

**učitel
naživo**

Teach Live

This is the way:

A report from the second year

of our accredited and certified teacher training course

2017 | 19

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called to

Join us

We are inviting applications for the next intake to our successful, accredited course for anyone who wants to teach. You will gain the self-confidence you need from extensive practical placements and through sharing your experiences in our mutually supportive community of enthusiasts.

Teaching makes sense. Live.
www.ucitelnazivo.cz/en

The accredited course is run jointly by Učitel naživo, z. ú.
and Vysoká škola mezinárodních a veřejných vztahů Praha, o. p. s.



We believe teachers are educational guides

We want teachers who know where they are going, build and maintain mutually trusting relationships, create stimulating learning opportunities for every child and reflect on their own work with reference to evidence.

Teach Live vision



"I am in Teach Live because I don't just want to teach anyhow, I want to teach as well as I possibly can. I realise that no one can become the best teacher ever overnight, it will take a long time and require hard work. I wanted to start out on this lifelong journey of mine by learning from the very best.

Kateřina Bukovjanová,
Teach Live 2017–2019,
previously worked as a journalist now teaching Czech
language and citizenship at elementary school

The course is intensive, with an emphasis on practice

2-3

Teach Live is a two-year certified and accredited course for university graduates who want to teach.

Participants gain the self-confidence they need to teach thanks to extensive practical placements and through sharing experiences in our supportive community.

The course involves

380 hours of practice and 370 hours of training in the Teach Live community

Reflective seminars once every 2 weeks

6 weekends and 2 extended training sessions each year

Placement teaching 1 day a week throughout the school year, at a different primary or secondary school each year

Excursions to visit schools in the Czech Republic and abroad



Teach Live graduates are qualified to teach



**VYSOKÁ ŠKOLA
MEZINÁRODNÍCH
A VEŘEJNÝCH VZTAHŮ
PRAHA**


The Teach Live course is run by Učitel naživo, z. ú. and Vysoká škola mezinárodních a veřejných vztahů Praha, o. p. s. by mutual agreement. The full title of the course is “Učitelství všeobecně vzdělávacích předmětů pro 2. stupeň ZŠ a SŠ” [General subject teaching at upper Primary and Secondary level]. The course is accredited by the Ministry of Education, Youth and Sports of the Czech Republic.

The course is designed for university graduates with a masters degree or equivalent in any subject (not necessarily teaching-related), who lack the necessary educational training and teaching experience to be able to teach the subject(s) in which they have expertise.

The course provides graduates with a teaching qualification that enables them to teach the subject(s) in which they already have expertise at upper primary level and at secondary school.

Placements take place in collaboration with accompanying teachers at training schools

4-5

34 
accompanying
teachers

22 
training schools



Accompanying teachers provide room for the students to work directly with the pupils at their school. They help the student test out and implement what they have learnt in the course training sessions. They pass on their own experience and reflect with the students on their progress throughout the course.

