

učitel
názevo

Teach Live

2016|17

Nadace
Depositem
Bonum
.....

 **SNADACE**
ČESKÉ SPORITELNY

This is the way forward:
a report from the pilot year

Teach Live in a nutshell

We believe that good teachers can change children's lives for the better. They can help them find a sense of self-worth and succeed in their lives. To be able to do that, teachers need to ground their work in relationships based on mutual trust, reflect deeply on their work, and lead children towards collaboration and responsibility.

Those are the kind of teachers we want.

So we drew inspiration from the best ideas in education both at home and abroad and created a 770-hour training course for future teachers. Together with a team of experts we built the course around character development, relationship building, the teacher's role as a guide through education, and practice on long-term school placements. We tested this model during our pilot year with 15 students. The course has been officially accredited and we have forged relationships with numerous partner organizations.

We have found that the key to training good teachers lies in creating a learning community in which students actually experience what they are being taught. We teach them in the same way as we want them to teach children. As teachers they then bring that approach into schools, and they keep on growing in the Teach Live alumni club. They feel that thanks to the training course they are better equipped to build mutual trust and foster a love of learning among their pupils.

We now know that this is the way forward. However, if we want thousands of teachers to be trained in this way, we need to work together to make that possible. What teachers are like and what goes on in schools will eventually affect every one of us.

**Nadace
Depositum
Bonum**
.....

SNADACE
ČESKÉ SPORITELNY

The Depositum Bonum Foundation was founded by Česká spořitelna in 2012 in order to administer the extraordinary yields from anonymous pass-books. The Foundation was established to support education and improve the competitiveness of the Czech Republic. In its activities, together with its sister the Česká spořitelna Foundation, the Depositum Bonum Foundation focuses in particular on developing and supporting systemic innovation in social entrepreneurship and education. Teach Live is one of the Depositum Bonum Foundation's projects, through which it supports the development of the Czech education system.

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What will you find in this report?

Ladies and gentlemen,

It's important to repeat, time and again, that the key to every school student's success is a good teacher. That's why I am so pleased with the efforts that are being made to bring the best of us into teaching at Czech schools and to pursue better and better ways of including as much practical experience and training in the challenges of the 21st century into today's teacher training courses.

I am delighted that an initiative was born within our foundation that works directly towards this goal. It is a project that I fully expect to have a major impact on the whole of our education system. And it's all the more pleasing for me that every time I meet with the Teach Live team, they surprise me with the great progress they have made. Indeed, the content of this report from the pilot year of the project, which is now just two years old, speaks for itself.

I am crossing my fingers (for our sake and the sake of our children) in the hope that Teach Live and other projects aimed at truly systemic changes might flourish, and manage to join forces.

Ondřej Liška,
member of the Managing Board, Depositum Bonum Foundation; former Minister of Education





Díky programu Učitel užívo jsem se utvrdila v tom, že bych se určité chtěla ve svém životě ubírat cestou pedagoga.

Uvědomila jsem si, že mám ohromnou radost z toho, když mohu lidi vést k seberozvoji.

Je pro mě krásný pocit vědět, že díky mému malému impulzu si lidé uvědomí své silné stránky, zjistí, že už tolik vlastně dost umí a cíleně u sebe začnou pracovat.

"The Teach Live course has helped me confirm my desire to become a teacher.

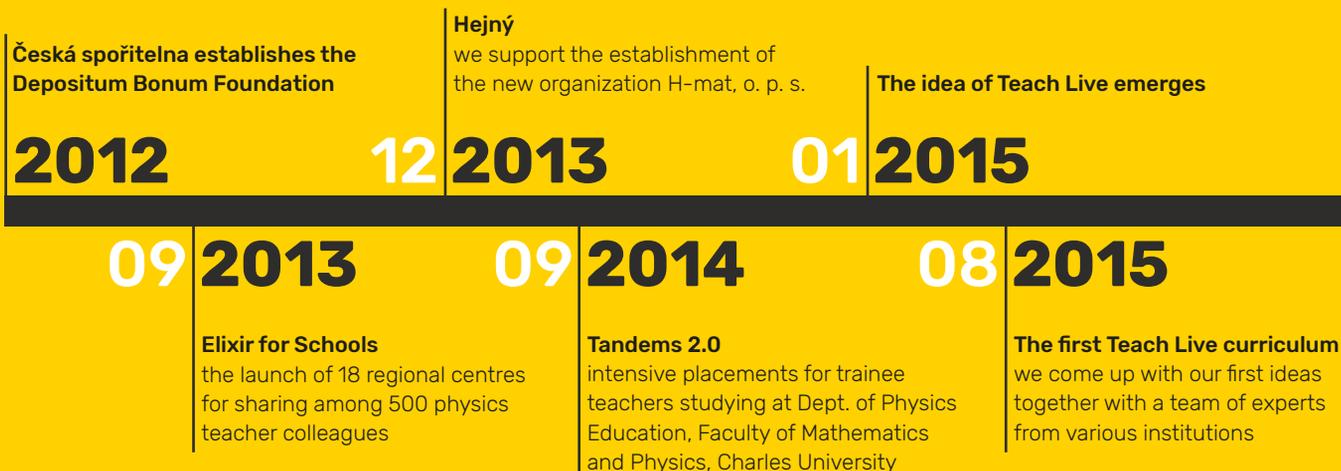
I have discovered that it gives me real joy to be able to help people develop.

I love it when I see that my little input has enabled my pupils to realize their strengths, to discover that they actually do already know how to do plenty of things, and to begin to work on themselves in a more targeted manner."

Jana Horalová, Teach Live student

Our story

We have uncovered what a crucial role the teacher plays, and hence how significant the training and support teachers receive are. The Pilot year of our training course brought us far more than any of us were expecting. Now we can say: this is the way!



At the Depositum Bonum Foundation, people with rich and varied experience came together. We began by supporting the Hejný mathematics method and enquiry based physics teaching through the Heuréka association. From the outset we have been aware of how crucial a role teachers play and how important it is to support them.

