



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

NÁRODNÍ KONFERENCE K PŘÍPRAVĚ UČITELŮ A UČITELEK

28. listopadu 2024

Národní technická knihovna v Praze



PŘED ROKEM JSME ZDE POKŘTILI KOMPETENČNÍ RÁMEC



MŠMT
MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

KOMPETENČNÍ RÁMEC ABSOLVENTA A ABSOLVENTKY UČITELSTVÍ

SPOLEČNÉ PROFESNÍ
KOMPETENCE

VERZE PLATNÁ OD ŘÍJNA 2023
MŠMT 2023



KOMPETENČNÍ RÁMEC ABSOLVENTA A ABSOLVENTKY UČITELSTVÍ PODPORUJÍ:



ČESKÁ KONFERENCE
REKTORŮ



Rada vysokých škol



Národní akreditační úřad
pro vysoké školství



Česká školní
inspekce



ASOCIACE
DĚKANŮ PEDAGOGICKÝCH FAKULT



ASOCIACE DĚKANŮ
FILOZOFICKÝCH FAKULT



Asociace děkanů
přírodovědných fakult



Asociace děkanů
tělovýchovných fakult ČR



Asociace ředitelů
základních škol



ASOCIACE
ŘEDITELŮ GYMNAZIÍ
ČESKÉ REPUBLIKY
ařg



UNIE CZESHA



Učitelská
platforma



otevřeno



učitel
naživo



KOMUNITA
VZDĚLAVATELŮ
BUDOUCÍCH
UČITELŮ



Začni
učit!



GLOBAL
TEACHER PRIZE
CZECH REPUBLIC

KOMPETENČNÍ RÁMEC SE STAL SPOLEČNÝM ZÁKLADEM MNOHA ZMĚN

Dnes:

- **78 %** provázejících učitelů pracuje s *Kompetenčním rámcem absolventa a absolventky učitelství*. (Zdroj: *Evaluační pokusného ověřování Systém podpory provázejících učitelů*; n = 1302 provázejících učitelů)
- **14** vysokých škol v ČR uskutečňuje projekty z OP JAK na podporu jeho zavádění do přípravy učitelů a inovuje své studijní programy.
- **27** oborově specifických kompetenčních rámců, které dále specifikují KR AAU, vzniká v meziuniverzitní spolupráci.
- **16** nových kvalifikačních programů ČŽV „studium pedagogiky pro učitele 2. stupně ZŠ a pro SŠ“ v souladu s KR AAU.
- **3** pracovní skupiny průběžně pracovaly na zavádění částí KR AAU do přípravy.

NÁRODNÍ ŠETŘENÍ UČITELSKÝCH KOMPETENCÍ 2024

Self-efficacy absolventů

- Ve kterých kompetencích KR AAU si absolventi a začínající učitelé věří více a ve kterých méně?
- Do jaké míry absolventi v průběhu přípravy vykonávali činnosti, při nichž se uplatňují jednotlivé kompetence uvedené v KR AAU?

Adaptační období

- Jak vypadá podpora začínajících učitelů v adaptačním období ze strany uvádějících učitelů? Do jaké míry jsou začínající učitelé spokojeni s průběhem adaptačního období?

Nástup absolventů do profese

- Jaký podíl absolventů nastupuje do profese učitele?

5 DIMENZÍ UVÁDĚNÍ KOMPETENČNÍHO RÁMCE V ŽIVOT:

1) **Kompetenční pojetí přípravy učitelů**

- Znalosti, dovednosti, postoje – a tomu odpovídající metody a formy práce

2) **Spolupráce vzdělavatelů a integrace či návaznost jednotlivých složek přípravy**

- Obor, oborová didaktika, pedagogika, psychologie, praxe

3) **Formativní hodnocení s oporou o KR AAU**

- Sebehodnocení studentů, vzájemné hodnocení, kritériální hodnocení ze strany vzdělavatelů

4) **Modelování kompetencí ve výuce na VŠ**

- Vzdělavatel/ka na VŠ či provázející učitel/ka jako vzor

5) **Propsání KR AAU do akreditací**



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

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7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
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8 Fulfil wider professional responsibilities

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PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Teachers' Standards



How Pupils Learn (Standard 2 – 'Promote good progress')

Learn that...