The course holds true to five principles

1

We connect theory and practice, we draw links between fields

2

We build a learning community

3

We do as we teach

4

We teach in tandem

5

We support the teachers who guide our students on their placements

We connect theory and practice, we draw links between fields

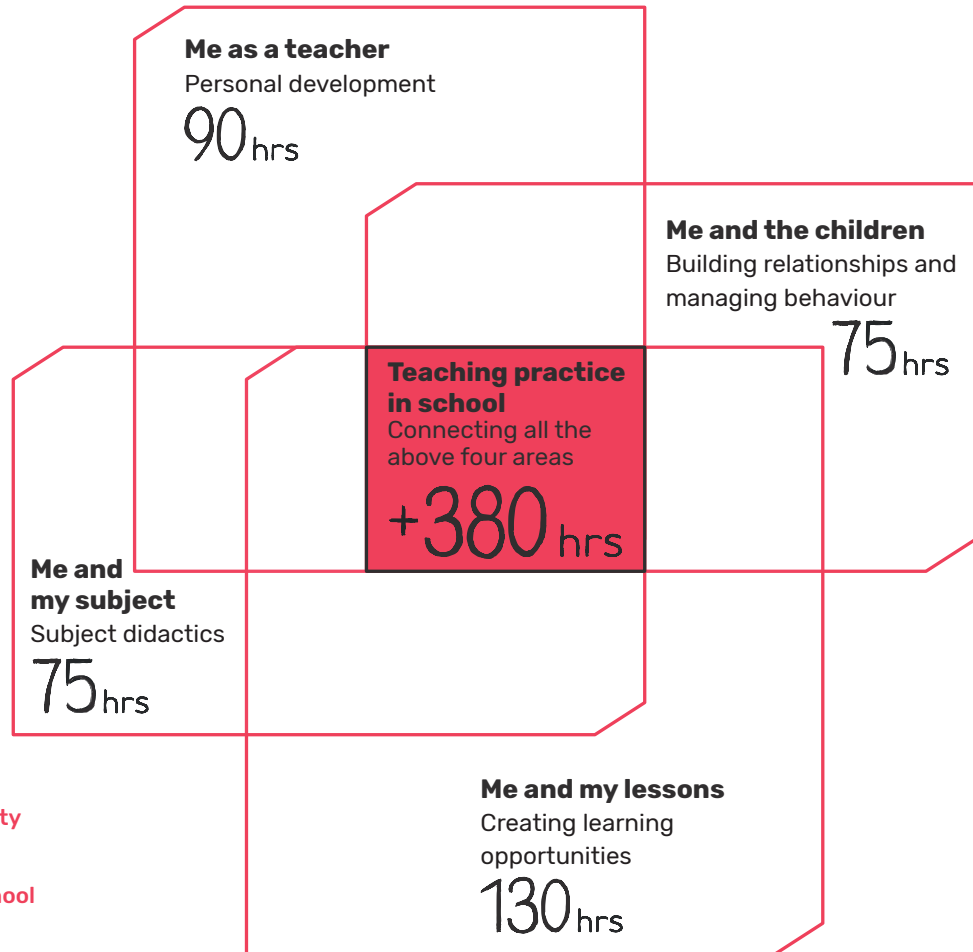
6-7

We teach theory and practice in a connected fashion - on their placements, the students test out what they have learnt in their training sessions, and at the joint seminars they share and reflect on their placement experience, connecting this with theoretical know-how. When addressing real situations on placement we combine educational and psychological approaches.

750
hours

370 hrs training in the community

380 hrs teaching practice in school



We build a learning community



Students, alumni and accompanying teachers share their experience from the classroom.

We create opportunities for mutual learning – for the duration of the course, our students form a stable community, composed of people from a variety of backgrounds and subject areas. The rules we set contribute to developing trust and a safe environment. Thanks to their experience of this community, Teach Live students are better prepared to work with difference in their classrooms, to collaborate and to behave collegially. Our broader learning community further includes our accompanying teachers, lecturers, alumni and other members of the Teach Live team.

We do as we teach

8-9

The course models work in a school classroom – our guides and lecturers lead Teach Live students in the same way as they would like the students to lead children. This means that the students experience for themselves the teaching culture, relationship building, feedback and evaluation methods and various teaching methods, which makes it easier for them to adopt them in their own teaching. Students learn through their own experience.



Students attending a model physics lesson at which they experience for themselves the principles of inquiry-based learning.



We discover first-hand that experience is the most effective pathway to knowledge. Our ideals take shape before our eyes and we have the energy to attempt to make them real. We then reflect on our attempts, share with one another, and gain the strength and appetite to go back for more.

Adéla Hánová,
Teach Live class of 2019

We teach in tandem

10-11



We know that teamwork is essential both for teaching and for character development. That's why our students teach in tandem with a fellow student and an accompanying teacher. Our training guides also coach in pairs and work together with external lecturers. This approach calls for mutual respect and partnership and at the same time leads us to communicate openly and enter into deep discussions about our teaching.

We support the teachers who guide our students on their placements



During the course, our students spend half of their time on placements at two training schools in turn, at each of which they are guided by an accompanying teacher. These accompanying teachers form a key partnership together with the course guides in creating learning opportunities for Teach Live students. Supporting these accompanying teachers both individually and as a group, and involving them in the course's learning community is thus crucial to the course's success. Each year an accompanying teacher spends about 70 hours at our specially designed, certified course and attends five individual support sessions with a mentor.