We have worked with teachers in schools and with those who are only just beginning to think about teaching or are on their way to becoming teachers. We have seen what huge potential is hidden in teacher training courses. The next logical step on our journey to transforming the Czech educational system was therefore the launch of Teach Live, a training course for those who want to become teachers.

We joined forces with a range of top experts from the Czech Republic, visited the USA and London and worked together with experienced professionals from the Netherlands and Canada. We wanted to prepare a course with an emphasis on reflecting on practical experience and connecting it with theory, which would be accredited by the Ministry of Education, Youth and Sports and would constitute a professional teaching qualification.

You are holding a copy of the evaluation of the pilot phase of that course, which ran during the academic year 2016/17. Based on its success we are now continuing with a new two-year course, which 26 students joined in August 2017.

Teach Live looks for its first students

there are 50 interested candidates at the first informative session, all ask about accreditation, which at this point we do not yet have

Institute of Education, London we study the British PGCE qualification in detail

Memorandum PedF UHK

we sign a memorandum of collaboration with the Faculty of Education, University of Hradec Králové, with which we are working on innovating in training placements.

Memorandum PedF UK

new optional modules at the Faculty of Education, Charles University, in response to Teach Live

04 2016

05 2017

09 2017

09 2015

New York

we are inspired by teacher training models in the USA

09 2016

The Pilot begins

18 students join the still-evolving, unaccredited course

08 2017

26 new students

on the new two-year course variant
15 graduates
set up an alumni club

The Teach Live vision

society

We would like to live in a society that is socially cohesive, fair, considerate to all living beings and to the environment, grounded on the freedom and responsibility of every individual.

education

We believe that it is crucial to provide an education that enables each individual to develop their potential to the full, find their place in society and take responsibility for themselves and the world.

teach live

An education system can only be as good as its teachers and headteachers are. We believe that only well-trained and highly motivated teachers and headteachers can fully develop children's potential. That is why we are developing and disseminating innovative teacher training courses and why, together with others, we want to promote systemic changes in education.

The values and principles behind our work

people at the centre

We believe that a meaningful education is one in which each individual can develop their potential fully, find their place in society, and enjoy a happy life. In the end, each of us is responsible for our own education.

relationships and community

Our own true self-fulfilment occurs in partnership with others. We learn from one another and good teaching and character development can only take place in a mutual environment of safety, trust and meaningful stimuli. Sharing our experiences, values and aims strengthens us.

internal motivation

High quality education comes from our natural, innate human desire to learn. We react to our students' immediate needs and work with their internal motivation. We believe that without internal motivation, it is impossible to develop our self-esteem, responsibility and independence.

international dimension

Education crosses national borders. Collaboration and inspiration that cross borders speed up our human development and increase our know-how.

the educator as guide

We understand the teacher to be a guide on the pathway to education. That guide is responsible for providing pupils with appropriate conditions, environments and stimuli, and targeted feedback that helps them to learn and develop their character.

a reflective, evidence-based approach

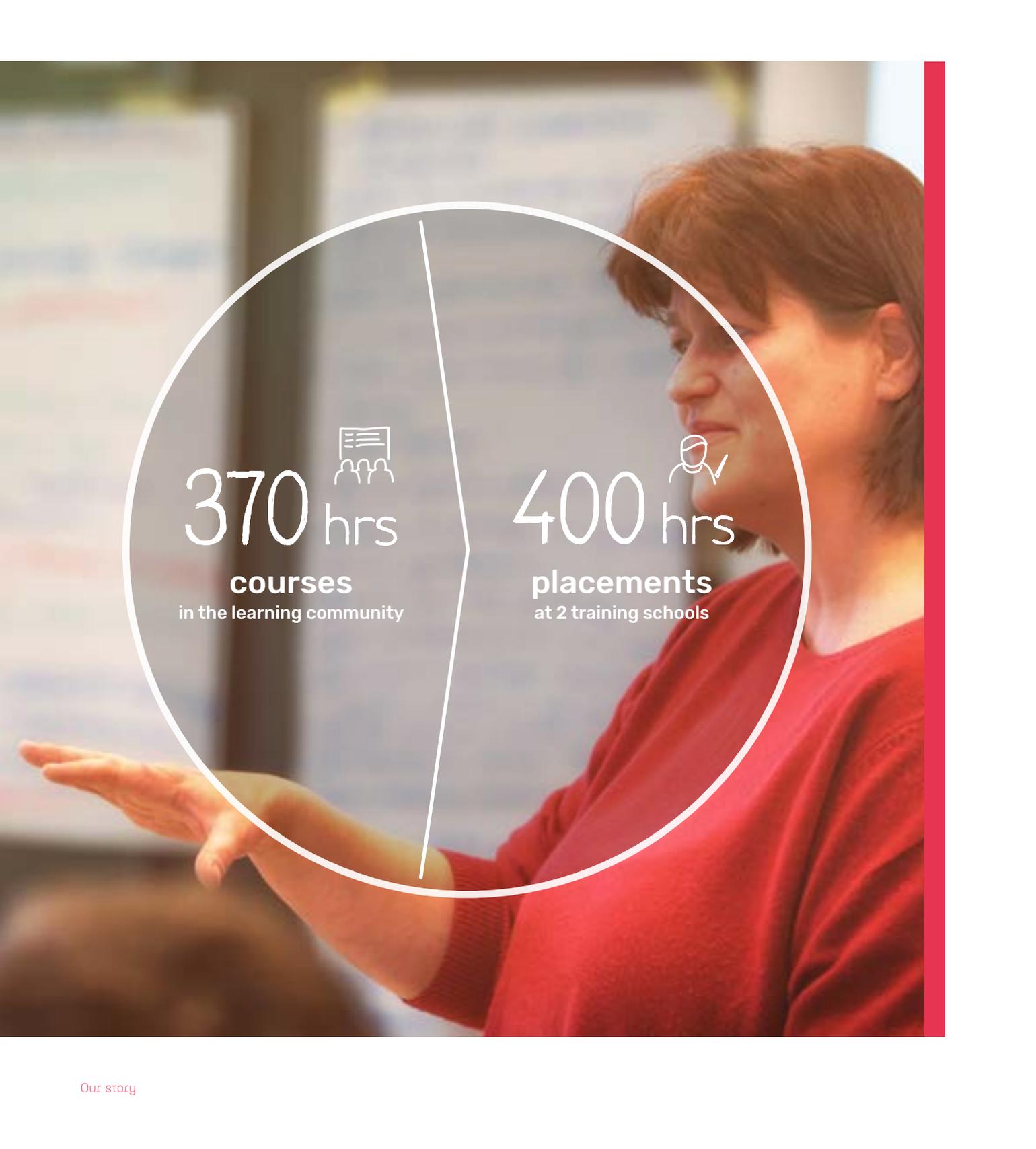
Reflecting on our own experience is a useful exercise that can help us to learn and improve. Scientific reflection and research offer us information about – and a concentrated version of experts' experience of – what is and is not useful. Educators base their teaching on reflected experience and the latest research.

