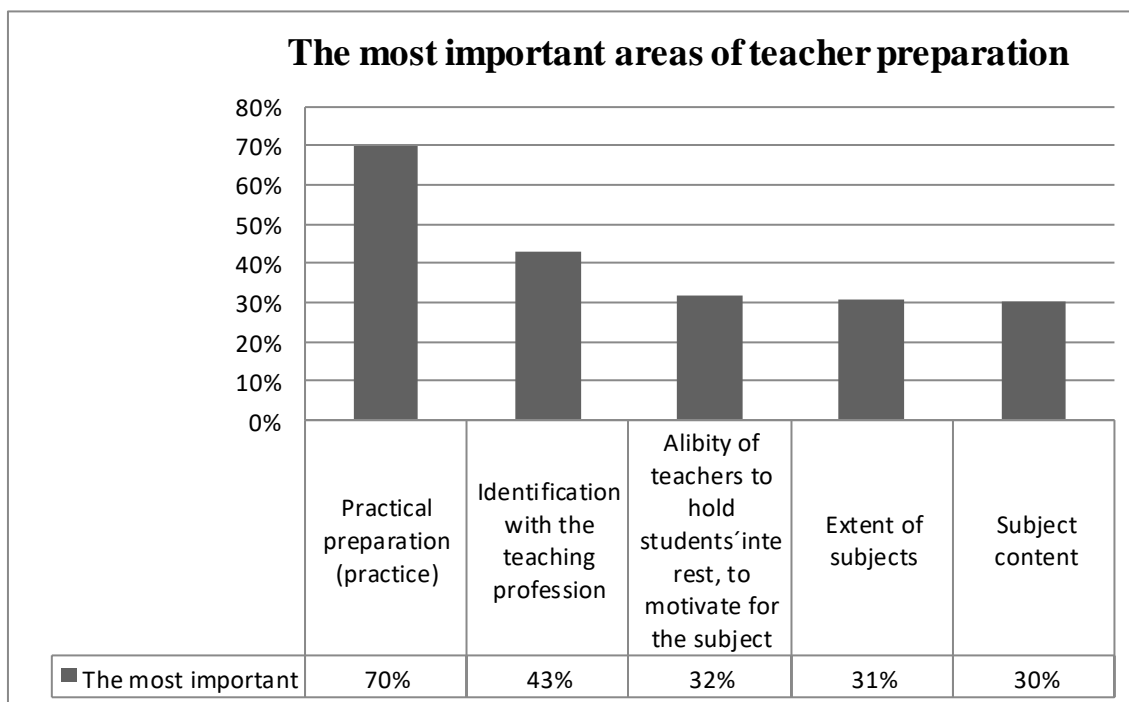

Figure 1. The most important areas of teacher training.

Comparisons of individual faculties of education revealed that students of the Faculty of Education, at the University in Presov considered Practical training as a key area of teacher preparation, this possibility was chosen by 73% of the respondents. The practical training (practice) element was also identified as the most important area of teacher training by students of the Faculty of Education at the University of Constantine the Philosopher, specifically by 77% of the respondents, also by 80% of the students of the Faculty of Education at the University of Matej Bel and by 44% of the students of the Faculty of Education at the Comenius University in Bratislava. Compared to the previous four faculties of education, students of the Faculty of Education at the Catholic University in Ruzomberok chose the area of teacher preparation *identification with the teaching profession* as the most important. This option was chosen by 56% of the students.

The structure of teaching practice is considered to be *satisfactory* by 33% of students, 53% of students consider it to be *partially satisfactory* and 13% of students considered the structure of teaching practice insufficient and suggest alternative options (Figure 2).
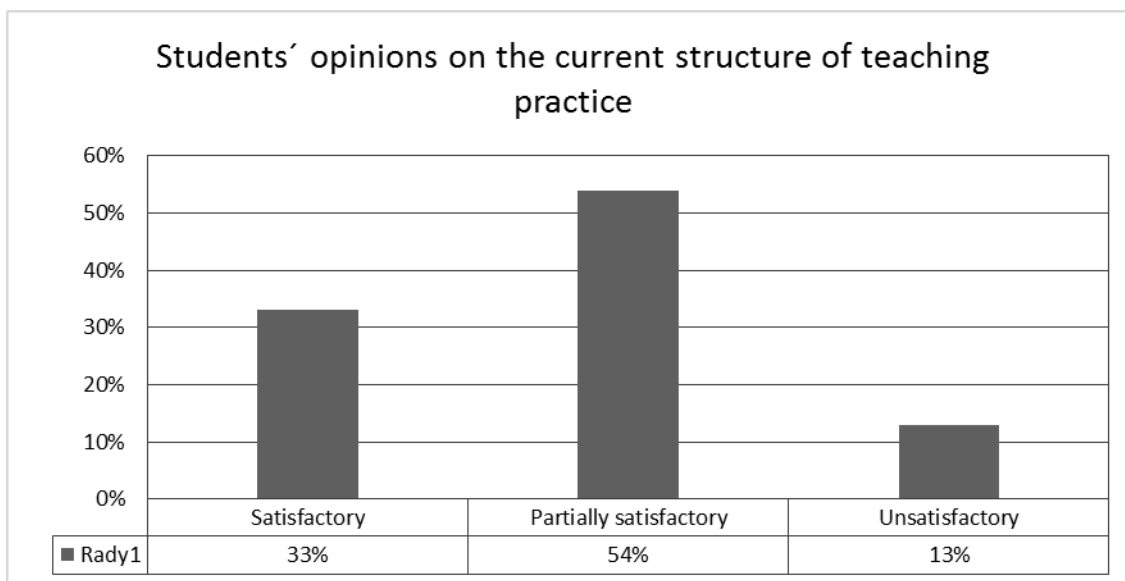
Figure 2. Students' opinions on the current structure of teaching practice.

Students of Faculty of Education at the University in Presov consider the current structure of practice as *partially satisfactory* – 47%, *satisfactory* – 45% and 8% of students considered it *unsatisfactory*. Half of respondents of the Faculty of Education at the Catholic University in Ruzomberok considered the current structure of practices *satisfactory*, 37% chose *partially satisfactory* and 13% of students considered it *unsatisfactory*. Respondents at the Faculty of Education at Comenius University in Bratislava perceive the structure of practice as *partially satisfactory* – 78%, it was considered *unsatisfactory* by 22% and the possibility of *satisfactory* was chosen by neither respondent. 50% of the students of the Matej Bel university have *satisfactory* experience with the structure of teaching practice, 30% *partially satisfactory*, 20% *unsatisfactory*. 61% of the students of the Faculty of Education, at the University of Constantine the Philosopher perceive the structure of practice as *partially satisfactory*, 28% as *satisfactory* and 11% as *unsatisfactory*. The results show that the greatest satisfaction with the structure of teaching practice was expressed by students of the Faculty of Education of the Catholic University in Ruzomberok and the students of Faculty of Education the University of Matej Bel. The lowest satisfaction was perceived by students at the Faculty of Education, University of Constantine the Philosopher.

The students of the Faculty of Education, at the University of Presov most frequently perceived the following problems: *"External students should also be provided funded practice; after all we pay quite high tuition, the approach of supervising teachers to us would be more responsible."* From other initiatives mentioned we choose: high number of students per class (regarding full-time students), amount of documentation, problems with arranging teaching practice for external students as this practice is not subsidised and supervising teachers are not paid for their supervision, low amount of credits given for teaching practice.

The students of Faculty of Education at the Catholic University in Ruzomberok would welcome more teaching practice. Other issues are not mentioned. Students of the Faculty of Education at Comenius University in Bratislava among the most common issues reported" *"the Faculty does not offer training schools for external students, we had to arrange teaching practice for ourselves and that can be quite difficult in Bratislava"*. Other common problems that were mentioned included fragmented structure results in practice, the fact that every teacher requires his or her own records, poor organisation of practice, low number of lessons, high number of

students at practice. Students from faculty of Education at Matej Bel University reported that *"deficiencies in practice were caused by little awareness of the supervising teacher on her competences and poor organisation of practice"*.

They further reported little experience and insufficient training before teaching practice and the fact that practice was scheduled before courses of subject didactics. Students from the Faculty of Education, at the University of Constantine the Philosopher reported handwritten teaching journals and low number of teaching hours as being among the main problems. From among their observations were the following comments: *"Little space for student during their teaching practice and often reluctance and no significant assistance and support from training teachers."*

The impact of teaching practice on the level of acquirement of competences needed for the teaching profession (based on the classification of V. Spilková, 1999) is according to the students represented as following (Figure 3).
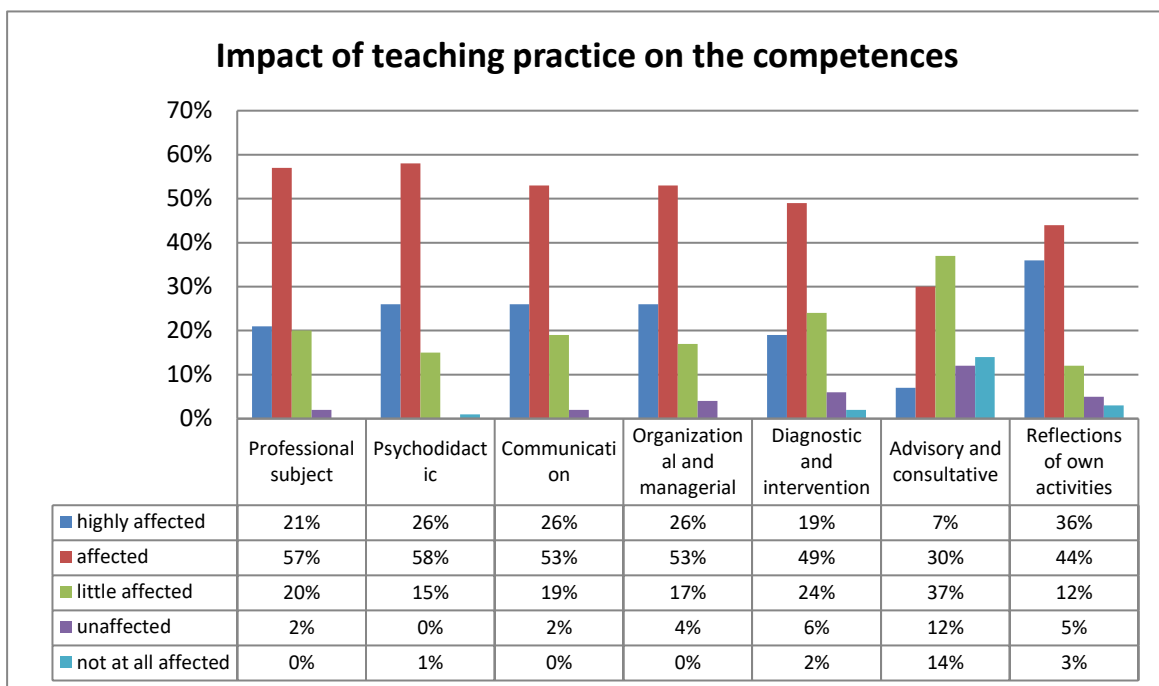

Impact of teaching practice on the competences

	Professional subject	Psychodidactic	Communication	Organizational and managerial	Diagnostic and intervention	Advisory and consultative	Reflections of own activities
■ highly affected	21%	26%	26%	26%	19%	7%	36%
■ affected	57%	58%	53%	53%	49%	30%	44%
■ little affected	20%	15%	19%	17%	24%	37%	12%
■ unaffected	2%	0%	2%	4%	6%	12%	5%
■ not at all affected	0%	1%	0%	0%	2%	14%	3%

Figure 3. Impact of teaching practice on competences.