1. Learning involves a lasting change in pupils' capabilities or understanding.
2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.

Learn how to...

Avoid overloading working memory, by:

- *Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.*
- *Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).*

Build on pupils' prior knowledge, by:

- *Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.*
- *Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.*

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And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.*

Monday 3rd February 2020

LO: To write a narrative extract.

Entering the hall before the gruel was served.

I stood on top of my cleaned wooden podium. When the gruel was being ^{cooked}, I could smell an appalling ^{stinky} smell that made me feel like I was in a bin full of going ^{mouldy} food.

I could not hear a thing.

- Entering the hall before the gruel was served,

- I stood on top of my cleaned wooden podium.

- When the gruel was being cooked I could

- smell an appalling stench that made me feel

- like I was in a bin full of mouldy food. ✓

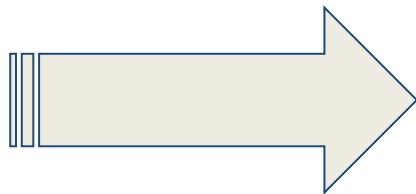
- I could not hear a thing in the hall; it felt

- like I was in a church of silence and the

- boys were shouted at when they were seen

- talking.

The ^{ungrateful} boys were waiting to be served.



Friday 14th February 2020

LO: To publish a narrative extract.

Entering the hall before the gruel

was served, I stood on top of my

cleaned wooden podium. When

the gruel was being cooked I could

smell an appalling stench that made

me feel like I was in a bin

full of mouldy food. I could not

hear a thing in the hall; it felt

like I was in a church of

silence. The ungrateful boys were waiting

to be served the smelly gruel when

they making loads of faces at it but

ate it all in five seconds. Licking even

the tiniest gruel drops

off their bows like rats or other disgusting

creatures, the wretched boys soon finished all of their dinner. I heard whispers from the back benches.

Then a short, skinny boy was approaching me. I asked, "What do you want boy?" "Can I have some more", he said.

"Please can I have some more", he said.

"Speak up, boy!" I shouted.

"Please can I have some more", he said.

I punched the boy, it missed he made

a run for it but I run after him

and I caught him with another punch in

the back. "Go to the detention room you

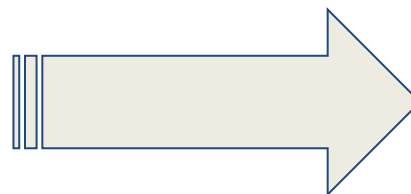
stupid boy," I said.

- this writing sequence was building on children's prior knowledge of linguistic devices that children were expected to implement in their writing and reminded of in daily retrieval practice ; pupils were encouraged to take responsibility for their own learning through the use of checklists and timers

- **L1 30.1. LO: To identify features of a narrative extract.**
- L2 31.1. LO: To plan a paragraph. (Paragraph 1)
- L3 3.2. LO: To write a paragraph. (Paragraph 1)
- L4 4.2. LO: To redraft own writing drawing on feedback. (Paragraph 1)
- **L5 5.2. LO: To plan a paragraph. (Paragraph 2)**
- **L6 6.2. LO: To write a paragraph. (Paragraph 2)**
- **L7 7.2. LO: To redraft own writing drawing on feedback. (Paragraph 2)**
- **L8 10.2. LO: To plan and write the ending.**
- L9 12.2. LO: To write a narrative extract. (Final draft)
- L10 14.2. LO: To publish a narrative extract.

“

PIRA Scaled Score S Spring	PJ Reading Attainment Yr 1 Spring	PJ Reading Progress 1 Spring	PJ Writing Attainment Yr 1 Spring	PJ Writing Progress 1 Spring	PUMA Scaled Score 1 Spring	PJ Maths Attainment 1 Spring	PJ Maths Progress S Spring
	GDS	GEP	EXS	EXP		GDS	GEP
	EXS	EXP	EXS	EXP		EXS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP
	GDS	GEP	EXS	EXP		GDS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP
	EXS	EXP	EXS	GEP		EXS	EXP
	WTS	LEP	WTS	LEP		WTS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP
	WTS	EXP	WTS	EXP		WTS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP
	WTS	EXP	WTS	EXP		WTS	EXP
	WTS	EXP	WTS	EXP		WTS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP
	GDS	GEP	GDS	GEP		GDS	GEP
	EXS	EXP	EXS	EXP		EXS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP
	WTS	EXP	WTS	EXP		WTS	EXP
	WTS	LEP	WTS	LEP		WTS	LEP
	GDS	GEP	GDS	GEP		GDS	GEP
	EXS	EXP	WTS	EXP		EXS	EXP
	EXS	EXP	WTS	EXP		EXS	EXP
	EXS	EXP	EXS	EXP		EXS	EXP