education never ends

The learning process is never over, never finished. Each educational course is only part of our life-long learning.

collaboration

Only by jointly caring for everyone can we create an environment that provides a good education for everyone.



370 hrs
courses
in the learning community

400 hrs
placements
at 2 training schools

Teach Live in a nutshell

A unique one-year training course for future teachers, in which participants gain the self-confidence to teach through extensive practical placements, taught courses and the opportunity to share their experiences in a community of enthusiasts.

15 

graduates of the pilot course, of whom 11 were already teaching in September

26 

new students on the new two-year Teach Live course variant starting in August 2017

14 

training schools (at primary and secondary level)

26 

accompanying teachers looking after the students

70 hrs 

of support and training for our accompanying teachers

10 

inspiring Czech schools as part of our excursions programme

3 

inspiring schools abroad in Belgium, the Netherlands and the UK

1000 

children experienced more varied and individualized lessons

The course curriculum

W Projektu Učitel naživo a jeho průběhu jsem nadšená. S čísným svědomím bych jej mohla doporučit komukoliv dalšímu. Doposud jsem se neúčastnila žádného vzdělávacího projektu takového rozsahu a typu.

"I am delighted with the Teach Live project and the way the course has gone. I could happily recommend it to anyone else. I had never previously taken part in any training course like it."

Marie Bukovjanová, Teach Live student

Vision and aims of the Teach Live course

WE WANT TEACHERS-GUIDES,

who build and maintain mutually trusting relationships with their pupils, provide every child with the stimuli and conditions they need for learning and reflect on their work with reference to evidence.

TEACHERS, WHO BUILD TRUSTING RELATIONSHIPS WITH THEIR PUPILS,

create a safe environment, accept their own individuality and that of others, understand that each of us sees the world with different eyes and lead through listening and openness to mutual understanding, believe in the potential of every child, respect their independence and lead them to take responsibility.

TEACHERS, WHO TEACH-GUIDE CHILDREN WITH CONFIDENCE

create meaningful opportunities for each child to learn, discover what the children know, take their existing experiences and their natural language as starting points, prepare lessons that are meaningful, challenging and enjoyable for the children.

TEACHERS WHO KNOW WHO THEY ARE AND WHERE THEY ARE GOING

reflect on their own work, have their own vision as a teacher, understand themselves, their strengths and weaknesses, identify and realize their own way of being useful to the children and are part of a wider learning community.



The typical Teach Live week

During the pilot course, students attended placements at primary or secondary schools for two days each week. Once a week, on Fridays, they participated in a day-long seminar, and four times during the year they attended a multi-day teaching block (known as an institute). They also went on two multi-day excursions – one to visit Czech schools and one to visit schools abroad.

PLACEMENTS IN SCHOOLS TWO DAYS A WEEK

Each student, paired with another student and observed by an experienced accompanying teacher, discovered both how to teach and how to teach in tandem. Each observed, prepared and continually reflected on their own teaching and that of their fellow student. They experienced the day-to-day life of the school. Half way through the year, they moved to another school, so as to try out another environment and a different school community. Throughout, they had access to a mentor, who came into school, observed their lessons, reflected on them afterwards with the student, and helped them to find new solutions for their future lessons.

ALL-DAY SEMINAR EACH FRIDAY

The seminars each Friday focused on the experience the students had gained at their placements during the week. Taking a joint reflection on the placements as a starting point, each interactive seminar then looked at a different topic (see timetable) led by a guide or one of our eleven experts in the relevant field. In this way the students had the opportunity to link their experience from their placements with pedagogical and psychological theory.

4X A YEAR INTENSIVE TEACHING BLOCK A. K. A. INSTITUTE

The multi-day teaching blocks provided an opportunity for the group of students to experience learning together more intensively. During these sessions the students met inspiring lecturers – experts on the chosen topics. They had the chance to discuss problems that had arisen during their teaching and reflect on what to use when and how in their own practice.

WEEK-LONG EXCURSION TO INSPIRING SCHOOLS IN THE CZECH REPUBLIC

There are numerous inspiring schools in our country, and we gave students the opportunity to visit some of them. There, they talked to the children, teachers and headteachers about education. They shared their impressions with one another afterwards, and began to think about which type of school would suit each of them best. The students appreciated the wide range of schools they were able to visit on the excursion, the chance to compare their different approaches, and the enthusiasm they saw in many of the teachers and headteachers.

THE CHANCE TO VISIT THREE INTERESTING SCHOOLS ABROAD

A comparison with the way things are done abroad enables us to take a detached view, gain inspiration and better judge what is and is not possible. That is why, besides visiting Czech schools, the students also visited schools in Belgium, the UK and the Netherlands. They gained inspiration for their placements and thanks to their experience there they can now better judge our schooling system, appreciate its strengths and detect areas in need of improvement.