As we can see from the chart the highest percentage was assigned to the possibility *affected*. The option *highly affected* is the most significantly represented within the *Competences of reflections of own activities* and was chosen by 36% of respondents. Least affected competencies by the practice are *advisory and consultative competencies*, the possibility *not at all affected* was chosen by 13% of students. The students from Presov University reported that the teaching practice mostly affected competencies relating to *reflection on own actions*, the possibility *highly affected* was stated by 45% and *affected* by 40% of the respondents. The least affected, respectively unaffected were *advisory and consulting* competences, the possibility of *little affected* was stated by 48% of respondents *unaffected* by 15% and not at all affected 8% of Presov University students. The students from the Faculty of Education at the Catholic University in Ruzomberok report that the teaching practice mostly influenced *professional-subject competence*, the possibility *highly affected w*as chosen by 38% and *affected* by 56% of the respondents. *Communication competencies, organizational and managerial competencies*

and *consulting and advisory competencies* reached an identical result 69% at the possibility *affected.* The option *not at all affect*ed occurred in only 6% responses in the case of *Competencies of the reflection on own actions*. Likewise Presov University students, the students from Faculty of Education, Comennius University considered mostly affected the *Competences of reflection on own activities,* the possibility of *greatly affected* states 44% and the possibility *affected* 50% the of respondents. On the contrary the least affected, also consistently with the Presov University students, were *Advisory and consultancy competencies*, *not at all affected* states 11% and *unaffected* 28% of respondents. The students from Matej Bel University report that in their case the practice mostly affected the *Organizational and managerial competences*, the possibility highly affected was reported by 20% and *affected* by 80% of the respondents. The least affected were *Advisory and consulting competences*, *not at all affected* possibility was chosen by 30% and *little affected* by 50% of respondents. The Faculty of Education, University of Constantine the Philosopher students considered mostly affected *Competences of communication,* the option *highly affected* was reported by 39% and *affected* by 59% of respondents. Least affected competencies are just like with the students at Presov University and Matej Bel University the *Advisory and consultative competencies,* the option *unaffected* reported 22%, *not at all affected* 2% and *little affected* 33% of the students.

The documentation and instructions to pedagogical practice was considered to be *sufficient* by 70% of the students and *insufficien*t by 30% of the students who then suggest its other forms. It is considered *sufficient* by 76% of students at Faculty of Education, Presov University, 90% of the students from Faculty of Education, Catholic University in Ruzomberok, 61% of the students from Faculty of Education, Commenius University, 90% of the students from Matej Bel University and 44% of students from Faculty of Education, at Constantine the Philosopher University. The least satisfied with documentation and instructions for teaching practice were the students of the Faculty of Education, at Constantine the Philosopher University where 56% of the students stated it was insufficient. At the same time they propose to change the production of teaching practice reports from handwriting to writing on a computer. Documentation and instructions for teaching practice are seen as insufficient also by 24% of the students from Presov University, they suggest reducing and improving the instructions for practice as they argue that the instructions are sometimes incorrect and incomprehensible. 6% of Catholic University students find the instructions and documentation *insufficient* and they do not mention any other form of improvement. The option *insufficient* was selected by 39% of the Commenius University students who suggested improvements to clarity and comprehensibility of instructions and also to unify records from the practice. Documentation and instructions were perceived as *insufficient* only by 10% of the Matej Bel University students but they did not propose any improvements.

In the second part of the item, we asked the students: ***"Does your faculty impliment colloquium after completion of teaching practice?"*** Out of the total number of the respondents 44% states that the faculty they attend *impliments* colloquium and 52% states that the faculty *does not impliment* colloquium. Colloquium (respectively meetings with the methodist of the practice) after completing the practice is *impliment*ed by the Faculty of Education at Presov University and the Faculty of Education, at the University of Matej Bel. The Faculty of Education, at the Catholic University in Ruzomberok, the Facully of Education, Commenius University and the Faculty of Education, University of Constantine the Philosopher *do not impliment* the colloquium.

Cooperation with supervising teachers during ongoing and continuous practice is evaluated as *very good* by 62% of overall respondents, 37% of the respondents chose the option *good* and the possibility *bad* was marked by 1% of respondents. Among Presov University students 60% said their cooperation with supervising teachers was *very good*, 40% *good* and

0% *bad*. *Very good* cooperation with supervising teachers was also reported by 69% of the Catholic university students, 31% chose the option *good* and 0% chose the option of *bad*. Students from the Commenius University stated that the cooperation was *very good* in the percentage of 22%, 72% considered it to be *good* and 1% *bad*, because of poor cooperation it was difficult to find a training school, which resulted in impersonal and complicated cooperation with the supervising teacher. *Very good* cooperation was stated by 90% of Matej Bel university students, 10% found it *good* and 0% *bad*. The students from Constantine the Philosopher University reported in 83% of the cases that their cooperation with supervising teachers was *very good*, 16% *good* and 0% *bad*. It is obvious from this item that the best the cooperation was reported by students from Matej Bel University and Constantine the Philosopher University.

The level of importance, the degree of influence and organisation of teaching practice at individual faculties of education in Slovakia that prepare future teachers of primary education, varies. The research results point to correlations and also differences. In the last part of the paper we present the structure of teaching practice at the Faculty of Education, at Presov University as one of the implemented models.

Teaching practice within the Faculty of Education, at the University in Presov is administered by the Department of teaching practice. The content of the practice is guaranteed by the methodologists of teaching practice in compliance with individual study fields and programs – Pre-school and Elementary Education M. Miňová (2013, 2014) – teaching practice in kindergarten, E. Novotna – Teaching practice in children's school club, Special education T. Čekanová (2012, 2013), Teacher training for primary education H. Kochová (2013). Teaching practice is carried out by combining continuous and continual teaching practice, and by the combination of observations and individual performance. We exploit the possibilities of realisation not only through mandatory practices, but also through voluntary activities (Novotná, 2015).

The current schedule of teaching practice at for the field Teaching for primary education is provided in Table 1 (full time study, the program is in compliance with the accreditation approved in 2015) and Table 2 (distance study).

Table 1

Schedule of teaching practice for full-time studies

Year	Subject title	Extent	Number of credits
1 – ST	Practice I	2w	3
2 – WT	Teaching practice in 1st year of elementary school (performance)	2w	2
2 – ST	Practice II (performance)	5w	3

Table 2

Schedule of teaching practice for distance studies

Year	Subject title	Extent	Number of credits
1 – WT	Practice I (observation)	2w	2
1 – ST	Practice II (performance)	2w	2
2 – WT	Teaching practice in 1st year of elementary school	2w	2
2 – ST	Practice III (presentation)	5w	3

The content is methodically processed in accordance with the following dimensions (Kasáčová & Kosová, 2006):

- Pupil oriented competences, focused on his or her initial characteristics and conditions for development,
- Competences oriented to education process that can be subdivided into:
  - competences for mediation of the educational content, its didactic transformation for instruction and pupil´s learning needs (content and interactions),
  - competencies for creation of education,
  - competences to influence personal development of pupils,
- Competences oriented to a teacher´s self-development.

After completing each teaching practice students submit a report from the practice and then attend an oral colloquium with a methodologist. Whereas it is not possible for methodologists to see each teaching perforamance of the students because of the time reasons, we pay special attention to content analysis after the actual practice at the colloquium subject. From our experience we can say that these meetings bring understanding of certain phenomena and contexts that take place during the educational process at school, explain relations and follow-up situations that create a functional, or functionless unit.

Subject to the fulfillment of conditions and completion of the colloquium students are awarded credits. Teaching practice is not assessed qualitatively (A–E), but judged to be either completed – or not complete.

4.2 Conclusions

Teaching practice is an important and necessary part of undergraduate teacher training. It refers to the theoretical knowledge gained from study fields and pedagogical and psychological disciplines that students shall apply and use during the teaching process. Teacher training establishments, their organization and content, are the only educational experience for novice teachers who are often perceived by the teaching public as inexperienced compared to their

older colleagues, so the quality of instruction during their study should fulfill their expectations and the objectives.

In our contribution we mentioned some results of the research, in which the teaching practice was evaluated from student point of view. The above mentioned facts prove that students sensitively perceive and evaluate content that is offered to them during their studies and are able to asses it clearly in relation to the evolvement of their profession.

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5. Motivation and Self-Regulation in Preservice Teacher Training

Martin Kuruc

Abstract: This article deals with the Self-Determination Theory by Edward L. Deci and Richard M. Ryan of the University of Rochester, which was applied when interpreting summarized conclusions from interviews with a group of students following their compulsory practice in schools. The article was produced within Project No. VEGA 1/0635/15, which was supported by the Grant Agency of the Ministry of Education, Science, Research and Sports of the Slovak Republic.

Keywords: motivation, self-regulation, compulsory practice

In 2014, we conducted group discussions focused on reflecting personal experiences within one group of students (n = 61) in the first year of their Master's studies. These took place during pedagogical diagnostics and action research lecturers and were conducted using the Socratic method of conducting an interview, during the course of one semester. The goal was to find out how students reflect their own experience from the compulsory practice and how this impacts their motivation and self-regulation in the area of their further professional development. During the discussion of the results, we applied the self-determination theory, which represents a complex eclectic model of human decision making methods and motivation. Much of this paper addresses main postulates of this theory, since it presupposes the basic principles of human motivation and self-regulation. Human behavior and existence can be predicted against its backdrop.

5.1 The Self-Determination Theory

The self-determination theory (SDT) is based on the assumption that a human being has a natural need for internal integration. It attempts to explain how people are motivated in various social contexts and how they regulate their behavior and experiences in these contexts.

SDT is built on the pillars of organicist metatheory (Deci & Ryan, 2004), which represents one of the possible ways of designing human development research. He says that the source of changes in development is the combination of internal biological changes and forces that come from the environment. SDT aims to explain the nature of motivation in terms of social contexts. Which self-regulatory style is used in a given social context and why.

The theory itself is based on three mini-theories and one main theory referred to as the theory of basic (psychological) needs. Mini-theories consist of (Deci & Ryan, 2004):

1) *Cognitive Evaluation Theory*

2) *Organismic Integration Theory*

3) *Causality Orientations Theory*

The main theory is the Basic Needs Theory.

The cognitive evaluation theory was designed to describe the effects of the environment (social contexts) on internal (intrinsic) motivation. It defines what in the environment supports inner motivation (*autonomy*), what weakens it (*control*) and what excludes it (*amotivation*).

It defines the basic constructs of social contexts that influence internal motivation in a positive way (reinforcing it) or in a negative way (weakening it) (Ryan, 2012).

The organismic integration theory was created with the purpose of explaining the development and dynamics of external (extrinsic) motivation. It focuses on the processes of internalisation and integration of values and behavior regulations. Internalisation is perceived as a natural process, in which people actively work on transforming external regulation into self-regulation, i.e. into a more integrated system, which constitutes part of the human personality. Its first authors (deCharms, 1968) perceived external motivation as negative and opposing internal motivation. On the other hand, Deci and Ryan (2004) talk about a process in which certain values (mainly in the process of socialization) or behavior regulations become more internally motivated, or even integrated, into the personality. They acquire the character of internal motivation, internal (autonomous) self-regulation. The authors introduced a new integrating view into the topic of external and internal motivation.

The causality orientations theory was formulated for the purpose of drafting individual differences in human tendencies to orient own experience and behavior in relation to the social environment. It defines three relatively stable tendencies (Deci & Ryan, 2004):

- Orientation of one's own *autonomy*: the tendency that supports autonomy, internal motivation and self-regulation.

- Orientation of *control* "outside of me": a tendency based on external motivation, according to the degree of internalisation (or even integration).

- *Impersonal* (non-personal) orientation: characterised by amotivation (behavior without intention) where there is a significant up to complete dependence on the social effects of the environment.

Based on the conclusions of this theory, it is possible to predict the behavior of individuals from their relatively permanent orientation.

The key construct of the SDT is the theory of basic needs. This theory defines three basic psychological needs (Deci & Ryan, 2004): *competence, relatedness, autonomy*.

The need for competence represents man's natural need to search for challenges that are optimal to his own current capacities. This is not an ability or skill, but rather an experienced perception of self-confidence and effectivity in the performed activity (procedure). It is characterized by the well-known line by Marie Montessori: "Help me to do it alone," or the zone of proximal development by Lev S. Vygotsky.