Department
for Education

Qualified teacher status

This is to certify that: **Pavel Bobek**

Teacher Reference Number: 3969657

has attained qualified teacher status (QTS), meets the requirements for employment in maintained schools and non-maintained special schools in England provided that statutory induction period (usually three school terms) is completed satisfactorily.

Date of QTS: **31 July 2020**

Congratulations and best wishes for your future career

Any potential employer can independently confirm your teacher status online at:
<https://teacherservices.education.gov.uk>

První praxe studentky PGCE – komentáře provázejícího učitele

zaměření na pokrok
dětí v jejich učení

Please comment directly on the Trainee's impact on children's learning:

When XXX first started in year 6 she spent time getting to know the children as individuals as well as taking groups for guided reading sessions. For guided reading, she spent time with each group allowing her to get to know the children even further and understanding the different abilities in terms of reading levels in the class. She took her knowledge from this to help her planning of guided reading for the following week.

XXX then proceeded to take on maths interventions in preparation for their SAT's. She helped to plan these using all of the assessment data that we have collated over time. These interventions were successful as the children showed improvements in lessons and assessments.

As part of her placement expectations, XXX selected 3 children to track more closely and actively engage with their attainment. She did this by looking at these children's prior data and coming up with interventions to build upon their prior learning. In addition to this, she looked at their most recent piece of writing and looked at the Year 6 framework and compared it with their writing to then set goals and success criteria. With the class teacher, she then paired each of the children up with someone in the class that thrived on the aspect of writing that the other children needed extra support in.

XXX then began planning, teaching and assessing whole class lessons which she has been doing on a consistent basis leading to her planning a sequence of English lessons, which has allowed her to track the progress in the children's writing.

Since the beginning of her placement to the end, XXX has become and continues to be an integral part of the Year 6 team, giving her all to ensure the progress of the children's learning which she has had a clear impact on.