9 Cornerstones

1

**WE FORM A LEARNING
COMMUNITY**

2

WE DO WHAT WE TEACH

3

**WE CONNECT THEORY WITH
PRACTICE**

4

**WE LINK SUBJECTS
TOGETHER**

5

**STUDENTS ASSESS THEIR
OWN PROGRESS**

6

**GUIDES LEAD STUDENTS
AND WORK WITH EXTERNAL
LECTURERS**

7

**WE WORK AND TEACH AS
A TEAM**

8

**WE SUPPORT THE TEACHERS
WHO ACCOMPANY OUR
STUDENTS ON PLACEMENT**

9

**WE VISIT OUR STUDENTS AT
THEIR PLACEMENT SCHOOLS**

WE FORM A LEARNING COMMUNITY

1

The Teach Live students form a community that resembles a school class. For the duration of their training this group remains the same. Rules set by the group ensure that this is a safe and trusting environment. No-one judges or marks down those in the group if they make mistakes. On the contrary, the group works together to find ways to help those who don't want to repeat particular mistakes. The community is interdisciplinary and demographically diverse. Thanks to this experience, the students are better prepared to work with diversity in the classroom, and to work with a team of colleagues. The broader learning community includes the students' accompanying teachers, lecturers, graduates and other Teach Live team members. We create opportunities to learn from one another.

WE DO WHAT WE TEACH

2

Our training course models work with a school class. This means that our guides and external lecturers lead the students in the same way they would like the students to lead the children. Thanks to this approach, the students experience the teaching culture, relationships and methods at first hand, and can thus adopt them much more easily. If we want the children to have good relationships, we should have good relationships within the student community and the team. If we want our graduates to be able to use a broad and varied range of teaching methods, it's best if they experience those methods themselves.



Integrated curriculum

**The teacher and personal
character development**

90hrs

**The teacher and intervention
where relationships are concerned**

75hrs

Placement

400hrs

**Subject
coaching**

75hrs

**The teacher as creator of an
environment for others to learn**

130hrs

9 Cornerstones

WE CONNECT THEORY WITH PRACTICE

3

50% of Teach Live training is made up of direct practical experience on teaching placements, while 50% comes from interactive seminars that involve theory. Students discover theory and practice at the same time, and can thus apply their theoretical knowledge in practice straight away. Students often come home from their placements at our training schools with questions; connecting these with theory enables them to experiment and find their own way forward.

Na Učitelův náhřivo mi připadá 'jedinečný kolektiv který tvoříme (jak přivodit, tak studenti)' a bezpečné prostředí, ve kterém se pohybujeme a můžeme sdílet.

"It seems to me that the community we have at Teach Live is unique (both among the guides and the students), as is the safe environment in which we work and can share with one another."

Anna Hrnčířová, Teach Live student

WE LINK SUBJECTS TOGETHER

4

Interdisciplinarity is an important aspect of the course. Our training is not based on absorbing knowledge and skills from individual academic subjects in isolation, but takes as its starting point the situations that students (and teachers) come across in practice while teaching. In negotiating these situations they use knowledge from pedagogical and psychological theories, and of course also from the subject-specific aspects of the particular subjects they each teach.

Student schopný sebereflece má možnost - díky zapojení mentora - brzy objevit své silné a slabé stránky osobnostních předpokladů pro práci učitele.

"A student who is capable of self-reflection can – thanks to the involvement of their mentor – quickly identify the strengths and weaknesses of their character in relation to their work as a teacher."

accompanying teacher

9 Cornerstones

STUDENTS ASSESS THEIR OWN PROGRESS

5

Challenges await each Teach Live student – big tasks that are closely related to the various elements of the course and are formulated as interdisciplinary problems. Each challenge comes with strict criteria that enable the students to judge for themselves how they are developing. The students progress as far as they can and gain feedback from assessors, which further strengthens the challenges' formative function.

I know where I'm going

Formulate your own teaching approach and show us what your development goal is, how you reflect on your work.

I know the children and they trust me

Demonstrate that you understand the children, show us what relationship you have with them and how you are working on it.

I accompany and reflect

Show us how you can create opportunities for each child to learn and how you can teach effectively using various methods.

My own way

Show us that you are becoming a teacher in your own unique way.

GUIDES LEAD STUDENTS AND WORK WITH EXTERNAL LECTURERS

6

Teach Live guides work continuously with a range of external lecturers in various disciplines that are an integral part of the training course (psychology, pedagogy, subject-specific teaching methods). These external lecturers lead specialised training sessions for the students, which the guides then link together and systematize within the course. This collaboration between the guides and external lecturers makes the training experience more effective.

Učím to učení pro učení. Učitel má křivo se snaží rozvíjet na nabídce smysluplných dovedností.

"It's not teaching for the sake of teaching. Teach Live tries to focus on offering meaningful skills."

accompanying teacher



WE WORK AND TEACH AS A TEAM

7 Many studies – and indeed our own experience – have shown how significant working together is for character development. When we teach in tandem we need to share our expectations with one another, understand them, and make the best of what we both have to offer. That is why our students teach in pairs with experienced teachers and with fellow students. And that's why the students' guides and the project leaders also work in tandem. This approach demands mutual respect and partnership and leads us to communicate more openly.

9 Cornerstones



WE SUPPORT THE TEACHERS WHO ACCOMPANY OUR STUDENTS ON PLACEMENT

8

Students spend half the course with two experienced accompanying teachers, one at each of the training schools they are placed at. That's why we consider it essential to choose our accompanying teachers carefully, support their development and reward them fairly. Each year, an accompanying teacher attends 70 hours of supporting meetings focused on mentoring skills and selected topics from the students' course, joint reflection and debriefing using video recordings of the lessons. One reward (not only for them) is that their class teaching becomes more intense, more varied, more individually tailored and more fun.

WE VISIT OUR STUDENTS AT THEIR PLACEMENT SCHOOLS

9

The pilot course confirmed our experience and that of many experts – supporting students directly during their placements at training schools has a huge effect on what the students get out of their placements. Looking after the relationship between the student and their accompanying teacher, supporting their collaboration and facilitating deeper reflection on their teaching are all part of what the mentor does when they visit the students and teachers at the training schools several times during the year.

