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

Kateřina Vitásková
Malta, Valetta
March, 23-25 2011
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
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"

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
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 assistent studies
- education of Schoolheads or Heads of Educational Institution

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.
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)
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
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).
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.
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