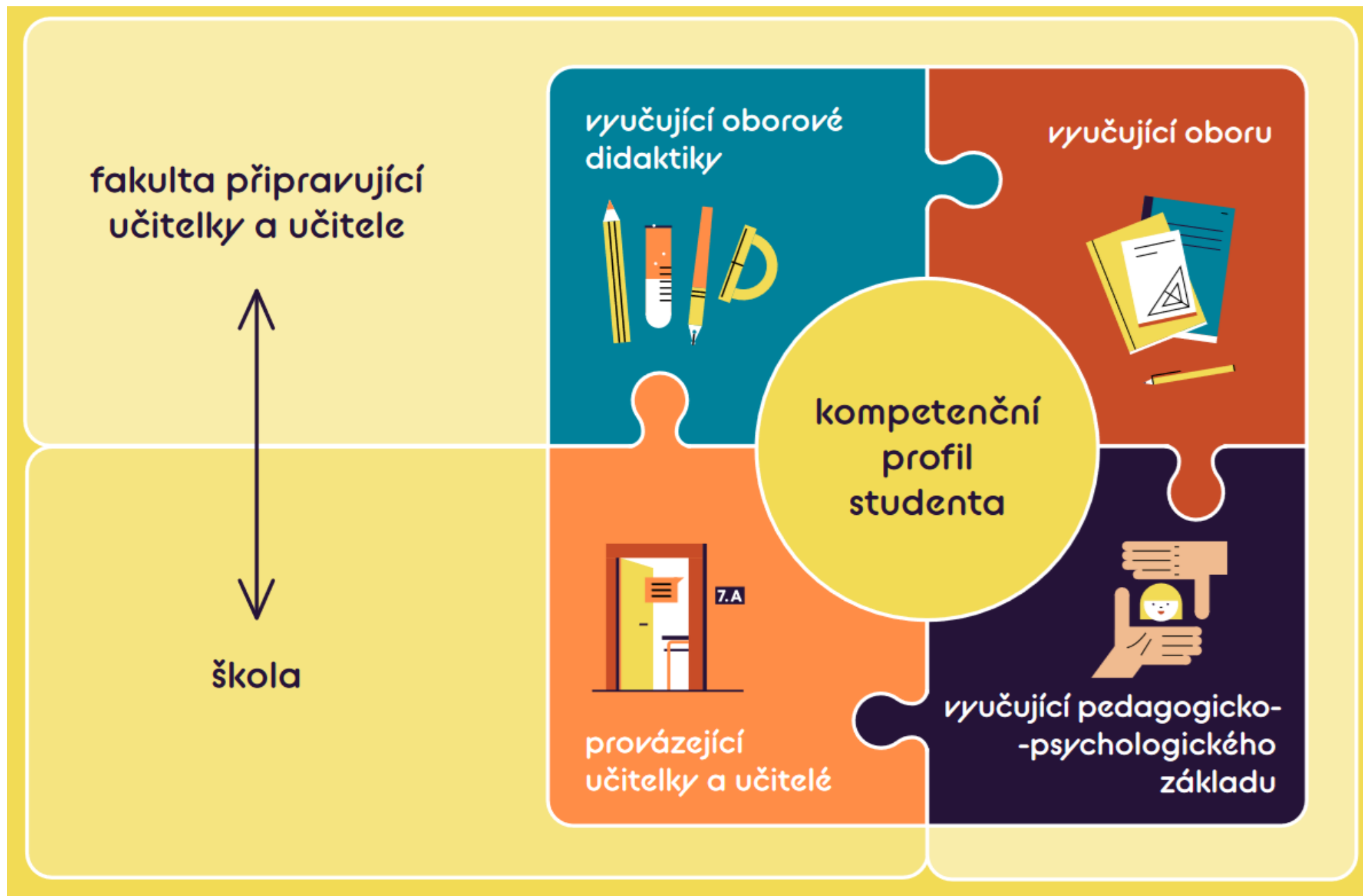
The Trainee's Teaching has had 'Impact on children's learning and progress over time'. Please indicate below:

Little / No Impact on Pupil's progress	Some impact on progress evident allowing some pupils to make progress as expected over time.	Most pupils make good or better than expected progress over time.
<input type="checkbox"/>	<input type="checkbox"/>	Yes



INTRODUCTION <p>Teachers believe the children of their pupils that their country and are responsible for achieving the highest possible standards in each and every subject. Teachers are with learning and progress from every subject knowledge, being that knowledge and with its teachers to do so and are not afraid to give pupils professional responsibility and are not afraid to be held responsible for the progress of their pupils.</p>	
Teacher's role <p>1.1. To set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none">• establish a safe and stimulating environment for pupils, rooted in mutual respect• challenge and extend each and every pupil's attainment, abilities and progress• ensure the curriculum is the positive, effective, values and behaviour that is required of pupils <p>1.2. To promote good progress and outcomes for pupils</p> <ul style="list-style-type: none">• be explicit in their expectations of progress and outcomes• be aware of their pupils' abilities and set their knowledge and progress to be achieved• ensure that the progress they have made and that they are making is evident to all• ensure that the progress and understanding of their pupils is evident to all• ensure that the progress and understanding of their pupils is evident to all <p>1.3. To ensure good subject and curriculum knowledge</p> <ul style="list-style-type: none">• have secure knowledge of the subject they teach and curriculum• have secure knowledge of the subject they teach and curriculum• have secure knowledge of the subject they teach and curriculum• have secure knowledge of the subject they teach and curriculum• have secure knowledge of the subject they teach and curriculum <p>1.4. To plan and assess well</p> <ul style="list-style-type: none">• plan knowledge and develop understanding through effective use of time• plan knowledge and develop understanding through effective use of time• plan knowledge and develop understanding through effective use of time• plan knowledge and develop understanding through effective use of time• plan knowledge and develop understanding through effective use of time <p>1.5. To assess learning in response to the strengths and needs of all pupils</p> <ul style="list-style-type: none">• assess learning in response to the strengths and needs of all pupils• assess learning in response to the strengths and needs of all pupils• assess learning in response to the strengths and needs of all pupils• assess learning in response to the strengths and needs of all pupils• assess learning in response to the strengths and needs of all pupils	2. To make accurate and professional use of assessment <ul style="list-style-type: none">• make accurate and professional use of assessment• make accurate and professional use of assessment• make accurate and professional use of assessment• make accurate and professional use of assessment• make accurate and professional use of assessment <p>3. To make professional judgements to ensure a good and safe learning environment<ul style="list-style-type: none">• make professional judgements to ensure a good and safe learning environment• make professional judgements to ensure a good and safe learning environment• make professional judgements to ensure a good and safe learning environment• make professional judgements to ensure a good and safe learning environment• make professional judgements to ensure a good and safe learning environment<p>4. To make professional judgements to ensure a good and safe learning environment<ul style="list-style-type: none">• make professional judgements to ensure a good and safe learning environment• make professional judgements to ensure a good and safe learning environment• make professional judgements to ensure a good and safe learning environment• make professional judgements to ensure a good and safe learning environment• make professional judgements to ensure a good and safe learning environment</p></p>