The course is grounded on cutting-edge know-how from home and abroad

12-13

Foreign inspiration

Fred Korthagen
Institute of Education University College London
Boston Teacher Residency

Czech inspiration

The Hejný method
RWCT – Reading and Writing for Critical Thinking
The Klinická škola project

Theoretical foundations

positive psychology
socio-cognitive constructivism
evidence-based teaching
reflective practice model

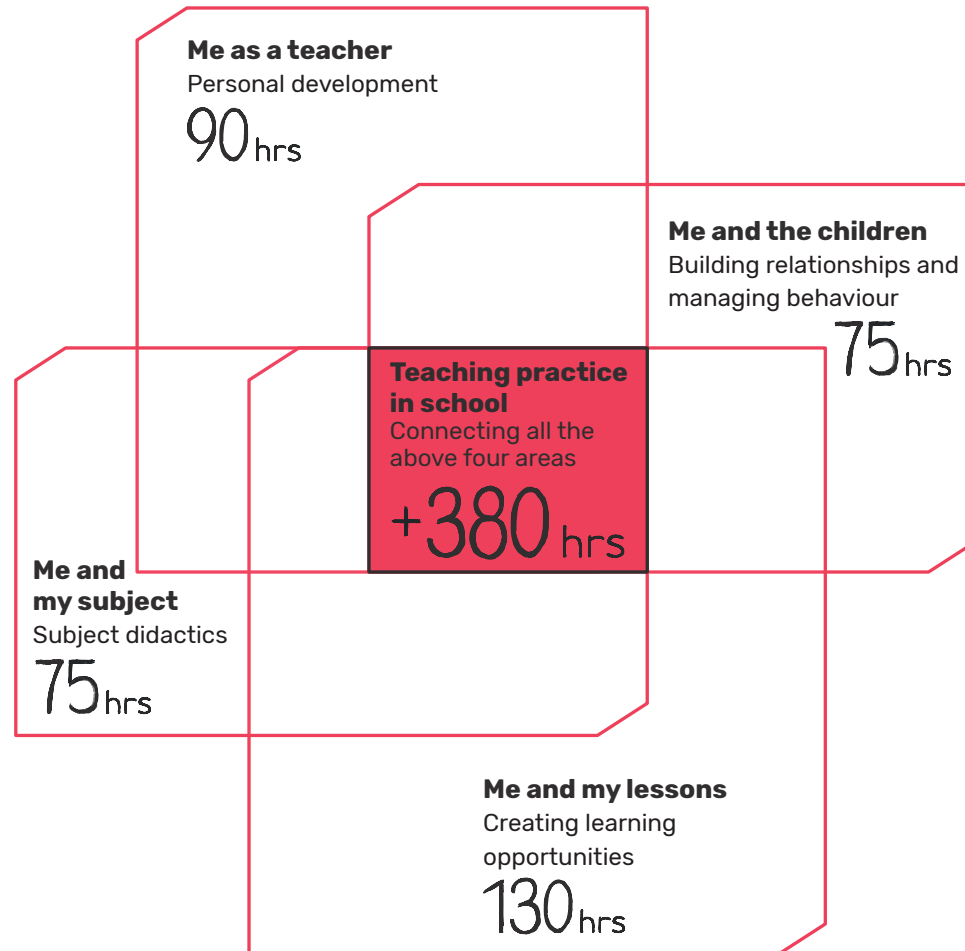


The course focuses on four aspects

750
hours

370 hrs training in the community

380 hrs teaching practice in school



Me as a teacher

Personal development

14–15

90_{hrs}

oncludes with:
the vocation report

Throughout the course, each student works on his/her professional challenge, through which he/she maps out progress made on the pathway to teaching. This task requires students to evaluate how well they are fulfilling their personal development goals, reflect on their day-to-day work with children, and formulate their own vision as a teacher, which encompasses their understanding of themselves as a teacher, of children and of the concept of teaching. They reflect on their own experience and place this in the context of findings from research and relevant literature.



Me and the children

Building relationships and managing behaviour



75_{hrs}

concludes with:

analysis of video recordings

During the course every student learns how to establish a safe learning environment, in which children are not afraid to take an active part, work with the teacher and with their classmates, search for solutions and make mistakes. The students learn to communicate with children such that they lead them to take responsibility for their own behaviour and contribute to building an effective learning space.

An analysis of video recordings from each student's lessons provides evidence of the extent to which they have mastered these competencies.

Me and my lessons

Creating learning opportunities

16-17

130_{hrs}

concludes with:

analysis of video recordings

During the course every student learns how to plan his/her lessons ensuring they have clear objectives, which are useful for a variety of children, and ensuring they are grounded in the children's needs and natural language. The students also learn how to use a broad palette of methods and approaches to working with children, which support them as well as possible in achieving the desired goals. They learn to monitor how well the children are making progress towards the chosen goal and adapt their teaching on the basis of that progress. They gain the skills necessary to evaluate the children's work formatively, so as to assist them in their further learning.

An analysis of video recordings from each student's lessons provides evidence of the extent to which they have mastered these competencies.



