



THE IMPLEMENTATION OF THE COMPETENCE APPROACH IN EDUCATION IN THE CZECH REPUBLIC

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REQUIREMENTS FOR THE DEVELOPMENT OF KEY COMPETENCES IN CR

Requirements for the development of **key competences** are explicitly formulated in the recent **strategic and curricular documents**, e.g.

- the Long Term Plan of Education
- the Education System
- **the Education Act:**
 - Introduced:
 - **framework education programmes (FEP) for all types and stages of initial education** (including vocational training)
 - **the concept of key competences**

QUALIFICATION REQUIREMENTS

the Strategy of Lifelong Learning Implementation Plan for the period of 2009-2015:

- In January 2009, approved by the Government
- Requirements for the development of all **key competences**, referred to as "functional literacy"
- (<http://www.msmt.cz/vzdelavani/strategie-celozivotniho-uceni-cr>)

National Qualification Framework:

- provides **a description of qualification requirements for the labour market**,
- is being implemented through an ESF funded project - UNIV 3 - in all regions of the Czech Republic.

The Act on Verification and Recognition of Qualifications no. 176/2006

- is **a basis for the system of the validation and recognition of qualifications**,
- all relevant skills and knowledge can be recognized no matter where/how they were obtained (school, training or self-learning).

NATIONAL INSTITUTE FOR FURTHER EDUCATION (NIFE)

NIFE is an allowance organization of MEYS with national range – 14 fourteen detached workplaces

- arranges and offers the courses, seminar meetings, lectures and other **activities connected to further education of pedagogical staff**
- focuses on analyzing **needs in the sphere of further education of pedagogical staff** and on creating its own concepts in this area-

the current priorities are related with e.g.:

- the **curricular reform**,
- management of schools
- foreign language teaching

for more see <http://www.nidv.cz/en/>

AIMS OF FURTHER EDUCATION OF PEDAGOGICAL STAFF

- **National Institute for Further Education (NIFE):**

- prepares long-term aims of further education of pedagogical staff for next 2-3 years to **improve further education of pedagogical staff (FEPE)**

- has been creating a **portal of FEPE**,
- **specifies educational needs of teachers and schools together with requirements set by the state**
- it adverts to possible difficulties, proposes contingent changes and it warns about importance of state support of curricular reform, lifelong learning, **development of professional competences of teachers and education**

STANDARDS FOR FURTHER EDUCATION OF PEDAGOGICAL STAFF - DISCUSSION RUNNING

- **The MEYS makes standards for accreditation of further education of pedagogical staff together with Accreditation Board and Educators Career System,**
- **The standards are provided for various types of further education of pedagogical staff, e.g.:**
 - pedagogical studies
 - teacher's assistant studies
 - education of Schoolheads or Heads of Educational Institution
- **More informations can be found on**
<http://www.msmt.cz/Files/PDF/JMStandardyDVPP1a.pdf>).

TEACHERS COMPETENCES

- The competences for teachers **are not specified on a legislative level**
- **the requirements** for a teaching profession on different levels **are specified by the Act on Pedagogical Staff.**

INITIAL TEACHER EDUCATION CURRICULUM

- Faculties of education in the Czech Republic are to some extent **autonomous bodies**
- **Each department develops its own education programme:**
 - Must fit the **predetermined teacher's qualification profile set by the law**
 - Must be **agreed at the faculty** and university levels and then by the **Ministry of Education**, within the process of **accreditation (The Accreditation Board)**

'STANDARDS OF THE TEACHING PROFESSION' IN THE CZECH REPUBLIC

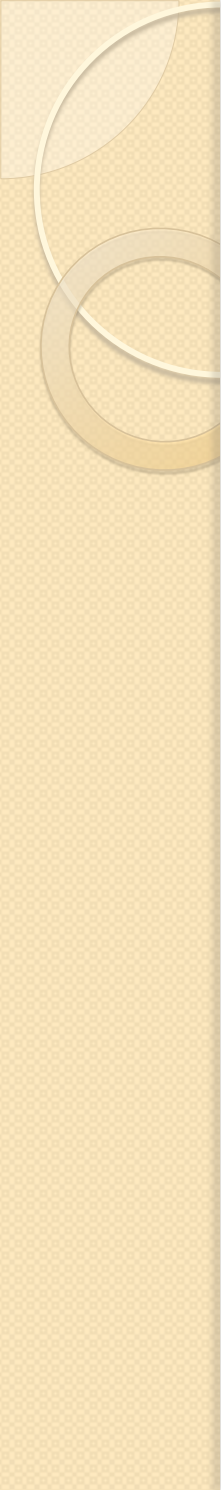
- The MEYS in co-operation with other partners is developing a document provisionally called '**Standards of the teaching profession**'
 - is regarded as a framework of **necessary competences and requirements** for the activities of teachers, attitudes and values
 - **TEACHING PROFESSION'S QUALITY STANDARD**
- will clarify:
 - **how the concept of the profession should change** (in respect to the **TEACHER'S ROLE** and **KEY COMPETENCES**)
 - how teachers should be educated to master the requirements connected with a substantial change in goals, content and methods of teaching.
 - **It is currently in the discussion stage**

ITE AND SEN

- At present, at **all faculties of education**, all teacher programmes include a module for educating pupils with diverse needs (SEN).
- Standard courses included in the study programmes that may impact on educating teachers in inclusion are:
 - educational and special educational assessment and counseling,
 - pedagogy,
 - courses on education
 - approaches to different groups of students with SEN
 - courses on minority groups (especially the Roma community),
 - educational psychology,
 - law protection of disadvantaged groups,
 - inclusive education
 - internationally accepted documents on human rights etc.
- New study programmes
- Resources, research, publications, conferences

THE NATIONAL ACTION PLAN OF INCLUSIVE EDUCATION

- approved by the Czech government in March 2010
- The objective is **to develop concrete proposals for strategies and measures aimed at promoting inclusive education at all levels of the educational system of the CR.**
- The process of assuring the quality of content and processes to develop inclusive practices within teacher education.



A LEGISLATIVE FRAMEWORK TO ENCOURAGE TEACHERS IN THEIR PARTICIPATION IN LIFELONG LEARNING

- **ESF funds** are used to support the lifelong learning
- **Sectoral/stakeholder dialogue** conducted at **inter-ministry level**, especially between MEYS and the Ministry of Labour and Social Affairs.
- The MEYS also cooperates with other social partners (e.g. sector councils).

SUPPORT SERVICES OF THE MEYS

- The Ministry is supporting schools in the implementation process of the competence approach and inclusive approach by
 - training teachers and school head teachers
 - providing guidance and counselling
 - providing the required resources
- the co-ordinators of the implementation process at the school level are receiving
 - training,
 - in training programmes,
- schools are provided with guidance and support.

OTHER METHODOLOGICAL SUPPORT

- In the context of curricular reform, the **Project Metodika (Methodology)**
 - *a system of methodological support of teachers in the creation and development of pupils' key competencies was launched in 2006 within the Operational Programme Human Resources Development.*
- **The Methodological Portal (www.rvp.cz):**
 - has become a space which allowed sharing experiences of individual schools and also the methodological support for teachers
- Significant number of **in-service training courses** to help teachers to introduce the curricular reform in schools (mainly preparation of school education programmes on the basis of FEP).



Thank you!

Grazzi hafna