“



EVALUACE POKUSNÉHO OVĚŘOVÁNÍ SYSTÉM PODPORY PROVÁZEJÍCÍCH UČITELŮ

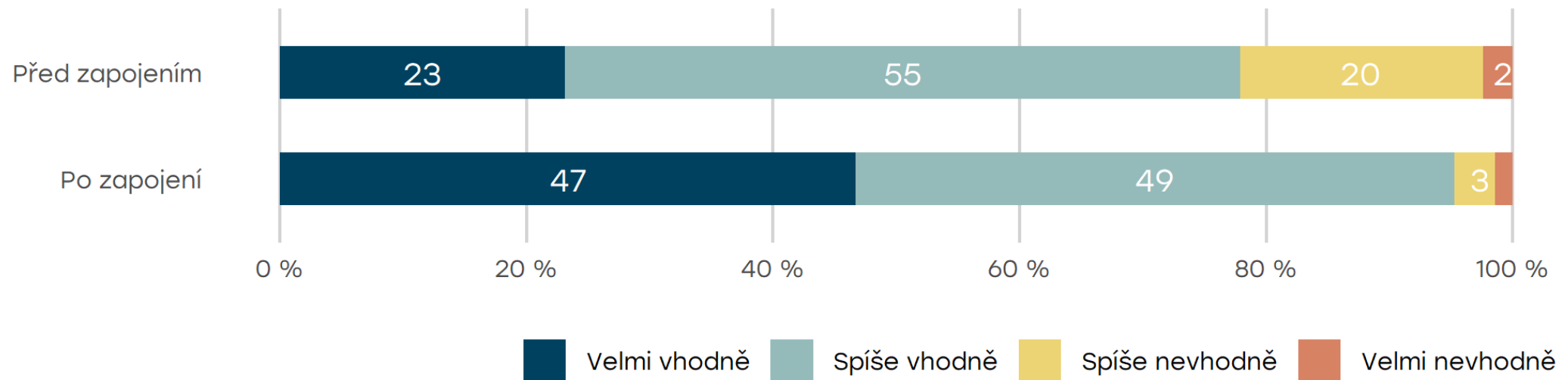
- REALIZUJE GOVLAB S.R.O.
- PRŮBĚŽNÁ EVALUAČNÍ ZPRÁVA V PROSINCI 2024
- DATOVÝ VZOREK:
 - 651 zapojených provázejících učitelů
 - 651 nezapojených provázejících učitelů (kontrolní skupina)
 - 651 studentů konajících praxe u zapojených učitelů
 - 651 studentů konajících praxe u nezapojených učitelů (kontrolní skupina)
 - 251 ředitelů/lek a zástupců vedení zapojených škol
 - Dotazníky od 38 zapojených institucí připravujících učitele
 - **Celkem více než 2900 respondentů**



SPOKOJENOST ŘEDITELŮ ŠKOL S NOVÝM NASTAVENÍM SYSTÉMU PRAXÍ

Graf 3: Pedagogické praxe před a po zapojení do Systému podpory provázejících učitelů

Otázka (vedení škol): Jak hodnotíte fungování systému pedagogických praxí před zapojením a po zapojení vaší školy do projektu „Pokusné ověřování systému podpory provázejících učitelů“?