The need for relatedness is the need to experience a sense of connection with others, to take part in relationships, groups, communities; the feeling of being securely connected with others. This is most prominent during the first three years of life as part of the need for attachment to a related person.
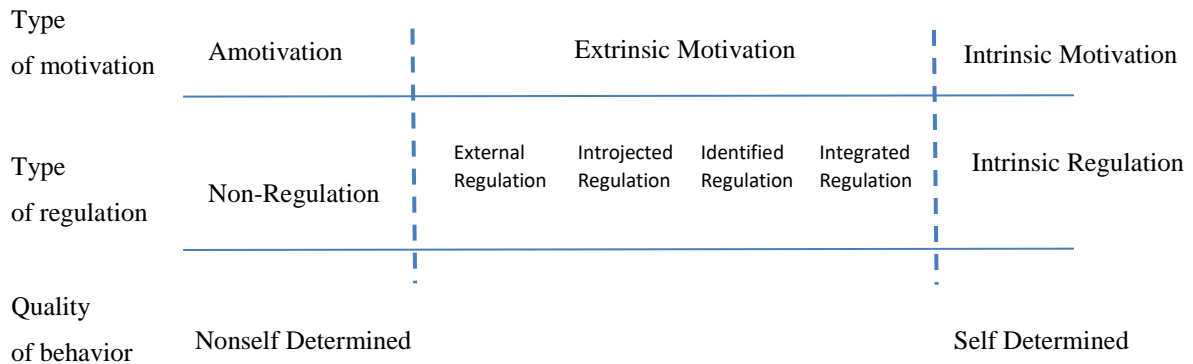
The need for autonomy is defined by the impacts of interests and integrated values. It is often confused with the concept of independence, which means not relying on external sources. Autonomy comes more from the human perception of the possibility to establish or accept values or standards that are offered or required by others, provided that the person agrees with them, that is that the person's experience and attitude to this reality is congruent.

Self-determination continuum

An important output, which was formulated in the organismic integration mini-theory was the self-determination continuum:

Table 1

Self-determination continuum

Type of motivation	Amotivation		Extrinsic Motivation				Intrinsic Motivation
Type of regulation	Non-Regulation		External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Quality of behavior	Nonself Determined						Self Determined

The continuum describes the whole process of internalization to the integration of extrinsic values and regulations. It defines the basic styles of regulation that a person may use in the decision-making process and that influence human motivation in various ways. Extrinsic motivation is divided into four degrees (Deci & Ryan, 2004):

1. *Extrinsic regulation:* regulation based on efforts to avoid punishment or to obtain reward.
2. *Introjected regulation:* regulation based on the efforts to avoid feelings of guilt and shame or to obtain a sense of higher self-value based on the recognition of the environment (compliments).
3. *Identified Regulation:* a person decides based on their own assessment of an external request.
4. *Integrated regulation:* a person regulates their behavior based on personal significance, but not on the basis of an inherent interest that is typical of intrinsic regulation (motivation).

Intrinsic motivation itself is linked with a strong interest in an activity and feelings of pleasure from taking part in this activity. (Ryan, 2012; Kuruc, 2008)

5.2 Self-Regulation and Motivation in Adolescents

In 2009, we used a questionnaire survey from the battery used in the context of the SDT for the first time. The SRQ-Academic questionnaire is designed to detect the self-regulatory style in relation to school obligations. Through the questionnaire, the character of a pupil's motivation can be predicted. The questionnaire in the pilot scheme demonstrated good reliability, which was then verified by Cronbachové Alfa (Kuruc, 2010). The evaluation was conducted on a sample of 443 secondary school pupils in Bratislava. This comprised one grammar school and two secondary schools.

The chart shows self-regulatory styles throughout the entire sample (Kuruc, 2010). Concerning self-regulatory styles, there were no statistically significant differences between the individual schools. Similarly, there were no statistically significant differences between the genders either.
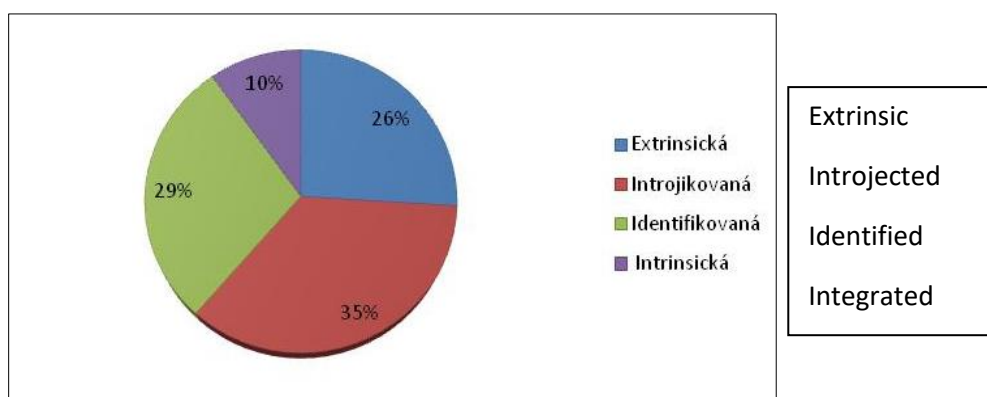

Figure 1. Types of self-regulation in percentages (Kuruc, 2010).

The chart shows that the largest proportion is attributed to those self-regulation styles in which there is a significant influence of extrinsic control. The absolute majority of children in standard schools (61 %, n = 272) are motivated to comply with school obligations based on their efforts to avoid punishment or to obtain rewards (26 %, n = 115), or efforts to avoid feelings of guilt and shame or to gain more self esteem through external praise (35%, n = 157). They experience low feelings in the perception of their own trust in their behavior. They experience the feeling of threat (less safety) in the connection with others: with the group, with the community. Offered values, standards or regulations in relation to school obligations are accepted based on efforts to avoid external pressure while the duration of the preservation of these habits is short (much less persistent). They feel less responsible for their decisions in relation to school obligations because their causal orientation has the character of "outside of me" control; their relationship to school obligations can be perceived as aiming at impersonality.

However, the motivation of high school students tends to vary with age (higher incidence of intrinsic motivation in their regulation), especially in the last year of study, where the greater influence of the broader social context (society) and the upcoming changes to social status (school-leaving certificate and beyond) are perceived.

It could be concluded that upon entering the university environment, the student is already open to a positive change because they perceive that they are in the last phase of their preparation for real life. At this moment, more regulatory styles associated with higher intrinsic motivation can be observed.

5.3 Students After Their Compulsory Practice

The sample consisted of a student teacher training combined mode (n = 61): future teachers of foreign languages, history, ethics, music, art and biology, who took the course in Pedagogical Diagnostics. The interviews were conducted using the Socratic method. The group was divided into small working groups that were supposed to discuss and summarize their experience from their compulsory practice during the given time.

During the interviews, we identified four groups of attitudes that were used to divide students into:

- A group with the least number of students that had *positive experience* with their compulsory practice or *want to give the teaching profession a try despite their negative experience*.
- A group of students who *do not want to teach because of the low financial evaluation* in the teaching profession. The compulsory practice reinforced these attitudes in them, as the actual teachers regarded themselves as socially inferior.
- A group of students that *do not want to teach because of the significant generational differences* in the workplace.
- A group of students that *do not want to teach because the environment is not flexible enough and the approach to teaching is too stereotypical*.

Students often felt incompetent during their compulsory practice, and therefore did not experience a meaningful perception during the activity. During their compulsory practice, they did not experience trust and effectivity in the activity that could have motivated them to continue teaching after finishing their studies. They felt rejected and not accepted by the teachers who were responsible for them. They also reflected feelings of significant monotony and little involvement of teachers in the process of mutual interaction with pupils. The school environment was perceived as rigid and expressing an attitude opposing change.

5.4 Conclusion

The satisfaction of the basic psychological needs of the students, as defined by SDT, proved to be rather good. This, apparently, was, at least in this group of students, reflected by their low interest in the profession. It was also confirmed by the results of the long-term evaluation of the OECD that the profession is rather a short transitional phase before the students find a profession in which they will be satisfied. The compulsory practice experience did mostly not fulfil the student's expectations and rather reinforced their intention to not continue teaching after finishing their studies. It was also confirmed that the issue of motivation is a topic that should be given significantly more space in pre-service teacher training. The SDT itself proved to be highly flexible for interpretating various processes in professional training at universities.

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6. The Role of Clinical Schools in Teacher Preparation

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Abstract: The paper presents the key outcomes of the project entitled Conception and verification of the model of the new clinical school in undergraduate teacher preparation. The project was researched between 2014 and 2015 at the Faculty of Education, Charles University in Prague; it implemented the goal of designing a model of the clinical school and carried out a pilot study to test its selected features, namely the clinical concept of teaching practice. The introductory part is dedicated to the concept of clinical school and clinical teaching practice in the broader context of the current trends in teacher preparation. Emphases are laid on clarification of the key concepts - model of reflective teacher education, clinically based teacher preparation/education, clinical school, and clinical experiences. The second part aims to reflect the outcomes of verification of the new forms of clinical practice and related courses. Particular attention is given to the benefits of these innovative methods from the point of view of elementary and university teachers as well as from the perspective of participating students. The final part presents some examples of good practice - innovative activities that determine the characteristic of the clinical school as a higher form of cooperation between universities and schools in the process of teacher preparation.

Key words: clinically based teacher preparation/education, clinical school, clinical practice, clinical experiences, forms of cooperation between universities and schools

In recent decades, it is possible internationally watch an intense search for ways of increasing the quality of the teaching profession and promoting the professional development of teachers throughout their careers. It is researched and tested new approaches and models of initial and lifelong education of teachers. World widely, it is considered as a promising and strongly advocating conceptions that accentuates the professionalization of teaching, specifically, the *reflective model* of teacher education, which emphasizes the systematic reflection on teaching as a key factor in professional growth for both student teachers and for teachers in practice (Spilková & Vašutová et al., 2008). The starting point is the concept of the teacher as a *reflective practitioner* who deeply thinks about his activities (decision-making processes and specific teaching situations), analyses and evaluates it in relation to the intended target and in the wider context of relationships and perspectives. He is able to modify his strategies and methods, propose alternative solutions to improve teaching quality and to justify his approach to working with pupils on the basis of arguments based on professional knowledge.

Reflective concept, recently influential Realistic approach in teacher education (Korthagen et al., 2011; Spilková et al., 2015) seeks for integration of theoretical and practical components in teacher education. The reflective, realistic model is the practice of students considered "clinic of learning" to be a teacher. The starting point is the analogy with the education of medical

doctors. Each faculty has its own clinic, University Hospital in which intensive learning process is realised; the core of the process is the student and the medical doctor who links theory with practice, according to the diagnostic and therapeutic procedures, including mediation of theory.

Just as a medical student learns to treat the clinic under the supervision of a doctor with an emphasis on permanent linking theory and practice, student teacher would also learn teaching at school, gain clinical experience under the guidance of experts who are able to functionally combining theory and practice. The concept of *"clinical" practice* in teacher training is based on systematically reflected a practice that has been implemented in *"clinical" school* and in the context of partnership and systematic cooperation between schools and universities, the student teacher, an experienced practitioner / mentor and university teacher / supervisor / tutor (Darling-Hammond, 2014).

In some countries, clinical practice is seen as a key factor to an increasing of the quality of teacher education. For example, in the USA, there is the National Strategy for preparation of quality / effective teachers which was processed in 2010 by the prestigious National Council for Accreditation of teacher education, *Clinically Based Teacher Preparation.* National Strategy is presented as one of the leading concepts of the transformation of teacher education (Transforming Teacher Education Through Clinical Practice: A National Strategy To Prepare Effective Teachers. Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for improved student learning, 2010). In this concept, there are clinical practice in which there are acquainted clinical experience of students which are a central and a core for integration of theory and practice for the integration of professional knowledge (whether professional, professional-didactic, pedagogical and psychological) and skills. The intention is to integrate clinical practice in every area of teacher training so that clinical experiences are the basis and foundation for all (and academically oriented) education of future teachers. In clinically based teacher training schools, crucial role have specific schools *„Professional Development Schools"* (PDSs) and *„Clinical Schools"* which are compared to university hospitals and their role in the training of medical students (Darling-Hammond, 2014). These schools are characterized by the high quality of teaching and professional competence of teachers, innovative approaches and realisation of research aimed at improving processes and results of working with children. These schools have close and strong relationships with colleges and universities, they also participate in the design and implementation of training programs, both pre and lifelong.

At many universities in the USA it is experimentally verified model of partnerships with PDSs, or" clinical schools network". This model is based on the teachings of interactive professional community / learning community. A key element of professional development of students is intense cooperation within the "clinical team"; composed of student / students, clinic teacher and a university supervisor. Clinic teachers and university supervisors provide the student with formative feedback on its activities - both oral and written, give them advice, suggest sources of information, analyzing and commenting on his professional portfolio and reflective diary, write a final evaluation etc. Clinic teachers are involved in teaching courses at the faculty.