Me and my subject

Subject didactics



75_{hrs}

concludes with:

lesson observation

Teach Live students come to the course having already gained subject-specific knowledge and skills during their previous studies at university. They hold degrees in a wide range of fields that are relevant to subjects taught at primary and secondary schools. During the Teach Live course the students participate in model lessons given by inspiring experienced teachers in their subject area and develop their subject-specific teaching skills through collaboration with their accompanying teacher while on placement, as well as in subject-specific working groups. Students learn how to set long-term goals for their teaching with reference to the Framework Education Programme and learn to formulate their own interpretation of the subject they teach.

To assess the extent to which students have mastered these tasks we observe them while teaching at their training school and set them a series of smaller tasks to complete at various stages of the course.

During the two year course, students attend 12 weekend training sessions and 4 intensive courses lasting 3–5 days

18–19

Year 1

- **The teacher's role and personal development goals**
- Guiding children towards responsibility and independence
- Lesson planning
- Class management and leadership
- Evidence of learning and constructive feedback
- Sharing good practice
- How pupils think and learn
- **Selected teaching methods and evaluation**

Year 2

- **General and subject specific didactics**
- Bullying at school
- Constructive feedback, individualization and diagnostics
- Digital technologies in the classroom
- Critical thinking
- Sharing good practice
- Communicating with pupils' parents
- **Evaluation – where has the course taken me and how do I want to further develop the knowledge and skills it has given me?**

Excursions to Czech schools provide a further source of inspiration

We consider sharing experiences and knowledge to be an extremely important part of the course. That is why our students visit various schools in the Czech Republic and discover what makes each school different, how their approaches differ, how they each work and what their cultures are like.

By doing so they gain an overview and are able to compare and contrast

They develop their lesson observation and feedback skills

It is also another way of drawing links between their theoretical knowledge from the training sessions and the reality of teaching at school.

Which are the interesting schools our students have got to know?

Prague	<input type="checkbox"/>	Škola sv. Augustina
	<input type="checkbox"/>	Montessori škola Andílek
	<input type="checkbox"/>	Jedličkův ústav a školy
	<input type="checkbox"/>	Základní škola Jílové u Prahy
	<input type="checkbox"/>	Sunny Canadian International School, Základní škola a Gymnázium, s.r.o.
	<input type="checkbox"/>	Základní škola Strossmayerovo náměstí
	<input type="checkbox"/>	Základní škola Ratibořická
	<input type="checkbox"/>	Základní škola Ohradní
	<input type="checkbox"/>	Waldorfské lyceum
	<input type="checkbox"/>	Gymnázium Jana Keplera
	<input type="checkbox"/>	Gymnázium Evolution
	<input type="checkbox"/>	Lauderovy školy
Brno	<input type="checkbox"/>	Základní škola Kunratice
	<input type="checkbox"/>	Základní škola Mohylová
Brno	<input type="checkbox"/>	Základní škola Labyrinth
	<input type="checkbox"/>	American Academy in Brno
Litomyšl	<input type="checkbox"/>	Školamyšl
Kamenice	<input type="checkbox"/>	Základní škola Devětsil

And once a year we venture abroad

20-21



The week in Finland marked a real turning point in my life. I now divide everything into 'before Finland' and, 'after Finland'. I went into teaching because I was convinced that children can learn by themselves and we simply need to provide the right space; what I saw in Finland reinforced that conviction.

excursion participant

The aims of the foreign excursion are:

To look at the strengths of the education system in another country and take inspiration from them for our own practice at home.

To gain a deeper understanding of the education system and the context in which education takes place in another country.

We took our students and accompanying teachers on a trip to Finland – a country well known for its excellent results in international surveys of education standards and its equal opportunities in education.

We visited 5 inspirational schools in the Tuusula region.

You can watch our report about the Finland trip here: bit.ly/Finsko

Our guides are the core lecturers for the course

Our leading lecturers, who we refer to as guides, are experts in their fields. They lead the training and take care of the student cohort throughout the course, in a similar way to a class teacher at elementary or secondary school.



Mgr. Blanka Vaculík Pravdová, PhD.

Has focused her interests long-term on teachers' self-conception and teacher training. For 5 years she worked on innovations in the classroom and trained aspiring teachers at the Masaryk University Faculty of Education, in Brno, where she previously obtained her doctorate in Pedagogy. She taught at secondary schools for twenty years – her teaching subjects are Czech language and literature, citizenship and the social sciences.