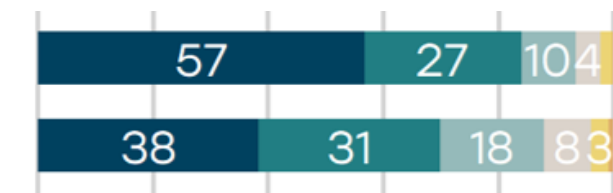
n = 212; zdroj: šetření MŠMT a NPI 2024

REFLEXE VÝUKY – SEBEHODNOCENÍ PROVÁZEJÍCÍCH UČITELŮ

Znám konkrétní postupy pro reflexi vyučovací hodiny (např. ALACT, 3A nebo jiný) a aplikuji je při reflexích se studenty.

zapojení PU

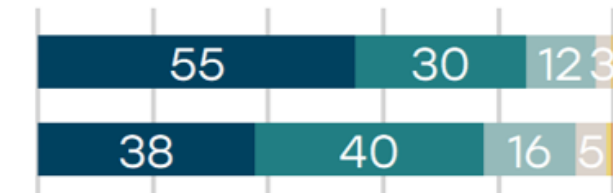
nezapojení PU



Při reflexi vyučování se studenty učitelství se držím určité struktury a postupuji systematicky.

zapojení PU

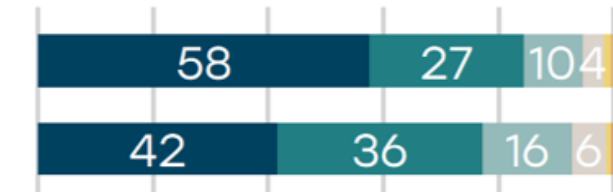
nezapojení PU



Během reflexe vyučování se studentem se téměř vždy věnujeme také tomu, jaké byly příčiny konkrétních neúspěchů ve vyučovací hodině.

zapojení PU

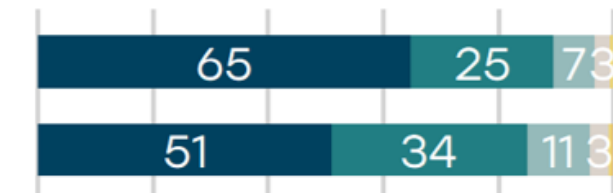
nezapojení PU



Během reflexe vyučování se studentem se téměř vždy věnujeme také tomu, jaké byly příčiny konkrétních úspěchů ve vyučovací hodině.