This educational model is intended for future, new and experienced teachers and also for educators of teachers (it emphasizes the need to develop a new generation of teacher educators). Given that high-quality professional learning requires enough quality of formative feedback, it is emphasise the quality of mentoring, supervision, coaching. It is considered as important for teachers of these schools / mentors and teacher educators to be systematically trained for these new roles.

In recent decades also developed European countries go in teacher education in a similar direction. On the basis of criticism of traditional approaches, with an emphasis on academic, theoretical education teachers, based on "the myth of the transfer the theory of quality teaching into practice", as a result of this are not future teachers prepared for the reality of contemporary school (Korthagen 2011, p. 257), it is significantly enforced the approach of School based teacher education, especially in the Netherlands, Belgium, England, some modification in Finland (Hargreaves, 2000; Grimmett & Erickson, 1988; Spilková & Tomková et al., 2010; Bendl et al., 2011).

This approach is based on a very close cooperation of faculties that prepares teachers and schools. Educators and cooperating teachers / mentors form a team that shares responsibility for planning teacher education program, its implementation and assessment of students. Described approach to teacher education presupposed cooperation of the two before mentioned categories of teachers as facilitators of professional development of student teachers. The requirement is the integration of knowledge from different academic disciplines, structuring of curriculum of teacher training not by disciplines, but thematically and in connection with the acquisition of practical experience in various forms of continuous clinical practice.

It is considered as an important time factor in the professional development of student teachers, it means the creation of a long-term cooperative professional community, based on the relationships between the main actors - students, teachers and teacher educators. One of the priorities in the European model School based teacher education is systematic care of professional development of educators and cooperating teachers. For them, they are prepared with specific courses and training in supervisions and mentor skills. The main aim of these courses is the best quality preparation for the new role, preparation for giving feedback and support for the students in the process of meeting with real images of teacher profession. It is emphasized that supported professional learning requires specific expertise in working with adults (it is not sufficient to be a good teacher of pupils).

It is inspiring the view of Slovakia (Kosová & Tomengová et al., 2015). In the earlier nineties expert group under control of the Ministry of education creates a plan for establishing experimental workplace, in other words school basis, which are administrated by faculties in which teachers are prepared for teaching. On the basis of the proposal for the legislature anchoring it should be built a network of basic teaching schools by the end of 1996. The proposed concept of the base school was considered the fact that the teacher of the base school will have a part-time job on the faculty and will participate in the teaching of students and scientific research activities and on the contrary, teachers from the faculty will be part-time at the base school. The university nursery, primary or secondary school was conceived as a

laboratory of the faculty for performing three basic tasks: (1) didactic laboratory for the teaching practice and its reflection in the preparation of future teachers, (2) the research field for the experimental activity, (3) the partner for the realization of further education of teachers. Although the proposal was not realised, it can be found a variety of inspiring aspects of the Czech environment in this proposal, concerning e.g. the selection of these schools (the decisive criterion is the quality of the school expressed by the philosophy and culture of the school, the professional qualities of the teaching staff, the distinctive activities of the school, the results of the pupils, capacity for guidance of the teaching practice in a wide range, personnel and material conditions for pedagogical research) and the specific conditions for their activity (increase in funding, reduction of working-time of teachers, cooperation of the faculty and university school in the creation of curricular documents, the experimental verification of teaching texts, methods, forms of teaching, etc.) In the Czech Republic there is not currently clinical primary or secondary school, since they are not created the basic conditions - material, personnel, legislative, organisational - which would systemically allow implementing the clinical conception of practice in the preparation of teachers for the profession and a deeper cooperation among schools and faculties, as it is in medicine doctors. However, historical retrospective shows interesting efforts for the closest interconnection of institutions which educates teachers with the school reality (Váňová, 1995). This is in particular the existence of the so-called training schools, which were part of the teaching institution and the so-called embedded colleges (to pedagogical institutes). By some of the features (in particular, close links with the institutions, which educates future teachers) these schools were close to the concept of a clinical school. Another inspiring attempt to do as closely as possible the clinical connection of the faculties which prepare the future teachers to educational terrain was the so-called research class of educational seminars at the Philosophical faculty of Masaryk university in Brno, in which in the thirties O. Chlup realised his idea of research, laboratory class. That was supposed to be laboratories of educational and psychological research of children and at the same time didactical practice for student teachers. O. Chlup names at the pedagogical clinic: "Research class becomes gradually a sort of pedagogical clinic for the students of our faculty" (Uher, 1971, p. 54). Other efforts describe Bendl in this area (Bendl et al., 2011) and Spilková (Spilková et al., 2015). Despite the adverse conditions in the last fifteen years in the Czech Republic it was implemented and research-validated several models of concept of clinical practice, eg. clinical year (Píšová, 2005; Píšová & Černá, 2006), clinical days (Spilková et al., 2004), clinical semester (Bendl et al., 2011), which are based on the systematic theoretical reflection on student's practical experience. Repeatedly it has been convincingly demonstrated a significant positive impact of the clinical practice approach to quality professional development of student teachers during and at the end of the study. It has been also shown the limits of realization in a massive scale. System implementation of clinical practice in collaboration with clinical schools in nationwide scale would require the creation of complex of conditions - especially legislative, financial, personnel and organizational.

These experiences and the current unsatisfactory state regarding the promotion of the concept of clinical practice and clinical education at the national level have led the Department of Primary Education, Faculty of Education of Charles University in Prague to intention to explore these issues systematically and in a broader context. It succeeded in the project *Concept and*

validation of the new model of clinical schools in the process of pre-graduational preparing of students, which was solved by the above mentioned department in 2014-2015. The aim of the project was to design a model of clinical schools and to verify the selected features, particularly the clinical concept of teaching practice. The core of research team consisted of four top teaching elementary schools (FZŠ Angel, FZŠ Kunratice, FZŠ Lyčkovo nám., FZŠ profesora Otokara Chlupa) and Department of Primary Education at Pedagogical Faculty of Charles University in Prague. The project was also in connection with the Department of Czech literature, English language and literature, mathematics and didactics of mathematics. The main outcomes were published (Spilková et al., 2015). The following A. Tomkové a N. Mazáčové text is devoted to the presentation of the selected project outputs.

6.1 Professional competencies of student teacher

An essential characteristic of good cooperation between pedagogical faculty and clinical school is in alignment with the expected demands on the quality of the professional competencies of graduates of teacher training. *Quality file of a student's work at teaching practice* (the file of qualities) was created by the Department of Primary Education at Pedagogical Faculty of Charles University in a team of university teachers and faculty teachers in 2008. It was created as a necessary part of the reflective concept of preparing of future primary school teachers and their professional development, especially in support of the concept of reflective teaching practices and high-quality self-assessment and evaluation of students at their practice. Continuously, in collaboration with other university and faculta teachers, and on the basis of feedback from students it is further developed. It should be used during all kinds of the pedagogical practices of primary school student teachers and the reflective and self-reflective courses.

File of qualities is characteristic of the expected output of professional competencies of graduate study for the 1st Primary School (File of qualities…, 2015). His concept and content (definition of criteria and indicators) corresponds with the draft standard of the teacher's work. Professional quality frames of the teacher which was one of the final products of a successful project Path to Quality (Tomková et al., 2012). File of qualities is conceived as a vision for which student teachers for primary school heads. It includes seven areas: planning, teaching, communication and creating an environment for learning, learning management processes, evaluation of students, teaching reflection, context, teaching and professional development. It has to emphasize that the core of the professional activities of teachers in the classroom is in managing pupil's learning processes. Preconditions of the quality described professional activities are meant professional knowledge and behaviour of students in accordance with the ethical principles of a teacher profession.

File of qualities should help students during their teacher training and support their self-reflection and self-evaluation. University teachers and mentors should help in the effective support of the development of professional competencies of future teachers and help during formative assessment and final certification of students. Condition for the functioning of the descriptive quality of the professional activities of the student teacher is a regular and long-term work with him in the course of the study, a joint effort of understanding its functions, content

and ways of working with him in all kinds of practice at the beginning, during and at the end of each practice. Substantial is the adoption of tools by all actors of teacher training.

At the Department of Primary Education at Pedagogical Faculty of Charles University, File of qualities of final pedagogical practice becomes one of the bases for the state exam. By this it was emphasised that at the end of the course it is verified and evaluated student readiness for the teaching profession. The part of file of qualities, therefore became rating scale, detailing and distinguishing the rate of coping professional activities of typical student and new situations based on understanding educational phenomena, processes and their relationships, the quality of reflection, responsibility, independence and creativity of the student in meeting the challenges of teaching practice (File of qualities, 2015, p. 1-2).

For further development of a file of qualities and work with it during the preparation of future teachers for the first grade of primary school at the Pedagogical Faculty of Charles University is seen as an important collection of concrete examples of how student failure looks like in a particular field or in professional activities, and creating and sharing case studies. It is necessary to recognize such cases for making decisions about necessity to repeat the teaching practice and work on the development of expected professional competencies.

File of qualities have been also modified for students who study in General Education for Primary and Secondary Schools. Under the guarantee of university teachers and in cooperation with teachers from clinical schools has been created File of the professional qualities of student in teaching practice for using it in following teaching practice in the master study at the Department of English Language and Literature. Further, A File of qualities of student's work in the didactic practice from literary education / from Czech literature has been created and verified. Tools were created to promote reflection, self-reflection and self-esteem of students and improve student assessment at the practice. Take into account the needs of professional practice and integrate field-didactic aspects of the practical training of future teachers. Meanwhile, they faced the limitations caused by the beginnings of the work of students and mentors with modified files qualities and they are strongly influenced also by conditions for practical preparation of the structured study (Kostková in Spilková et al., 2015, p. 34-41; Klumparová in Spilková et al., 2015, p. 42-45).

It was collected a lot of evidence about the importance of working with files of qualities in teacher training, during evaluation, but mainly in learning becoming a teacher. Working with files of qualities help university teachers and mentors individualized, practical training and allows students to be independent and active student teachers. In case that files of qualities will be used in teacher training and will correspond with the generally accepted standard of the teacher's work (as it was intended in the case of a Framework of the professional qualities of teachers, published in 2012), will be possible by working with it support the continuity of pre-graduating teacher preparation and continuing professional teacher's development.

6.2 New forms of clinical practice and reflection

It is undeniable that one of the major roles of pedagogical faculty and clinical schools in the process of the pre-graduate preparation of future teachers is the quality, shared and reflected leadership of the students in the course of diverse, systematically designed teaching practice.

Already at the very beginning of considerations about the model of the clinical school, we have together considered the question relating to the innovation of the system of pedagogical practice and their reflection. We agreed that it is necessary to design and validate new types of pedagogical practice, while we considered both the needs of the current practice of teaching for education in Primary school, and the limits of the structured model of General Education for Primary and Secondary Schools and last but not least, also the possibility and the need for real inclusive environment of our cooperating clinical schools.

In the formation of the concept of new types of practice and reflection, we build on the above-mentioned concept of a reflexive conception of teaching practice. Due to the real needs of today's schools and in connection with necessary updates to topics in the field of preparation of future teachers has become a challenge to the question of the training of students on issues of inclusion in the environment of the clinical schools. In this way arose the concept of assistant practice, which has been validated in education in Primary school, and also in the general education for primary and secondary schools in the field of Czech language.

Assistant practice

Course Assistant Practice was verified as a one-semester optional course designed for students of 3rd and 4th grade of Teaching for 1st grade elementary school and for students of first-year follow up master's study Teaching of General Education - specialization Czech language.

The aim of the course Assistant Practice in Teaching for 1st grade elementary school is the systematic support and competence development of student teachers in the field of personalized, differentiated and inclusive education at the first grade of elementary school. An integral part of the objective of the course is to develop reflective and self-reflective skills of student teachers.

The aim of the course Assistant practice in the study Teaching of General Education - specialization Czech language is the systematic support and competence development of students in the work of assistant teacher in the context of literary education and reading literacy development at the 2nd stage of primary school.