Dnes, po deseti intenzivních měsících v učitelství, mohu říct, že chci být učitelem, který poskytuje dětem příležitosti a prostor k jejich osobnímu růstu a rozvoji jejich dovedností. Učitelem, který je lidský a považuje své žáky za partnery, kteří toho sami hodně vědí. Zcela jistě nechci být učitelem, který klade důraz na memorování faktů a vnímá sám sebe jako jediného nositele pravdy.

"Today, after ten intensive months of Teach Live, I can say that I want to be a teacher who provides the children with the opportunity and space to grow as people and develop their skills. I want to be a teacher who is approachable and thinks of their pupils as partners who know plenty of things themselves too. I certainly don't want to be a teacher who insists on memorizing facts and thinks they are the only one with the right answer."

Marie Bukovjanová, Teach Live student

Course timetable

To give a clearer idea of the topics that students focused on in the seminars, we include the outline of the course timetable.

SESSION	CONTENT AND KEY QUESTIONS
<p>Institute 1 Intensive five-day block</p> <p>Seminar 1</p> <p>Seminar 2</p> <p>Seminar 3</p> <p>Seminar 4</p> <p>Seminar 5</p> <p>Seminar 6</p> <p>Seminar 7</p> <p>Excursion</p> <p>Seminar 8</p> <p>Seminar 9</p> <p>Seminar 10</p> <p>Seminar 11</p> <p>Seminar 12</p>	<p>What is a good / perfect teacher? What does he/she need to know? Collaboration between students and accompanying teachers The Teach Live vision Classroom management and working with reflection</p> <p>Leading pupils to take responsibility and direct their own learning on the basis of knowledge about how the brain works</p> <p>Working consciously with our own emotions in emotionally challenging classroom situations</p> <p>Self-experience: by discovering who I am I realise how I come across to those around me</p> <p>Portfolio: does it make sense to keep records of my placement?</p> <p>Wanda reflective technique: what is happening at school and how can we deal with it?</p> <p>Preparing for our excursion to Czech schools</p> <p>Self-experience: what we are like has an effect on the children in the class</p> <p>Excursion to schools in the Czech Republic (5 days)</p> <p>Reflection on the excursion: what schools did we see and what did we take away from our visit?</p> <p>Wanda reflective technique: what is happening at school and how can we deal with it?</p> <p>Sharing criticism and appreciation for pupils' work and behaviour in accordance with knowledge about how the brain works</p> <p>The national curriculum or "RVP": where do school curricula come from? What are they based on?</p> <p>Leading and managing pupils in particular classroom situations</p>
<p>Institute 2 Intensive five-day block</p> <p>Seminar 13</p> <p>Seminar 14</p> <p>Seminar 15</p> <p>Seminar 16</p> <p>Seminar 17</p> <p>Seminar 18</p> <p>Seminar 19</p> <p>Seminar 20</p> <p>Seminar 21</p> <p>Seminar 22</p> <p>Seminar 23</p> <p>Excursion</p> <p>Seminar 24</p>	<p>Constructivist approaches in subject-specific methods: foreign languages (<i>G. Klečková</i>) mathematics – the Hejný method (<i>J. Michnová</i>) the humanities – critical thinking (<i>K. Šafránková</i>) history – Facing history (<i>P. Albrecht</i>)</p> <p>Videos: What have I learned from videotraining?</p> <p>Active teaching: how to plan lessons so that the pupils are active?</p> <p>Wanda reflective technique: what is happening at school and how can we deal with it?</p> <p>My accompanying teacher and I: how are we getting on?</p> <p>Why work with teaching goals, and how? (<i>H. Košťálová</i>)</p> <p>Evidence of teaching: how can I tell if the lesson went well? (<i>H. Košťálová</i>)</p> <p>Group dynamics: how to work consciously with class development phases and other aspects</p> <p>Drama: when should we play theatre, and how?</p> <p>Preparation for the excursion to foreign schools</p> <p>Formative assessment: can assessment help pupils make progress? (<i>P. Albrecht</i>)</p> <p>I know where I'm going challenge: what do I need in order to be a good teacher?</p> <p>Excursion to foreign schools</p> <p>Enquiry-based learning: can physics be discovered? (<i>I. Dvořáková</i>)</p>

SESSION	CONTENT AND KEY QUESTIONS
<p>Institute 3 Intensive three-day block</p> <p>Seminar 25 Seminar 26 Seminar 27 Seminar 28 Seminar 29 Seminar 30 Seminar 31 Seminar 32 Seminar 33 Seminar 34 Seminar 35 Seminar 36</p>	<p>What can we take back to our placements from our visit to foreign schools? Co-operative teaching: how to guide pupils to work together? (<i>H. Kasiková</i>) How is the teaching going? What methods, strategies and techniques to use in teaching, and when? Why is my subject useful? What does it bring the children and the world? Individualisation: how to ensure that most children are working at the same time? Evaluation (<i>V. Lazarová, M. Pol</i>). Wanda reflective technique: what is happening at school and how can we deal with it? School law – What does the law say? What are my rights and obligations? (<i>J. Kitzberger</i>) IT: when to use digital technology in teaching? (<i>O. Neumajer</i>) Case studies: how to understand children Joint reflection: my accompanying teacher and I – how are we getting on? Videos: what have I learnt from the video training? Wanda reflective technique: what is happening at school and how can we deal with it? Metareflection: how well am I managing to reflect? What was most important for me? Who did I find most inspiring?</p>
<p>Institute 4 Intensive two-day block</p>	<p>How to succeed in my new job Workshops for new students: what can I pass on to new students? Certificate award ceremony</p>

Unless stated otherwise, the seminars were led by Michal Dubec, Jana Kargerová and Jitka Michnová.

Course outcomes

Teach Live students don't just learn, but directly experience relationships, modes of communication, respect for pupils' and others' needs, safe ways of working with mistakes, and so on, which they are then able to bring with them to their future work in schools. The course thus offers its students something more than just reading or listening to something and expecting them to believe it. They can test out what really works for them, in a safe and supported environment.