zapojení PU

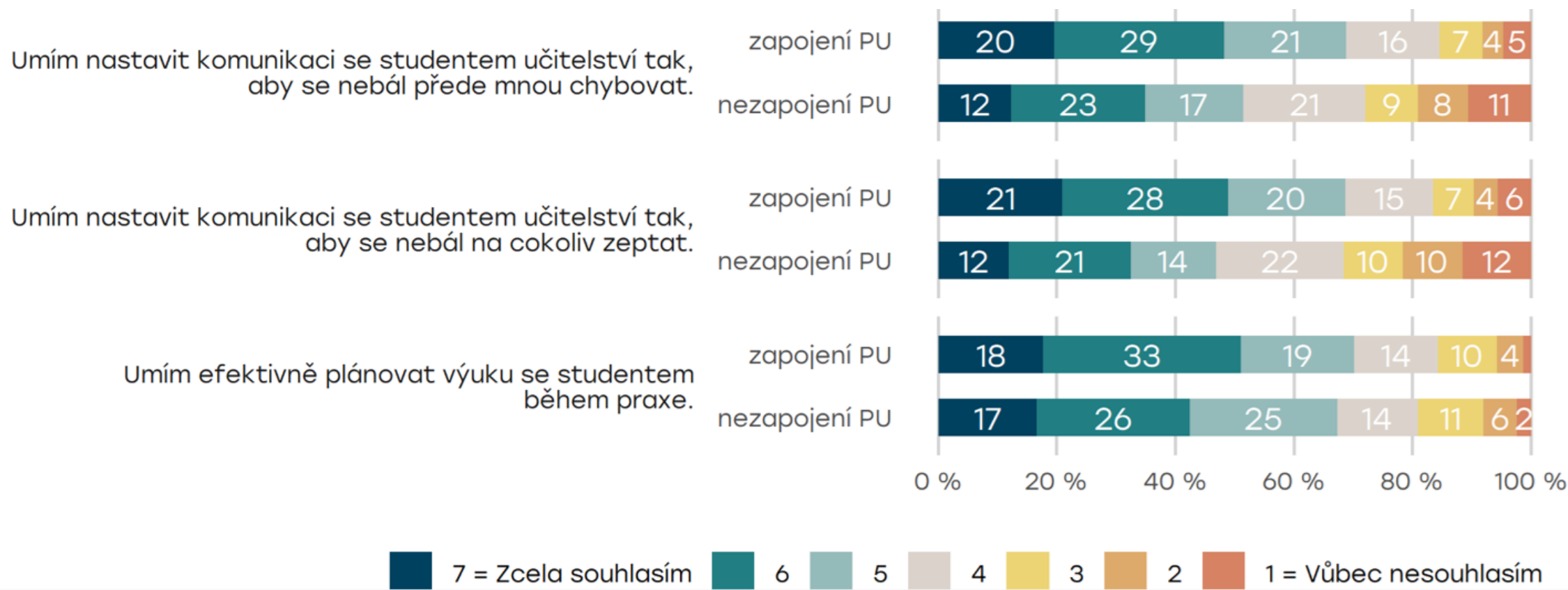
nezapojení PU



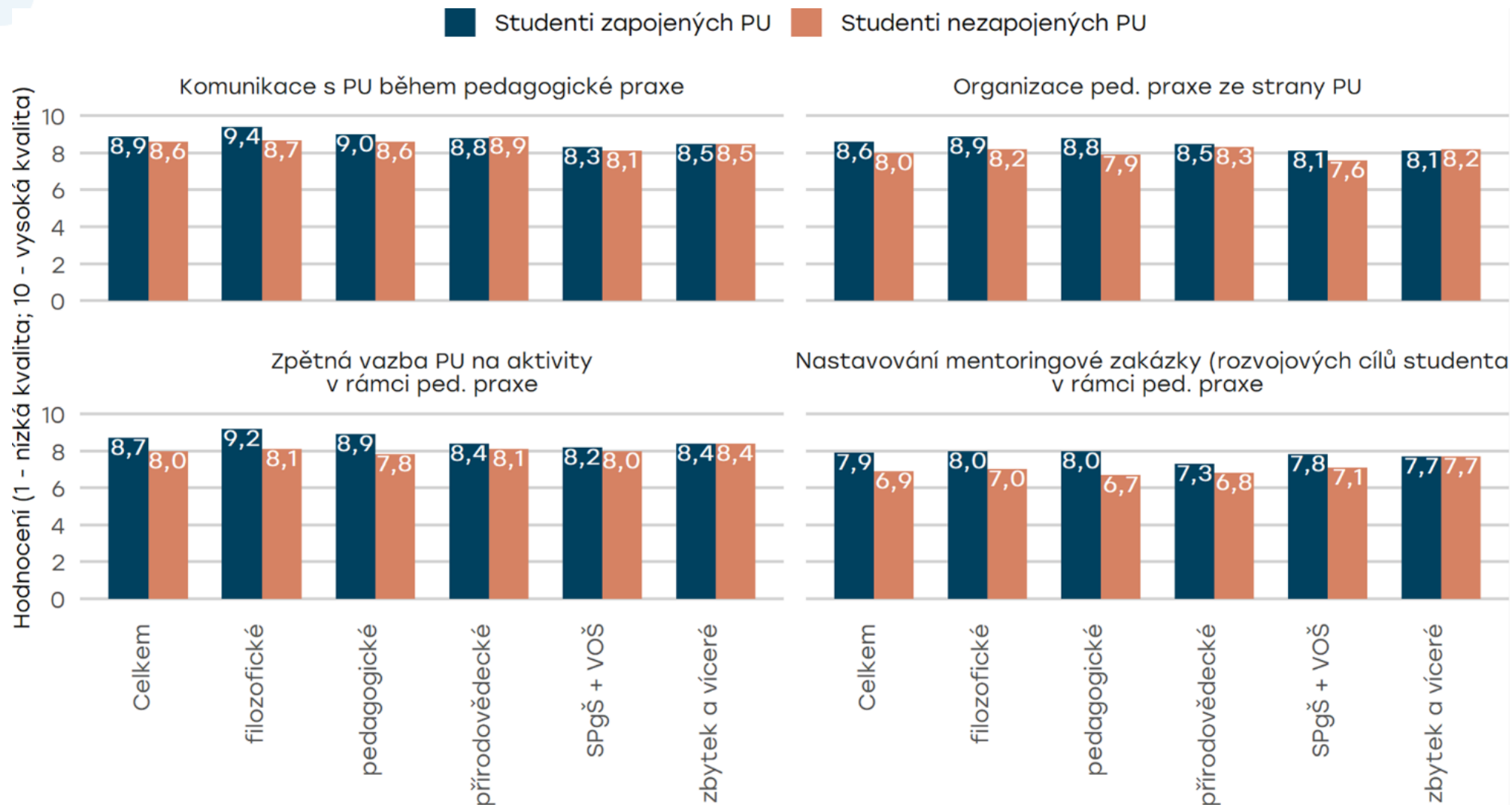
0 % 20 % 40 % 60 % 80 % 100 %

7 = Zcela souhlasím 6 5 4 3 2 1 = Vůbec nesouhlasím

BEZPEČNÉ PROSTŘEDÍ A PLÁNOVÁNÍ VÝUKY – SEBEHODNOCENÍ PROVÁZEJÍCÍCH UČITELŮ



HODNOCENÍ PRAXÍ ZE STRANY STUDENTŮ



n (stud. zapojených PU) = 619; n (stud. nezapojených PU) = 619; zdroj: šetření MŠMT a NPI 2024

SHRNUTÍ VÝSTUPŮ OD NEZÁVISLÉHO EVALUÁTORA (GOVLAB, S.R.O.):

„Prakticky ve všech sledovaných oblastech, kde lze srovnávat intervenční a kontrolní skupiny, **vykazují intervenční skupiny provázejících učitelů i studentů mírně, ale konzistentně vyšší spokojenost** s průběhem a kvalitou praxí a s organizačními podmínkami praxí **a lepší hodnocení kompetencí svých i kompetencí jiných osob** zahrnutých v projektu.“



CÍLE REFORMY PŘÍPRAVY UČITELŮ 2025-2028

1. Implementace Kompetenčního rámce absolventa a absolventky učitelství do přípravy učitelů
2. Úzké propojení fakult s praxí
3. Kontraktové financování přípravy pedagogických pracovníků
4. Zvyšování atraktivity studia učitelství a dostupnosti kvalifikace
5. Rozvoj pedagogického, psychologického a didaktického výzkumu a tvůrčí činnosti
6. Zvyšování role fakult připravujících učitele v rozvoji pedagogů v průběhu jejich kariéry