Course Assistant practice is at the Department of Primary Education conceived as a long-term systematic work of student teacher in a particular class first grade of primary school. Students are given the opportunity to regularly work either as an assistant of pupil or teacher's assistant in the selected class. In the first case, the student focuses on working with pupils with special educational needs; they learn to look for differentiated and individualized approaches to teaching work and so help pupils overcome a variety of obstacles and difficulties in learning. In the second case, the student is assistant, assistant of teacher and student has opportunities to engage in a range of activities from simple tasks to more demanding paired teaching with an

experienced teacher. Part of this practice is to develop skills and then systematic reflection of assistant activities under the guidance of experienced mentors from clinical school.

In case of verifying of assistant practice in Teaching of General Education - specialization Czech language is the course based on a long-term systematic work of students in lessons of literary education and reading at the second grade of elementary school in one to two classes (Klumparová in Spilková et al., 2015, p. 104).

Students have diverse opportunities to collect and process experience in the role of an assistant teacher during the planning and implementation of teaching, purposefully develop pupils' reading skills, assist teachers in preparing projects for the production of teaching aids, etc., and of course these activities systematically reflect together with an experienced teacher.

Course of Assistant Practice in both types of teacher studies combines and verify in practice: (a) controlled assistant practice of students under the guidance of experienced teachers from clinical schools who are in this area examples of good practice, (b) reflective seminar, (c) e-learning student support that allows reflection and sharing of experiences, access information (eg. to inspire springs to the issue of the pupil's assistant and to reflective background for the seminar of the faculty).

For the realization of a course Assistant practice has been created as important support and at the same time verified the same name electronic course aimed at sharing knowledge, experiences, the study of scientific texts and mainly accomplishment of written assignments and reflection from assistant practice. By this reflective seminar of the faculty allow to be focused on the collective discussion of the accomplished tasks about the experience of students from different clinical environments of schools.

Suggested principles of cooperation between the mentor and student

In the process of verification of courses Assistant practices, we together with mentors from clinical schools and also in accordance with the views of students, who participated in piloting agreed recommendations on how to organize work with students during practice so that their expectations and course objectives have been met. Based on the treatment of experiences from piloting courses Assistant Practice we recommend dividing the practice into phases in approximately seven consecutive steps and principles of cooperation: (1) drafting expectations of the students and discussion about the expectations of the teacher / mentor, (2) the drafting of an individual project by a student (3) classroom observations, little help for teachers and pupils, (4) the student performs minor tasks individually or given by teacher, by its own offer some help (5) fully independent preparation and realization of teaching in the context of pair teaching, (6) at least one hour per week to devote reflection of the student's work (7) at the end perform complex reflection - evaluation of the expectations of the student with real experience (Spilková et al., 2015, s. 83).

Crucial role in this process play quality reflection that most of mentors who led the assistant practice devoted.

Course of reflective skills

Other activities are directed at strengthening the concept of continuous reflective teaching practices in Teaching for 1st grade elementary school. It has been certified course Developing reflective skills, which is focused on developing and enhancing skills to solve authentic situations in the classroom during pedagogical practice. The focus of the course is problem solving that students experience and solve during their pedagogical practice. An integral part of the work is verification methods of group reflection in this course (Bove, 2009), the essence of which it is the principle of cooperation and participation of all students in the group during the searching for comprehensive solutions. The seminars have a uniform rate structure, which can be expressed by the scheme (Kargerová & Krčmářová in Spilková et al., 2015, p. 51):
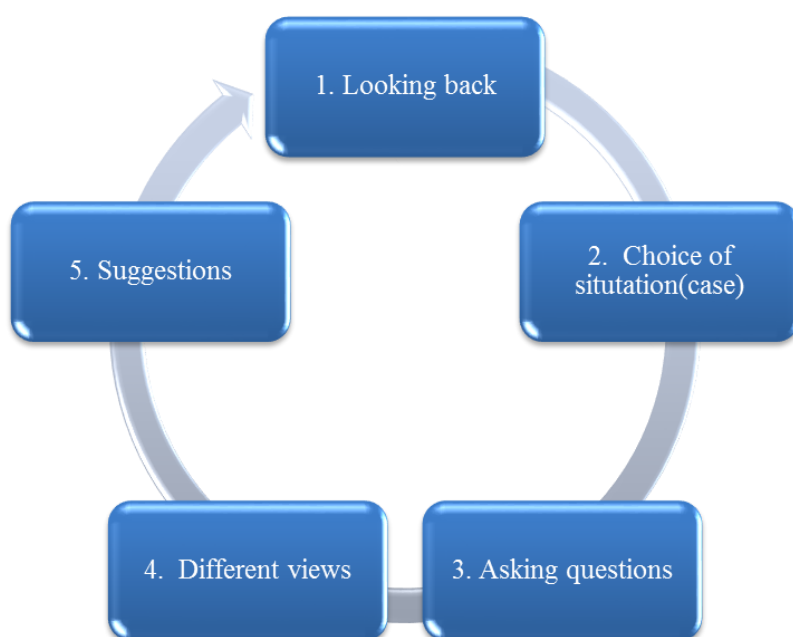
Figure 1. Seminar scheme

It is a journey that helps students better understand the specific, often problematic situations from own teaching, and at the same time contributes to the development of meta-cognitive skills.

At the same time it has been verified course in Teaching of General Education - specialization Czech language, focused primarily on acquiring the skills to work with evaluating and self-evaluating tool *File of qualities of the student's work at didactic practice of literary education / Czech literature.* Reflective work in the course was aimed to promote awareness of their human and professional qualities to develop observational and meta-cognitive skills. For a very valuable tool in the development of reflective and self-reflective skills of students in Czech language can be considered usage of model ALACT (Korthagen, 2011), which leads students to writing down their achievements, but also failures and tries to name their specific causes and proposes steps to improve the quality of their teaching work (Klumparová in Spilková et al., 2015, p. 64).

The benefit of new forms of clinical practice

As one of the significant results of the verification process of new forms of clinical practice, we consider the fact that they managed to implement the piloting of new forms of clinical practice into the study of general education Teacher training for primary and secondary schools and verify their possibilities and limits in this type of study, which is very much influenced by the structuring of the bachelor's and master's studies.

The process of validation of new courses Assistant practice and reflection in a continuous pedagogical practice brought evidence of the benefits for the work of teachers from the clinical schools and university teachers and especially for student teachers. Assistant practice allows students to work continuously in a single classroom, to observe the development of individual pupils and manage teaching by a teacher and make progress in the effective help to pupils in the process of their learning. Verification of new reflective procedures at the continuous pedagogical practices widens the range of procedures that can be effectively used by the university teachers and mentors. Piloted reflective procedures and meaningful work with files of qualities at the pedagogical practices develop reflective skills of the student teacher and support the active approach of students to the development of teacher competencies. Verification of new forms of clinical practice and reflection has brought not only the impulse to reasoning about the courses themselves, but mainly about the concept of the innovation of the practical training component of study of general education in the context of preparations for the new accreditation not only in the study of Teacher training for 1. Grade of primary school, but also to study general education Teacher training for primary and secondary schools. It is indisputable that the assistant practice complements the system of existing pedagogical practice. In the current draft of the model of teaching practice for new accreditation are assistant practice and reflective seminars to continuous practices included as compulsory in both types of studies.

6.3 Other options of cooperation of the faculty and clinical schools

In addition to the listed forms of the clinical concept of teaching practice, which belongs to the essential characteristics of the clinical school, it is still possible to present another interesting, innovative practice and activities that characterize the clinical school at a higher level of cooperation with the university and faculty school during preparing of future teachers.

Mainly it's about *other forms of practice in the form of paired teaching and its variants*, which can be characterized as collective planning, management and evaluation of teaching by the teacher of the clinical school and a student teacher in one classroom. Students gain the necessary assurance for their own teaching practice, but also teachers can gain new impulses for their further professional growth. Tandem teaching is beneficial mainly for the students, because it allows to differentiate and individualize teaching and respond to the pupils' needs.

Teachers from the clinical schools have their firm place not only in the pedagogical practices of student teachers, but also in *teaching* at the pedagogical faculty, especially in practically and reflective focusing courses. They bring their practical experience in the teaching from their long-term work with their students, examples from practice, the real form of the profession that

they live in their schools. If in university courses, teachers from the clinical schools, along with university teachers teach, students can more easily realize the importance of theory and practice in its teacher training and more effectively theory and practice interconnect in favour of the development of their professional competencies.

It has been reflected some *forms of professional development of future teacher educators*, i.e. teachers from the clinical schools and university teachers, which are necessary for the quality of a students' reflexive conception of pedagogical practice, for the effectiveness of innovative practices and activities and for the development of real cooperation between the clinical school and the faculty in preparing future teachers.

At the department of primary education at the Pedagogical faculty of Charles university was developed, accredited and repeatedly implemented the course of mentoring, in which mentors and university teachers educated skills needed for effective guidance of students in pedagogical practice. Similarly, it was piloted a course of mentoring for teachers on the second degree of basic school and for the teachers of kindergartens. These courses are good to focus on the development of understanding of the expected quality of the professional competencies of student teachers in individual pedagogical practices and the assessment criteria and also to work with the above mentioned files of qualities. No less attention is to be paid to the management of reflection and self-reflection of students and management of the breadth of reflective procedures. Teachers particularly appreciate the opportunities for developing skills, such as working with professional goals or asking questions designed to support critical and professional thinking of student teachers.

A specific form of teachers ' professional development is also shaping the so-called *learning communities.* Teachers from the clinical schools and university teachers can meet together, e.g. in workshops aimed at new methods and forms of work, where they look for new impulses for working with their pupils and students and they also want them to share and reflect together. Repeatedly tested and reflected is also a model of learning community of teachers from the clinical schools and student teacher, which allows for student teachers to work with teachers on a common task, to listen to the reflection and the specific advice of teachers and more deeply explore the teaching profession and themselves as future teachers (Spilková et al., 2015, p. 130; Tomková, 2015).

The project *Concept and verifying of a new model of the clinical school in the process of the pre-graduate preparation of students* and its outputs have yet produced another contribution to the fulfillment of the cooperation of teachers, the faculty and clinical schools. In the main output of the project, the book of the *Clinical school and its role in teacher education* (2015) were published contributions, which are common to copyright texts university teachers and teachers from the clinical schools. Also the formation of a collective publication became an opportunity for mutual professional communication, alignment of ideas, practices and views on teacher training and its procedures, and to develop other specific skills of future teacher educators.

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7. Supporting Teacher Educators to Support Beginning Teachers to Learn through Reflection - Training their Attention through Clean Language and the Systemic Modelling Process

Caitlin Walker

Abstract: In this article we introduce the background to our organisational coaching process, Systemic Modelling, outlining where it comes from, how it works as a cornerstone of organisational development work and some practical examples.

Keywords: reflection, systemic modelling, teaching practice

Reflective practice has been identified as a key component of Initial Teacher Education courses (Collin et al., 2013) and McKenzie (2015) in a study focusing on Beginning teachers found that reflection was generally valued, however individual preferences for engagement with reflection were evident.

Processes to support reflection add value to this much-needed aspect of Beginning Teacher development. Individual teaching and learning preferences may be built in to the process to enhance engagement.

Teacher Educators all agree that it's very important that Beginning Teachers are able to reflect on their practice. Reflection enables them to make the most of each of their teaching and learning experiences. It allows them to develop personal and professional self-awareness so that they are able to identify areas for development.

A key issue is to help them understand how to reflect, what to reflect on and when to engage in the process that leads to high quality reflection and learning. Systemic Modelling (Walker, 2014) and Clean Language questions (Lawley & Tompkins, 2000) are tools that we propose give Beginning teachers the 'how, what and when' of reflection.

To increase engagement in learning and education settings, we wanted observations and learning conversations to be collaborative between teacher educators and Beginning teachers. We wanted to encourage Beginning teachers to avoid going into contempt with themselves and with their students and to develop an attitude of curiosity and enquiry throughout their teaching and learning. (Walker, 2014)

7.1 Background to Clean Language

Clean questions were originally developed by David Grove, a psychotherapist from New Zealand supported by his partner Cei Davies-Linn, for use in therapy. (Grove & Panzer, 1989) These simple questions invite reflection and encourage information about self-experience from the client without bringing in the questioner's assumptions. They contain no content other than what has been said directly or implied logically by the interviewee. They are highly efficient for supporting individuals to explore their experience without having it changed by the interviewer.