The Teach Live project may be considered a very useful and inspiring laboratory, which serves not only a few students, but extends its experience to others, offering collaboration to other entities involved in teacher training.

Pol & Lazarová (2017). Evaluation Report on the Teach Live project.

The course outcomes as seen by students, teachers, headteachers, the project team and external researchers

STUDENTS

I now know how to prepare, carry out and reflect on a lesson. I am working on myself.

TEAM

It's working – we have launched our learning community and the students made progress. We are looking for ways to narrow our goals down further, go into greater depth and evaluate better.

TEACHERS

It is a good quality course – it prepared students well for teaching, working with the student enriched my teaching experience and together we were able to offer the children better lessons.

HEADTEACHERS

The course did not just train students but also offered excellent support to our teachers and unexpectedly offered us the opportunity to exchange know-how between schools.

EXTERNAL RESEARCHERS

The students quickly bring the inspiration they gain in the learning community, where they directly experience relationships, methods of teaching and communicating, and respect for their own needs and character development, into practice in their placements.

External evaluation by prof. Milan Pol and doc. Bohumíra Lazarová of the Faculty of Arts, Masaryk University

We asked two top Czech experts in pedagogy, professor Milan Pol and docent Bohumíra Lazarová of the Faculty of Arts at Masaryk University in Brno, to carry out a qualitative survey focused on the contribution the Teach Live course has made. They carried out a series of interviews with students, accompanying teachers, lecturers and project team members.

According to the experts from Masaryk University, the main assets of the Teach Live course include:

respecting needs

it respects students' needs through (among other things) reflection of their practical experience on placements

practical training

it enables students to experiment and quickly transfer their inspiration and ideas from reflection into practice

learning community

the egalitarian and community spirit that offers students a safe and transparent environment for learning

the joy of learning

it offers a "safe and joyful learning" experience, which students will then in future be able to offer to their own pupils

support and safety

it provides students with safe support, inspiration, positive communication and unthreatening ways of working with mistakes

real-life experience

it works not only with words but with experiences and actions

good quality lecturers and schools

it offers good quality lecturers and carefully selected schools and accompanying teachers

character development

it focuses on students' own character development



The researchers also described the main challenges facing the Teach Live course: finding a way of transferring the experience of Teach Live training into the existing teacher training system; negotiating the course's relationship to the requirements of the accreditation procedure; and clarifying of the course's relationship with subject-specific teaching methods.

In the students' eyes: do they feel like better teachers?

In Czech schooling there is not yet any agreement as to what constitutes a good teacher and how teacher quality can be measured. We have used the Framework of Teacher Professional Qualities¹ self-assessment tool to discover how successful our students think they were in gaining key teaching competencies. In June 2017, as the year-long Teach Live training course drew to an end, the students completed this self-assessment of their professional teaching competencies. The self-assessment questionnaire consisted of 47 items (quality criteria for the teaching profession), divided into 8 areas. The graph on the right shows the students' collected results in each area.

The students estimated their rate of improvement in each area of competence at around 30 to 40% on average. The students did not feel that they had made much improvement in the areas Developing the school and working with colleagues or Working with parents and the public. This finding corresponds with the fact that students' placements in training schools did not see them taking on the role of an independent teacher, and so they did not have the chance to gain experience in these two areas. Although this is to be expected while training, we intend to focus some more attention on these areas of the teaching profession in the next round of the Teach Live course.

The students felt that they made the greatest progress in the following areas:

learning processes

(choosing the right teaching strategy, knowing how to motivate students)

professional development as a teacher

(the ability to continually improve oneself)

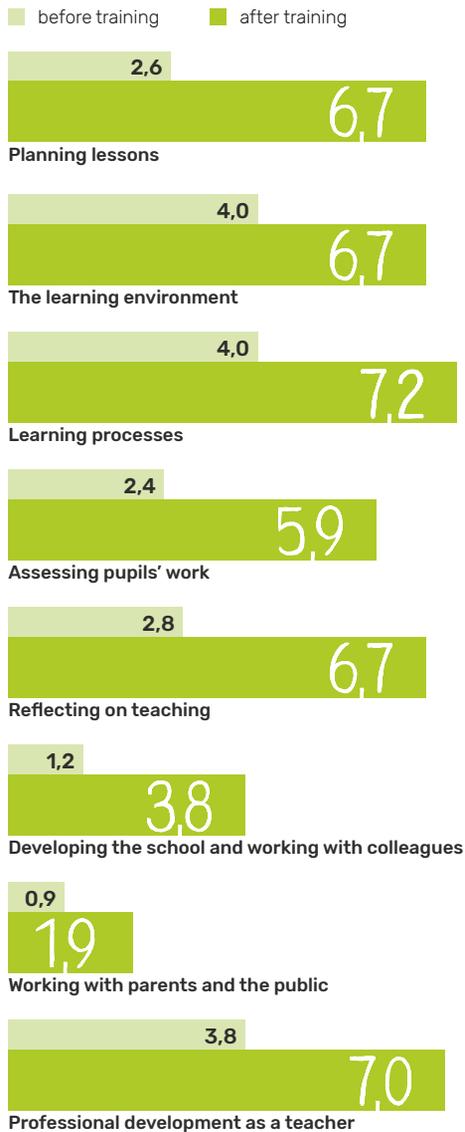
planning lessons

the learning environment

(communication with pupils, the classroom climate, discipline)

reflecting on teaching

Students' self-assessment



¹The tool was developed by a team led by PhDr. Anna Tomková, Ph.D. of the Primary Education Department at the Faculty of Education, Charles University in Prague (Available in Czech only)

Students' level of competence on a scale of 0 to 10 based on the Framework of Teacher Professional Qualities (self-assessment, 14 respondents).

Professional competences in which the students felt they had improved the most

Professional competences in which the students felt they had improved the most

■ before training ■ after training



Professional competences on a scale of 0 to 10 in which students themselves felt they had made the greatest progress (8 out of a total of 47 competences), self-assessment, 14 respondents.

Which of the professional teaching competences did the students themselves feel they had mastered the best? The graph on the left shows the 8 competences (out of the 47 competences they rated) in which students felt they had made the greatest improvement.