HARMONOGRAM NÁVAZNÝCH KROKŮ

- **Prosinec 2024** – Vypořádání připomínek k dokumentu „Reforma přípravy učitelů a učitelek v ČR: Cíle a opatření na období 2025–2028“
- **Únor 2025** – Setkání participativní skupiny Reformy; Dojednání a podpis obnoveného Memoranda o spolupráci na Reformě přípravy učitelů a učitelek v ČR
- **Duben až červen 2025** – sběr dat v Národním šetření učitelských kompetencí a v evaluaci pokusného ověřování Systém podpory provázejících učitelů; přihlašování škol do poslední části pokusného ověřování
- **Cca září 2025** – Aktualizace vyhlášky č. 317/2005 Sb., o dalším vzdělávání pedagogických pracovníků, v souvislosti se zaváděním systému podpory provázejících učitelů
- **Listopad 2025** – 3. ročník Národní konference k přípravě učitelů
- **1.1.2026** – počátek účinnosti systému podpory provázejících učitelů na základě novely školského zákona



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

NÁRODNÍ KONFERENCE K PŘÍPRAVĚ UČITELŮ A UČITELEK

28. listopadu 2024

Národní technická knihovna v Praze



DĚKUJEME ZA ÚČAST. A PROSÍME O VAŠI ZPĚTNOU VAZBU.





MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

NÁRODNÍ KONFERENCE K PŘÍPRAVĚ UČITELŮ A UČITELEK

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