Penny Tompkins and James Lawley modelled David Grove as he used Clean Language in his therapy. They created a useable and teachable model of how to apply his work, which they called Symbolic Modelling. The way that we're applying Symbolic Modelling in the context of Beginning Teachers is in supporting them, and the teacher educators to 'Gather information about the activity of a system with the aim of constructing a generalized description (a model) of how that system works'. (Tompkins & Lawley, 2000; Hill, 2004) This technique is based on the premise that client-generated (or Beginner teacher generated) solutions will be more resonant than expert advice and will enhance teacher self-efficacy.

7.2 Development of Systemic Modelling

Caitlin Walker, working alongside Grove, Tompkins and Lawley, took Clean Language and the principles that go with it and applied them to groups. Her initial focus was for use with disengaged students, outside of the education system. They were typically engaged in crime, unable to access the curriculum or She wanted to develop a process that allowed individuals in pairs and groups to learn from their own and one another's experience. She wanted questions that encouraged them to explore individual differences as developmental opportunities. She hypothesized that to get full engagement in this process, the questions needed to move away from categorising experiences as good or bad and instead accept and extend them on their own merit. They stood as examples of potential human experience and individuals and groups were encouraged to view them all as opportunities for reflection, development and improvement. (Walker, 2014)

Walker's experience of the process was that the 'Cleaner' her questions, the more the students paid attention to themselves and to one another and the less they were reliant on her expertise for creating learning and change.

She was finding that applying the Clean Language at a group level was allowing this shift to group learning and the manifestation of new behaviours.

> *David Grove used to say that once we paid due diligence to all the various parts of our clients, those parts would confess their strengths and be released from their roles. This would then enable clients to reorganize their experience and their responses to it which allow them to manifest new behaviours and new experiences in the world. Something like this was happening here at a group level rather than at an individual system. (Walker, 2014)*

Walker applied, evaluated and honed the approach in a variety of contexts from feedback in the classroom (Walsh et al., 2015) to Corporate culture change (Tosey, Doyle, & Walker, 2010) The objective was to create group and organizational learning through reflection and coaching conversations. According to Dixon (1994) "The essence of organizational learning is the organisation's ability to use the amazing mental capacity of all its members to create the kind of processes that will improve its own." This definition is the essence of what Walker is doing in organizational, educational and community development.

Walker wanted to move the process from engaging students outside of the education system to creating a process that could be used by Beginning and Experienced Teachers to maintain engagement and promote self regulation within their own classrooms. She started by designing a personal development process for self-reflection for students within Sport Development at Liverpool John Moores University. (Nixon & Walker, 2009)

Individuals develop self-awareness alongside awareness of others and through the process develop deep reflection skills. One area that aids the depth of reflection is the way that Clean

questions support students to develop their own metaphors for their current and desired experience. These metaphors aid met-learning. (Nixon, 2013)

7.3 The Methodology for Deepening Reflection and Training the Attention of Teacher Educators and Beginning Teachers

So these Clean questions are simple short questions that can inquire about the attributes, location and sequence of a Beginning teacher's experience. They can also ask directly for a metaphor that stands for or captures the essence of what the teacher is aiming to express. When students are asked "When you're learning at your best, you're like what?" (Walker, 2014) this results in them engaging in meta-learning (Nixon, 2013). We're proposing that when Beginning teachers are asked "When you're teaching at your best, you're like what?" this allows them to reflect on a model for themselves at their best in the classroom. Similarly Teacher Educators can explore "When you're mentoring at your best, you're like what?".

Below are an example of some of the Clean questions developed by David Grove and some of the Systemic Modelling questions developed by Walker.

Clean Questions

Attributes

- Is there anything else about…?
- What kind of … is that?

Location

- Where is…?
- Whereabouts is…?

Sequence or source

- Then what happens?
- What happens next?
- What happens just before…?
- Where does … come from?

Metaphor question

- That's like what?

Clean-ish Questions

Supplementary when presupposed by the interviewees words (Tompkins Lawley)

- How many…?
- How far…?

Evidence-based question Walker (2014)

- What did you see or hear that lets you know…?
- What would you see and hear when…?

Here's how these Clean and Clean-ish questions, in bold, can be used to enhance learning conversations and reflection between teacher educators and Beginning teachers:

Example 1:	
Teaching Mentor:	How was your first teaching session?
Beginning Teacher:	I felt confident.
Mentor:	**What kind of** confident?
Beginning Teacher:	I made eye contact with each child.
Mentor:	**Is there anything else about** making eye contact?
Beginning Teacher:	I settle down when I feel like I've made a connection with the pupils.

Example 2:	
Teaching Mentor:	What didn't go so well for you?
Beginning Teacher:	I kept losing the class's attention.
Mentor:	**What did you see or hear that let you know** you lost their attention?
Beginning Teacher:	The children on two tables kept talking to each other instead of doing the learning task.
Mentor:	**What happened just before** they began talking?
Beginning Teacher:	I was explaining a point to another child.

These questions accept what the Beginning teacher is thinking and experiencing and reflect back that experience and invite them to keep their attention on their language and thoughts so they can find out more about them (Way, 2013). Note that the mentor doesn't change the Beginning teacher's words or offer any other ideas during this process.

While very simple, the process can take some getting used to as teacher educators are often wanting to help, advise and offer their experiences to students and Beginning teachers.

We called the process that we developed 'Systemic Modelling'. Systemic Modelling is about using Clean Questions to inquire into our own and one another's expectations before an event, our experiences in-the-moment and our reflection after an event as well as our learnings. It's about setting an intention before an event, deciding on the actions to take in order to achieve that intention and then engaging in reflection afterwards. (Walker, 2014)

The ideas of high quality listening, acceptance and extending understanding are inherent to clean questions. To these, we added some further tools for enabling colleagues to enquire into one another's experience, and for learning how to adapt one another's strategies in order to extend their own practice. The group establishes an overall outcome for their work together and then uses engaging exercises and simple tools to encourage the development of autogenic metaphor models and to explore the differences between them.

For example we might ask a group of student teachers to find out from one another about how they learn at their best and how that impacts their teaching. Answers and questions could be like these:

Example 1:

Beginning Teacher A: When you're learning at your best, you're like what?

Beginning Teacher B: I'm like a marathon runner.

Beginning Teacher A: What kind of marathon runner?

Beginning Teacher B: I set myself a big goal far away and that guides all the training I put in. I don't have to learn quickly but I like to know all my learning will add up in the end.

Beginning Teacher A: Is there anything else about a big goal?

Beginning Teacher B: I'm never thinking about this class or that essay. They're just little training sessions. My attention is always on being a fantastic teacher in 5 years time.

Example 2:

Beginning Teacher B: What about you? When you're learning at your best, you're like what?

Beginning Teacher A: I'm like a dog in a new forest.

Beginning Teacher B: Is there anything else about you when you're like a dog?

Beginning Teacher A: Yes I like to go here and there and then back here again sniffing around.

Beginning Teacher B: And then what happens when you go here and there and back here?

Beginning Teacher: I like to learn a bit of this and a bit of that. I get bored easily. That's why I have lots of little shifts when I'm teaching. It isn't for the children, it's to keep my own interest.

One of the best ways to understand Systemic Modelling is through a mini **case study**.

The case study we want to share with you is from the sports development department at Liverpool John Moores University in the UK.

The staff wanted to develop a 'learning to learn' course for their students. They wanted the students to be more reflective and reflexive. They started by asking one another clean questions to find out whether *they* were reflective and reflexive. Did they give feedback to one another? Did they ask clarifying questions? Did they set outcomes and try out new behaviours? When they said they didn't, we decided to start by finding out what changes were required so that the teacher educators were able to engage in the valuable processes they wanted their students to emulate.

The staff team learned clean questions and the Systemic Modelling tools and together we studied students who had done really well at University - not necessarily that they had received the best scores but that they had fulfilled their potential.

We uncovered themes that were important to them, using clean questions to ensure we were not putting our assumptions onto the students. Together with staff we took these themes and created a student programme that encouraged the students to use clean questions and metaphors for developing their self-awareness around these themes:

Examples of these themes are:
- When I'm learning at my best, I'm like what?
- When I'm getting angry (or another negative state) I'm like what?
- Making good decisions is like what?
- Things that motivate or inspire me are….
- Times when I've overcome a failure or a set-back are …

The students use clean questions to develop their own experience of each of these themes and then use the questions within their groups to develop an awareness of how the other students experience them. Following this, they take the learning from each of these reflective sessions and the students and staff engage in a learning cycle of Outcome, Action and Feedback, which we call Clean Set Up, Developmental Task and Clean Feedback. This allows them to become reflexive and to regularly put their reflection straight into action. This was developed into the Personal Development Profile system used at Liverpool John Moores Sport Development Department. (Nixon & Walker, 2009)

From this project it emerged that within Systemic Modelling there was a strong reflective process that could be applied to students, educators, teacher mentors and particularly for coaching conversations between trainees and mentors. This was the application of Clean Set-up, Developmental Tasks and Clean Feedback. (Walker, 2014)

3 stage process for Creating Reflective Dialogue

Before a lesson
Clean Set Up – What would you like to have happen?
If it's going just as you'd like, it will be like what?
To get the most from it, you'll be like what?
What support or resources do you need?

During a lesson
Developmental Task
Having done your Clean Set Up, what's a discrete action that you'll take to achieve what you want?
What will you see and hear if you aren't doing it?
What will you see and hear when you are doing it?

Following a lesson
Clean Feedback
Give your beginning teacher evidence-based Clean Feedback

What's working well for you?
Evidence
Inference
Impact

What's not working so well for you?
Evidence
Inference
Impact

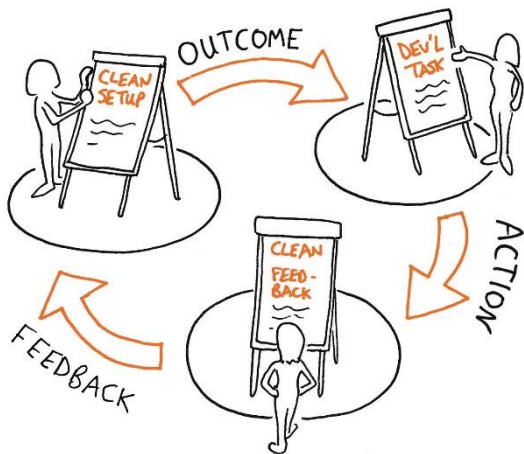*What would work better for you next time?*
Evidence
Inference
Impact

What will you do differently as a result of what you've learnt?

Then they start again on their next project

The teacher educators and the Beginning teachers are able to use this formula either side of a teaching experience to set up and then feedback on the experience and then to use the learning from this reflective dialogue to set new outcomes or areas for development before the next teaching session.

The Clean Feedback model has been used successfully in many university and classroom situations from learning to behaviour management. One study, "Using a Clean Feedback Model to Facilitate the Learning Process" (Walsh et al., 2015) was published in Scientific Research Open Access and can be found following this link: http://file.scirp.org/Html/6-6302593_57272.htm

To apply the simple Clean Set-up, Developmental Task and Clean Feedback approach, enhanced with Clean Questions, teacher educators need to develop their own questioning skills. Both educators and Beginning teachers need to develop the comptencies to become reflective practitioners. These are listed below.

The Competencies Needed to Develop to Become a Reflective Practitioner
Attention: The ability to listen and watch for what's happening in the classroom & at the faculty: behaviour, gestures, words, tones, dynamics between people
Discretion: Being able to distinguish between: - Evidence: what's actually happened as a behavioural description - Inference: what you're making up and assuming about things - Impact: the consequence of what happened and what you inferred about it
'Clean' ness: How open are your questions and how little content do they contain
Adjacency: Keeping attention on what is happening and keeping questions close to that and building and extending from there (rather than taking the student's attention towards the questioner's thinking)
Modelling: Observing, detecting patterns and relationships, building models that help individuals and groups learn from themselves and one another
These clean approaches train individuals and groups to become more reflective and more reflexive. They are one kind of 'how' in the process of reflection and have proved useful at all levels of education.

7.4 Conclusion

It is important that teacher educators develop their own reflective practice and observe and feed back to one another. They should be able to ask open 'clean' questions that support Beginning teachers to develop their own sense of how well they are doing.

Systemic Modelling, as individual techniques and as a generalized practice can be introduced to Beginning teachers, from the time they are students. It is simple and can be adapted to the themes most relevant to the Beginning teacher or to the development areas identified by the mentor or teacher educator.