These results confirmed that we have achieved our objective of leading students to plan lessons consistently, work meaningfully with educational goals and reflect on their achievement. It was precisely in these areas that the students felt they had progressed the most.

On the basis of the students' self-assessment we were able to confirm that Teach Live had provided the students with the space they needed to significantly develop their competences and strengthen their confidence in their own ability to teach.

In the eyes of the accompanying teachers and the headteachers of the training schools

Každá studentka mi ukázala možnost něco dělat jinak, novou cestu, kterou měly zvládnout a bajetych kolejičkách není!

"Every student has shown me how to do something differently, they bring with them ways that those of us who have established habits sometimes wouldn't otherwise think of."

accompanying teacher

It was very encouraging for us to see that the accompanying teachers consider the Teach Live course to be very good. On a scale of 0 to 10 they rated the quality of the course on average 9.1 (10 respondents). Most of the teachers appreciated:

- attending 70 hrs of training, sharing and reflection with the other teachers,**
- the students lightening the teachers' workloads,**
- the children receiving more varied teaching,**
- the opportunity to teach in pairs,**
- realising their own strengths and weaknesses.**

The accompanying teachers also judged how well prepared the students were for future work as teachers. We were interested in their opinion after half a year and at the end of the year. The teachers' opinions closely reflect the students' progress from novices who were just discovering the profession (average rating 6.4 out of 10) in the first half of the year, to fully fledged professionals in the second half of the year (average rating 8.5 out of 10). They were seen as prepared in:

- focusing on the children and communicating with them,**
- using a wide range of methods,**
- planning based on the children's progress,**
- the ability to reflect on their own work and learn.**

How do you rate the quality of the Teach Live course overall?

9.1

Opinion of the accompanying teachers: overall judgement of the quality of the Teach Live course on a scale of 0 to 10, 10 respondents in total

Students' preparedness for teaching independently, according to the accompanying teachers

6.4

After 5 months' training

8.5

After 10 months' training

Accompanying teachers' opinions: Teach Live students' preparedness for teaching independently in school on a scale of 0 to 10, 10 respondents in total

Transferring know-how between schools

The headteachers of the training schools, where our students attended their placements, appreciated the unique opportunity this presented for exchanging know-how with other schools. The accompanying teachers met regularly and gathered experience from other schools. Similarly, in the second half of the year the students brought with them their reflected experience of teaching at different schools in the first half of the year.

The teachers completed a questionnaire about the first half of the year in December 2016, and about the second half in June 2017. The headteachers commented on the course during January and June 2017.

NA UČITELI NAŽIVO MI PŘIJDE SKVĚLÉ, ŽE LIDÉ CHTĚJÍ DO PRAXE - ŽE SE SETKAJÍ SE ŠKOLOU PŘEDTÍM, NEŽ DO NÍ PŘIJDOU, A ŽE UŽ BUDOU VĚDĚT, CO TO OBNĀŠÍ. SAMI JSOU PŘÍNOSEM TÍM, ŽE JSOU MLADÍ, ČERSTVĚ VYSTUDOVANÍ, PŘINÁŠEJÍ INOVACE - ŠKOLA SE PŘED TÍM NESMÍ UZAVÍRAT. NEJVĚTŠÍM BENEFITEM PROTO JE, ŽE SEM PŘICHÁZEJÍ LIDÉ Z VENKU A ŽE UČITELÉ A STUDENTI PRACUJÍ SPOLEČNĚ, ŽE PLÁNUJÍ A REFLEKTUJÍ, ŽE SE JEDNÁ O PÁROVOU VÝUKU.

“What I think is great about Teach Live is that people want to go to their placements – to encounter school before they start teaching professionally, so that they already know what it involves. They themselves are an asset in that they are young, fresh with the latest study, and bring us innovation – the school must not close its doors to that. The greatest benefit is thus that the school receives new people from outside and that teachers and students work together, plan and reflect, that they teach as a pair.”

PaedDr. Iva Cichoňová, headteacher ZŠ Angel

In the team's eyes

THE STUDENTS' NEEDS VERSUS A FIXED CURRICULUM

At the beginning of the pilot year we did not have a precise timetable for the course topics, we wanted to base the focus each week on the students' actual needs. Over the course of the year we discovered that one of the students' needs is to be able to plan ahead and know what to expect, to a certain extent. We realised, too, that the most immediate matter is not necessarily the most important. Too flexible a plan results in uncertainty. Mid-year we therefore put together the full timetable with clearly stated topics and goals for each session, though leaving room for adaptation and reaction to the students' acute needs. Less is more: what should we still remove?

WE WANTED TO FIT IN MORE THAN WE COULD

We wanted to fit more into the year than we could in practice. We soon realised that the question "What should teacher training include?" does not lead to good answers. So we re-phrased the question: what can we let go of and trust that the students will pick it up elsewhere, later, or in other ways? As time went on we then discovered that it was even better to ask which three topics are the most crucial and have the potential to affect many other teaching competences? These thoughts led us to the realisation that the process of becoming a teacher is a life-long process. The purpose of a teacher training course is to provide a firm foundation. There's no need to provide many stones, it's enough to ensure that a few cornerstones are well-laid. These can then be built upon. And they won't wobble in the first gale.

RESULTS AS THE CHILDREN SEE THEM TOO

We are looking for a way of better assessing the students' progress. We want to involve the feedback that the students get from the children at their training schools, and we are thinking about how to learn as much as we can from the children. We also intend to elaborate the challenges further and we want to follow our graduates in the long term.

Co znamená přítomnost studenta v hodinách pro děti?
Atraktivnější hodiny, možnost větší individualizace,
myslím, že i žáci mají pocit, že o ně více pečujeme
a že jim můžeme věnovat více času.

"What does the student's presence in the class mean for the children? More attractive lessons, the opportunity for more individual teaching, I think that the pupils feel we care about them more and that we have more time for them."

accompanying teacher

W Spolupráci se studentem vidím jako velmi přínosnou a obohacující – jak pro mě, tak pro děti a snad i pro ni.