PhDr. Jitka Michnová

Is one of the top coaches in the Czech Republic for the Hejný method. She co-authored the Hejný method textbooks and piloted their use in the classroom; she also worked for ten years with the departments of mathematics and maths education at the Charles University Faculty of Education. She taught at the elementary school ZŠ Ing. M. Plesingera – Božinova in Neratovice for twenty years.



Mgr. Michal Dubec

Makes the most of teaching as a pathway to self-actualization, in particular by guiding children towards responsibility and independence and working with emotions in the classroom. He taught history, personal and social education, citizenship and the social sciences at both primary and secondary schools. He has completed further training including e.g. PhDr. Zdenko Matula's socio-psychological course. He has recently developed a passion for running.



Mgr. Zuzana Kročáková

Has long been engaged in experiential teaching, reflective techniques and related psychology topics. As well as being a guide for Teach Live she also teaches at Prázdninová Škola Lipnice (experiential learning centre) and at the Masaryk University Faculty of Education in Brno. She previously taught Czech language, social sciences and psychology at secondary school in Brno and in the USA.



Alexis Katakaidis, MSc.

Is passionate about responsive teaching and constructive evaluation. He studied education both in Prague and in the United Kingdom (PGCE, MSc in education). Alongside his role in Teach Live he teaches English at the Jan Neruda secondary school in Prague. He previously taught languages at several schools both in the Czech Republic and the UK, and was head teacher of a private secondary school for a year.



Doc. Mgr. Radek Marušák

Is head of the Department of Educational Drama at DAMU, and previously taught Czech language, history and drama at elementary and secondary schools as well as at drama schools. His main personal focus is on character development, teaching through dramatization and the integration of theatrical components into education.

We work with a range of experienced lecturers and mentors

The course lecturers lead specialized seminars for the students.

The course mentors support the accompanying teachers in their work with the students on placement, observe the students' lessons, and support the collaboration between the students and teachers at the placement schools.

External lecturers for Teach Live

- **Gabriela Klečková**
English language didactics
- **Irena Dvořáková**
Inquiry-based physics
- **Petr Albrecht**
Face to face history method
- **Ondřej Neumajer**
Digital skills for teachers
- **Květa Krüger**
Critical thinking
- **Renata Vordová**
Minimizing bullying

Lecturers on the course for accompanying teachers

- **Anna Pohanková**
- **Zdeněk Dlabola**
- **Olga Králová**
- **Jiřina Sněhotová**
- **Pavλίna Seidlerová**
- **Ivan Čermák**

External mentors

- **Jana Kargerová**
- **Eva Lukavská**
- **Renata Vordová**
- **Petra Skalická**
- **Nataša Mazáčová**

Our board of experts helps us develop the course

24–25

The chair of the board of experts, prof. Vladimíra Spilková, is also an advisor to the National Accreditation Bureau.

Expert guarantor for the course: doc. Hana Kasíková, FF UK, expert on cooperative teaching

Vít Beran, headteacher ZŠ Kunratice

doc. Leoš Dvořák, Head of Department of Physics Education, Faculty of Mathematics and Physics, Charles University

doc. Tomáš Kasper, Technical University of Liberec

Hana Košťálová, director, Helping Schools Succeed

doc. Jana Kratochvílová, Faculty of Education, Masaryk University

doc. Bohumíra Lazarová, Faculty of Arts, Masaryk University

prof. Hana Lukášová, Tomas Bata University, Zlín

doc. Michaela Pišová, University of Pardubice and Faculty of Education, Masaryk University

Ondřej Neumajer, IT consultant to the Ministry of Education and Faculty of Education, Charles University

prof. Milan Pol, Dean of the Faculty of Arts, Masaryk University

prof. Karel Rýdl, dean of the Faculty of Arts and Philosophy, University of Pardubice

doc. Jana Straková, Institute for Research and Development of Education, Charles University

prof. Iva Stuchlíková, University of South Bohemia

doc. Radim Šíp, Faculty of Education, Masaryk University

prof. Stanislav Štech, former Minister of Education

doc. Pavel Vacek, former dean of the Faculty of Education, University Hradec Králové

doc. Josef Valenta, Faculty of Arts, Charles University, expert on character training

Tomáš Zatloukal, MBA, Chief Inspector, Czech School Inspectorate

prof. Tomáš Janík, Faculty of Education, Masaryk University

Contact

Contact person (for matters other than applications)

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Contact for applications and enquiries about the application process

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Thank you to all our donors for their generous support

26-27



**Jan
Červinka**

**Ondřej
Bartoš**

**Tomáš
Čupr**

**Ondřej
Fryc**

**Pavel
Mucha**

**Dušan
Šenkypl**

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