Beginning teachers can model when they are learning or teaching at their best and when they are at their worst. This way they are used to developing self-awareness of both areas and are more able to accept and ask for feedback on where they can improve.

Clean Questions, with their openness and simplicity protect the teacher educator from giving the Beginning teacher ideas that aren't useful to them. The Clean Feedback model helps them to separate out evidence from inference from impact so that the feedback they give is high quality and more easily taken on.

Taken together these processes help to embed deep reflection and support the Beginning teacher to take responsibility for personal and professional development from University into the classroom. From here the skills can be role modeled and taught to the pupils themselves.

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If you would like to find out more about this work please visit www.trainingattention.co.uk. If you would like to find out about or to book some Clean Language or Systemic Modelling training please visit www.cleanlearning.co.uk

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8. Cooperation Between Student Teachers and Teacher Trainers in the Classroom

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Abstract: The paper is based on a qualitative analysis of video recordings of teaching and on in-depth interviews with eight student teachers. If describes the forms of cooperation between student teachers and teacher trainers through metaphorically titled complementary roles of student teachers and their teacher trainers. The degree of autonomy of student teachers and the degree of control of teacher trainers differ in these roles. These complementary roles are partner-partner, drowning-rescuer and fare dodger-ticket inspector.

Keywords: mentors, student teachers, qualitative research, teaching practice

The core area of teacher practice are the situations in the classroom. The experience is shaped through the student teachers' interaction with pupils, which is what the teaching practice is designed for. However, the practising students do not have a fixed place in the school hierarchy and the teacher role is only "lent" to them. The person who creates the conditions for the student teacher's activities in the classroom and who lends them the teacher role is the teacher trainer. The relationship between the teacher trainer and the student teacher has not been mapped by research in our country. Both actors are in different stages of career development. Teacher trainers are usually experienced teachers, whereas student teachers are at the very beginning of their careers. There are a number of differences between novice and experienced teachers, which have also been evidenced by research. As reported by Píšová and co-authors (2013, p. 11), an expert is often defined as a counterpoint to the stage of a beginner, or novice. Aultman et al. (2009) report that student teachers and young teachers make more effort than their older colleagues to be liked by their pupils and to have an amicable relationship with them. Conway and Clark (2003) show that novice teachers focus not only on the "outer" aspects of their work (i.e. how to manage lessons, how to survive in new situations as a teacher), but also on the inner aspects not only associated with their own "survival" but also with a focus on personal improvement and development or, overall, on a change in the conception of their own identity. In Winograd's (2002) view, novice teachers, likewise student teachers, due to their inexperience often fail to have a clear vision of what they would like to achieve in the classroom. It is also more difficult for them to control classes and establish power (cf. Vlčková et al., 2015). Not only novice but also expert teachers sensitively reflect their start of the profession, often describing it as the "most difficult", "most demanding" stage of their career (Píšová et al., 2013). This demandingness may be found both in the didactic transformation of the contents and in work with the class overall. One of the actors who may help a practising student bridge this challenging period is their teacher trainer, who leads the student during their practice at school. We therefore asked the following research question: How do you characterize the cooperation between a student teacher and their teacher trainer during the student's practice?

8.1 Research methodology[8]

The research sample consisted of eight student teachers of various subjects in their follow-up Master studies at the Faculty of Education of Masaryk University. These students had their long-term teaching practice in the semesters of autumn 2013 and spring 2014. The students practised at schools two days a week during one semester; the overall duration of practice in one semester was 100 hours. The practice consisted of direct teaching activities as well as assistant activities and involvement in the overall operation of the school institution. Each student worked with one teacher trainer. The data was collected through video recordings of six classes for each of the students and through semi-structured interviews with the students (the interviews were conducted by members of the research team, and each interview took place immediately after recording the six classes). In comparison with a structured interview, a semi-structured interview is more flexible; the researcher may change the question order and modify the vocabulary. Therefore, the interviews are not identical. Instead, they develop topics revealed as significant from the perspective of the informants. The analytical tool for processing the transcripts of the video recording and the interviews was open encoding, followed by categorization of the codes (Švaříček & Šeďová, 2007), which resulted in three chapters of this research report: the teacher trainer as a gatekeeper, definition of situation by a teacher trainer, and the complementary roles of the teacher trainer and the student teacher. The research methodology from which the presented samples were obtained is detailed in a publication by Vlčková et al. (2015). The ethical dimension of research is to be considered in relation to informants who participate in the research and bring their privacy into it as well as in relation to the public for whom the research is intended and where it fulfils the form and standards of a scientific discipline. The informants' names as well as data that could lead to their identification were anonymized. In relation to the professional public, the criteria for the quality of qualitative research were met. These include the theoretical sensitivity of the researcher as the ability to distinguish fine details in the meaning of the data (the researcher is also an educator of future teachers and leads seminars on practice, where they gain extended experience with the researched problem); trustworthiness, which refers to the fact that the subject of research has been exactly described; and the triangulation of methods and data, as the data was collected through video recordings of teaching and semi-structured interviews. Finally, qualitative data was literally transcribed and notes *[were added??? waiting for the client's answer]* during coding (Hendl, 2012; Strauss & Corbin, 1999). Parents' written consent with the recording was obtained before recording. Pupils whose parents had expressed disagreement with recording sat off-camera at the back of the class during recording or the school provided them with an alternative program. The eight participating teacher trainers and the examined eight practising student teachers also signed their consent for the recording and data processing.

8.2 Research results

8.2.1 The teacher trainer as a gatekeeper

The key person for a student teacher's entrance to the classroom is the teacher trainer. The teacher trainer plays the role of the gatekeeper here, i.e. of the person opening an imaginary gate to the classroom in which the student is to spend their semester-long practice. The gatekeeper facilitates the initial contact of both parties; in a certain way this is where they

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[8] This paper uses data collected under project GAČR GA13-24456S Power in the Classes Taught by Student Teachers at the Department of Education at the Faculty of Education at Masaryk University. The entire study is published in a monograph by Vlčková and Lojdová (2015).

introduce the class to the student and introduce the student teacher to the class. Student Milena speaks in her interview about how she was introduced to the class by her teacher trainer.

Sample 1

Milena: I did not introduce myself in any way because, actually, when I first came for the observation of that class, the teacher introduced me. And she introduced me as a teacher who was going to have a look at them and who was then going to teach them.

Interviewer: OK, so she actually introduced you as a teacher, not as a student.

Milena: Um, as a teacher. Or actually they... she then told them somehow that I was still studying but most importantly she introduced me: This is teacher...

The teacher trainer introduces the student to the pupils through a role the student is to perform in the classroom, which is the teacher role. However, the student does not only work in the classroom, they also carry out a number of activities at school. They may meet pupils there to whom they had not been introduced and who, therefore, do not perceive their legitimacy.

Sample 2

Lenka: It sometimes happens that I am on supervision duty for the teacher because she is on duty quite often. So it can happen that they are rolling around the floor in the classroom, so then I intervene.

Interviewer: And do they respond?

Lenka: Sometimes they do and sometimes it seems to me they don't know me. Again, these are classes where I've never been. Who is she actually? Someone's mother? Or who does she think she is?

Interviewer: Do they stop or do they look and don't know whether they should stop?

Lenka: Well, they don't know whether they should stop and then when I come back and they keep doing it, I tell them I have already told them to stop, and then they stop. It's simply that not everybody at school knows me, that we haven't been introduced, maybe on the school broadcasting system, that we are going to be there.

In this sample, Lenka is at school without legitimacy associated with the teacher role. Instead, she applies, when on monitoring duty during the breaks, legitimacy based on the adult role. The superiority of an adult over children at school is also based on this basic inequality in society (Pratto et al., 2008). At school, however, this inequality is transformed into inequality of teachers and pupils. The legitimacy of a practising student teacher following only from the role of an adult is confusing for pupils. A student without a clear introduction to the teacher role may thus find themselves even in an experimental situation of performing the teaching profession without legitimate authority. Perception of this entrance to the teacher role by students with this experience is then accompanied by a number of difficulties, which are due to the improper setting of the role. The result of this process may be the perception of one's own failure in the role, although this failure is not caused by the students themselves but by a dysfunctional setting of this role (Lojdová, 2014).

8.2.2 Definition of a situation by the teacher trainer

In addition to the explicit level of introducing a student to pupils in the class, the implicit level is also important in relation to creating their new role of a teacher. This level also includes setting the teacher trainer's relationship with the class, how they approach teaching the subject and what rules are in place in the class. Rendl (1994, p. 350) also talks about what he calls the silent rules of school life, "many of which do not have a written or explicitly stated form. Their effective existence is reproduced over and over by the fact that they are violated and talked about." A student teacher therefore enters the space of silent rules and a situation in a particular class, which is to some extent predefined by the teacher trainer:

Sample 3

> **Milena:** The pupils very incredibly nice. It surprised me, but they were. The teacher is, I think, very respected and... Ehm. They obey her a lot, so I think she might have prepared them for me a bit.

The definition of the situation (entered by student Milena) by the teacher trainer was the above-mentioned respect for the student. Lenka has the opposite experience. She struggled with a severe lack of discipline in the Year 9 pupils, which could be linked with the definition of the situation by her teacher trainer, who approaches her pupils with more freedom at the end of compulsory schooling.

Sample 4

> **Lenka:** But it's quite a jungle in there. There is a rule that whoever is not interested ((laughter)), the main thing is that they do not badger the others. So I don't want to teach there at all.

It is difficult for a student to change this defined situation, especially because they are trying to go from a slow pace of working to an intensive working atmosphere. It is more difficult for a student to manage such a class and any failures of the student need not be related to their activities but with the definition of the situation in the class.

7.2.3 Complementary roles of the teacher trainer and a student teacher

Cooperation between a student teacher and their teacher trainer may take many forms. Based on a data analysis, we can talk about the complementary roles of a student teacher and the teacher trainer in the class. These roles differ in the degree of autonomy of the student teacher and the degree of control of the teacher trainer. Let us describe three complementary roles. The role of a student teacher with a high degree of autonomy is the role of a partner whose complementary role of the teacher trainer is also represented by a partner whose degree of control is relatively low. In this type of role setting, the teacher trainer works with the student as with their partner, leaves them a high degree of autonomy and does not take control over them or over their activities. Teaching is based on the autonomy of the student teacher, although the role of the teacher trainer may be projected into it implicitly. The role of the partner is already distinctly reflected in the preparation for teaching:

Sample 5

> **Lenka:** We have recently talked with the ninth graders about the building of socialism in Czechoslovakia. She (note: the teacher trainer) had personal experience with that, so she kind of complemented me. I always said a general thing and she complemented that with specific examples she experienced.
>
> **Interviewer:** So you were teaching in tandem? Yes? Pre-arranged or accidental?
>
> **Lenka:** Accidental. It's good. The kids see that she really lived that, that it's not just something written in a textbook. So we did it like this.

Both the student teacher and the teacher trainer act as autonomous actors between whom there is an equal relationship and who complement each other. In the above sample, this complementarity took the form of improvised tandem teaching. They both enter the teaching synergistically in order to meet didactic objectives, not one at the expense of the other. In the classroom, however, there are a number of situations with which student teachers need help. Although the teacher trainer is usually present in the classroom and "covers the student's back", they may directly intervene, in the case of the occurrence of a problematic situation, through control mechanisms they have available, although they had lent the teacher role to the visitor from the Faculty of Education. The student's autonomy is weakened in such a situation as the teacher role is, to a certain extent, carried out for them by the teacher trainer for them. This role of the student may be designated as the role of the drowning, and the complementary role of the teacher trainer as the role of the rescuer.

Sample 6

> **Zdena:** Yeah, but now I remembered. In the ninth grade, those tests. I had tried filling them out at home and then I did them with the kids. And I had no idea that the kids could ask me something, for example what some word meant. Of course, they did. I'll give an example: submit something by the ultimate deadline. And then everybody was working except one sorehead: "Miss, what does ultimate mean?" I didn't see that coming at all, I was really nervous. And I tell myself. I was suddenly in doubt as to what ultimate meant, whether the earliest or the latest, so I tell myself I'm lost. So, children, who knows, I said, who knows what the word 'ultimate' means. One child raised his hand, I knew he was the biggest smarty-pants. So I tell myself he will be right for sure.
>
> **Interviewer:** Haha.
>
> **Zdena:** And then the teacher trainer said it was correct. But I didn't expect they could ask me something like that. I hadn't prepared for that. And as I was stressed out, I doubted myself.

Student Zdena describes a classroom situation she did not know how to cope with. She did not ask the teacher trainer for help directly, but the teacher trainer may have sensed her call for help and therefore helped her. The teacher trainer's comment supported the student at that moment. A student who directly requested help from her teacher trainer was Petra.

Sample 7

Student Petra is teaching literature in her second recorded lesson. She is teaching about the poet, novelist and playwright Johann Wolfgang Goethe.

> **T:** He was a poet, novelist and playwright.
>
> **T:** Shall I write it down?
>
> **TT:** It would be better to write it down, not say just say it.
>
> **T:** *((writes "poet, novelist, playwright" on the blackboard))*
> **P:** *((pupils are writing in their exercise books))*

Student Petra directly asked her teacher trainer for help by asking her whether she should write on the blackboard. The teacher trainer in the role of a rescuer enhances their cooperation with the student with the element of control which is directly or indirectly requested by the student. The teacher trainer therefore takes control over the student by "authorizing" the student's decision.

In the third type of complementary roles, the student teacher is designated as a fare dodger, i.e. as someone who has "committed a transgression". The teacher trainer then plays the role of the ticket inspector, i.e. someone who is conducting an inspection, in relation to the student. The teacher trainer may even temporarily remove legitimate power from the student through their intervention and become the executor of the power themselves. Karla describes a classroom situation where the teacher trainer intervened in this manner:

Sample 8

> **Karla:** So now it's sometimes problematic to teach a lesson there, you say two or three words and the teacher interrupts you, write this down, this is important. You should write this down for them for sure. Suddenly, they have two teachers in front of the blackboard, which does not look good for the rest of the class.

The teacher trainer as a ticket inspector may oversee the management of the class as well as the didactic transformation of the contents, as illustrated by the above sample. The teacher trainer's assuming of a stronger control role moves the student to the role of a pupil, which may be in conflict with the role the student is playing in the class, as mentioned above (the teacher role). Legitimate power necessary for the performance of the role is then removed from the student. While the teacher trainer as a rescuer enters a classroom situation upon request or unsolicited or based on the mutually shared perception of the need of help, a ticket inspector's intervention is unsolicited by the student. Student Kamila perceives such a situation as problematic not only in relation to herself but also in relation to pupils, for whom such a situation may be hard to understand. However, this does not mean that interventions by teacher trainers may not be productive. The following sample is from student Petra's literature class.

Sample 9

Student Petra is teaching literature in her second recorded lesson. She is teaching about the poet, novelist and playwright Johann Wolfgang Goethe.

> **T:** He was a member of the Sturm und Drang group, which in Czech means "storm and stress". At that time, this group broke all sorts of conventions, literary and social.
>
> **K:** Ou.
>
> **TT:** A poetry one. Kids, it's not a band. When they hear "group", they think it's a band, right?
>
> **T:** Yes. *((she writes additional information on the blackboard))*
>
> **TT:** It's a literary group. An artistic one.

The sequence of events in Petra's teaching shows that the role of the drowning and the rescuer, and the one of the fare dodger and the ticket inspection may alternate not only between classes but also within a single class. Sometimes, the interventions of the teacher trainer as the ticket inspector help achieve didactic objectives because the teacher trainer knows the class better than the student teacher. The transgression which characterizes the role of the student teacher as a fare dodger need not even be carried out; it may only be anticipated by the teacher trainer. However, the student teacher is in this role somehow getting taught by the teacher trainer right in front of the class. Control over the student is then again taken over by the teacher trainer in front of the class.

Students usually experience all these complementary roles during their practice, and these roles may change over time. "Ticket inspector" interventions in the student's teaching are more common at the beginning of the students' practice, and the setting of roles may shift to a partnership during the student's practice. Lenka says the following about cooperation with her teacher trainer: "She intervened in my Czech lessons, for example, at the beginning when I was dictating dictates, that I should speak slower, that I should dictate commas more, but now she doesn't intervene."

In addition to this, the characteristics of the teacher trainer also matter. In Lenka's case, she had an active teacher trainer for whom it would probably be difficult not to participate in the class. However, students increasingly perceive the need to act autonomously in the classroom and escape from the control of teacher trainers.

Sample 10

> **Lenka:** She also tries so that I manage everything on my own. But it's true she usually intervenes.
>
> **Interviewer:** And do you think you wouldn't manage on your own, without her?
>
> **Lenka:** I would, I would. I think I would, that it would be probably enough to raise my voice more than I usually do.

In the case of teacher trainers' interventions in student teachers' teaching, teacher trainers' control interferes with student teachers' autonomy in their new role. However, even in situations where the setting of the roles supports the student's autonomy, the course of practice is influenced by a number of other factors, from introducing the student to pupils to the

definition of the situation in the classroom to, for example, the presence of the teacher trainer in the classroom during the entire practice.

If a student teacher is to teach during their practice, they must have legitimate power. This means that pupils must perceive the student's "right" to impose requirements on them. Legitimate power is mainly attributed to student teachers by their teacher trainer; firstly through the manner they introduce the student to the class and secondly, by the manner the student teachers interact with their classes. Students are most often introduced by the role they will be performing in the class, i.e. the teacher role. The situation in the classroom entered by the student is predefined by the teacher. Certain implicit rules are in place. The boundaries of legitimacy are also set by the formal standards of the position as well as by other standards and traditions in the institution (Griffin & Moorhead, 2013). At the beginning, it is the teacher trainer who hands over legitimate power; further on, it is the student upon whom the legitimate power rests. However, the teacher trainer does not lose their legitimate power by handing it over to the student; on the contrary, they may still intervene in the class from this power position, thus strengthening or weakening the student's legitimate power.

Student teachers then work with the requirements of everyday life in the classroom such as time management, selection of curriculum, class management, etc. (Richmond & McCroskey, 1992). Their role and the associated legitimate power are enhanced when subordinate persons subjected to this power perceive its meaningfulness and the fact it will be exercised in their interest (Weller & Weller, 2002). If pupils see the performance of the teacher role by a student teacher as something that is in their interest, then they subject themselves to the student teacher even when they do not like their orders, because they consider it appropriate (Spoelstra & Pienaar, 1999). Space opens up here for motivation of pupils by the teacher trainer and the explanation of benefits that cooperation with the student may bring them (e.g. new pedagogical approaches). As pointed out by Felix (2011), when pupils respect their teacher or a student teacher, they are more likely to enjoy learning and they learn more. It is therefore important that teacher trainers introduce student teachers to their new role and help them maintain this new role. A functional cooperation between student teachers and their teacher trainers is one of the prerequisites for the realization of didactic objectives in education.

8.3 Conclusion

Teaching practice is a specific educational area. It especially takes place in the institution of primary and lower secondary schools, where the students of the Faculty of Education come. With the student coming to a new environment, their new role is formed through interaction with all actors at the school. In this paper, we only focused on teacher trainers because they accompany student teachers from their entrance to the classroom to the final feedback, which is at the end of the student's practice. In the course of the students' practice, the teacher trainer may be a "partner", a "rescuer" or a "ticket inspector" in the eyes of the student, depending on the degree of autonomy the teacher leaves to the student and to what degree of control the teacher exercises over the student. All these roles are part of the training of future teachers and they reveal various dimensions that cooperation between student teachers and teacher trainers may bring. An area is revealed in which the future professional identity of a teacher is significantly shaped.

The described complementary roles of student teachers and teacher trainers are influenced not only by the stage of the practice, but they are also conditional upon the situation. A functional setting of cooperation between teacher trainers and student teachers requires that the form of their cooperation is agreed upon and that its course is reflected.

Teaching practice is one of the bridges connecting the theoretical and practical components of teacher training. The knowledge and direct experience acquired from the educational process is reflected by the students and applied to theoretical fundamentals not only in cooperation with teachers at faculties of education, but also in cooperation with teacher trainers at school. The potentially different perspective of these educational actors enhance the education of future teachers. Cooperation between student teachers and teacher trainers is therefore irreplaceable in the course of undergraduate training.

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In Conclusion: Teacher Practice as a Never Ending Story

Kateřina Lojdová

This anthology presents seven selected peer-reviewed papers from the conference, Teaching Practices: Current Knowledge and Perspectives, held on November 19, 2015. It was conducted by the Department of Education of the Faculty Education of the Masaryk University. In conclusion, let us look back at all the papers and topics addressed at the conference.

The conference was attended by 90 participants from the Czech Republic, Slovakia, Poland, and the United Kingdom. Throughout the conference, the idea was prominent that teaching practice is an evergreen issue and finding answers is essentially a never-ending story. Questions keep re-appearing, many of which have still not been successfully answered. These topics can be divided into four categories.

The first category relates to student teachers, the second to faculties, and the third to teacher trainers that are more and more often accentuated as crucial partners of the faculties in implementing teaching practice. The fourth category encompasses those university teachers who are primarily involved in reflective practices at the faculty. Firstly, the first category of student teachers should be briefly addressed. Notably, the question arrises on how much time should be dedicated to practice. Calls for further practice are frequent, although it is not clarified what that actually means and above all, it is not emphasized that quantity does not automatically guarantee quality. The recommendation that was heard at the conference was to interconnect quantity with quality. Another question arose regarding how practice should be presented in the structured Bachelor and the follow-up Master study. The main focus is the continuity of practice in both types of study. The path to higher quality practice is increasing the prestige of the role of the teacher trainer as the central person securing the practice directly in the schools. The second key concept relating to practice quality is reflection of the practice. Reflected practice is quality practice. Again, we can ask what this means. The forms of reflections may vary. Quality can be increased, among other things, by inspections of university teachers in lessons taught by student teachers. Critical objections were heard at the conference that academics (departmental didactics, pedagogues, psychologists) do not come to the schools as often as required. In addition, it should be mentioned that an instrument of quality practice can also be a student portfolio in which students can mine experience from practice and which can then be further worked with in lessons at the faculty. The portfolio can also serve as the basis for the state final examination. These were some of the proposed ideas relating to students.

The second and the third categories relate to faculties and teacher trainers. Faculties are faced with the question of how to cooperate with them and how to support them. And also, how the faculties should be chosen. This is the topic of the faculty brand: how to build it and "sell" it so that it is relevant for all participants concerned with training for preservice teachers. In relation to teacher trainers, there is the suggestion of courses for the further education of teacher trainers. The sticking point is the financial rewards for teacher trainers. Teacher trainers either do not receive any financial compensation or they only receive symbolic amounts. Therefore, it is work that is financially inadequately paid. The question arises if this work is then compensated by a certain kind of prestige. We would be very happy if this was the case; however, the prestige of the teacher trainer depends not only on the efforts of the faculty of education for quality cooperation, but also on the career system for teachers and the position of teaching practice in the system of undergraduate teacher training. For prestige for the teacher trainer position, it is

necessary that it is somehow anchored, which was a notion supported by many of the participants at the conference. In relation to teacher trainers, it is necessary to mention their further education. At the conference, this was addressed within the topic of mentoring.

The fourth category, in relation to which the compulsory practice system and its quality can be regarded, relates to many participants at the conference – university teachers who take part in implementing practice. A reproach was heard at the conference that the practice is not viewed as a respectable academic area when compared with the subject, subject didactics or pedagogical-psychological rudiments. In competition with these areas, practice is often viewed as a marginal topic. Another task faced by the 198 university teachers is to support not only the reflective abilities of students, but also those of teacher trainers. The cooperation with and support of teacher trainers by university teachers opens up systemic questions. What is the background of this activity at faculties of education and do university teachers have enough time for it? These are just few of the topics discussed at the Brno conference.

We hope that this anthology will contribute to the discussion and development of these topics in an international context.

**An Anthology of Selected Papers from the Conference
Teaching Practice – Current Knowledge and Perspectives**

Vlastimil Švec, Kateřina Lojdová, Blanka Pravdová (Eds.)

Teaching Practice:

Current Knowledge and Perspectives

organized by the Department of Education of the Faculty of Education on November 19, 2015 in Brno. The anthology includes the selected papers that were subjected to peer review. The articles focus on practical teacher training models, their evaluation and research.