"Working together with a student has been very enriching and enlightening both for me and for the children, and hopefully also for the student."

accompanying teacher



Collaboration with universities

Real change can only happen with a joint effort from everyone. That is why one of our key values in the project is collaboration. We want to work together towards changing and improving our educational system, not destroying it.

The goal is to enable, as soon as possible, thousands of new teachers each year to be trained in a new way and in dignified conditions, at a wide range of institutions across the Czech Republic.

Real change is only possible with a joint effort from everyone

WE ARE BUILDING A LABORATORY

Thanks to our well-established conditions and financial support we are able to innovate without compromises, at international level. We are creating open and attested know-how. We are doing our best to offer inspiration, specific examples, scientifically grounded arguments and evidence that support efficient training for future teachers.

THE GOAL OF OUR COLLABORATION

Our goal is to enable, as soon as possible, thousands of new teachers each year to be trained in a new way and in dignified conditions, at a wide range of institutions across the Czech Republic.

Who are we working with, and how?

BOARD OF EXPERTS

We have entered into collaboration with a range of top Czech professionals from a variety of institutions, who are helping us develop the project as members of our board of experts.



**VYSOKÁ ŠKOLA
MEZINÁRODNÍCH
A VEŘEJNÝCH VZTAHŮ
PRAHA**

In collaboration with the College of International and Public Relations Prague (VŠMVV) we have gained accreditation for the Teach Live course as a Supplementary Teaching Qualification Course at secondary level.



**PEDAGOGICKÁ
FAKULTA**
UNIVERZITA KARLOVA

We have signed a memorandum of cooperation with the Faculty of Education at Charles University and together with the Institute for Research and Development in Education we have established optional modules that students can study in connection with Teach Live.



**Univerzita Hradec Králové
Pedagogická fakulta**

We are working with the Faculty of Education at the University of Hradec Králové on innovating placements, based on the Teach Live course. Students at the faculty will experience the new type of placement from September 2018.



**Univerzita
Pardubice
Fakulta
filozofická**

We are working with the Faculty of Arts and Philosophy at the University of Pardubice to prepare a jointly developed training course based on the Teach Live course.

We are continually talking to other universities and colleges about future collaboration. Do you want to get involved? Contact us.

Who is behind the course?

The Teach Live course was developed and is run by the Depositum Bonum Foundation in collaboration with the Duhovka Group and other partners. We wish to thank all our partners for their support, without which neither the Teach Live training course nor the project's other activities would be possible.

The Teach Live project is in the process of becoming independent and besides its continued collaboration with the Depositum Bonum Foundation it is also now working with new partners.

**Nadace
Depositum
Bonum**
.....



Školka • Škola • Gymnázium • Institut

Jan Barta



Executive team

GUIDES Michal Dubec, Jitka Michnová, Blanka Vaculík Pravdová

LECTURERS Petr Albrecht, Irena Dvořáková, Jana Kargerová, Hana Kasíková, Jindřich Kitzberger, Gabriela Klečková, Hana Košťálová, Magda Vašáková Loumová, Ondřej Neumajer

MENTORS Jiřina Sněhotová Kabelková, Olga Králová, Pavlína Seidlerová

PROJECT LEADERS Martin Kozel, Jan Straka

ORGANIZATIONAL TEAM Matouš Bořkovec, Kristýna Felcmanová, Ladka Hadravová, Laureen Höllge, Radka Homolová, Jan Indráček, Adéla Jansová, Anna Pohanková, Libor Pospíšil, Daniel Pražák, Eliška Remešová, Kryštof Vosátka

INTERNAL EXPERTS Vít Beran, Zdeněk Dlabola, Tomáš Janeček, Hana Kasíková, Jiří Sadil, Vladka Spilková

The Board of Experts has 15 members and meets once a year. It assists with the development of the course through discussion about the course content, comments on its professional qualities and its connection with pedagogical research.

MEMBERS OF THE BOARD OF EXPERTS

Ing. Vít Beran, headteacher of ZŠ Kunratice

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

doc. Hana Kasíková, Faculty of Arts, Charles University

PhDr. Hana Košťálová, RWCT, 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 in Zlín

PhDr. Ondřej Neumajer, Faculty of Education, Charles University

doc. Michaela Píšová

prof. Milan Pol, Faculty of Arts, Masaryk University

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

prof. Vladimíra Spilková, Faculty of Arts and Philosophy, University of Pardubice

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

doc. Radim Šíp, Faculty of Education, Masaryk University

doc. Josef Valenta, Faculty of Arts, Charles University

Other project supporters

Petr Daniš, director of Tereza

Karel Derfl, headteacher of ZŠ Chraštica, Trvalá obnova školy

prof. Tomáš Halík

prof. Anna Hogenová, Faculty of Education, Charles University

Petr Kolář, former ambassador of the Czech Republic to the USA

Jan Korda, headteacher of ZŠ Lyčkovo náměstí – Praha 8

Milan Kotík, AISIS

Lenka Kučerová, StarLift

Petr Lebeda, director of Glopolis

Ondřej Liška, former Minister of Education

Martin Lupa, Lídrárna

Jan Mašek, Red Button

Eva Měřínská, leader at Junák – Czech Scouting

doc. Daniel Münich, CERGE-EI, think-tank IDEA

Tomáš Řehák, managing director of the Municipal Library of Prague

Miloš Říha, director of Skautský institut

Petra Skalická, Varianty – People in need

Zdeněk Slejška, CEO of EDUin

prof. Jan Sokol, founder of the Faculty of Humanities, Charles University

Břetislav Svozil, headteacher of ZŠ Labyrinth

Pavel Škramlík, headteacher of SSZŠ Litvínov

Hana Vellánová, headteacher of ZŠ Planá nad Lužnicí

And many others. You can also find out about all the people behind the project at www.ucitelnazivo.cz/en/people

Collaboration

We would also like to thank a number of other organizations that are active in education in the Czech Republic for their support and collaboration. We are happy to join forces with you. If you are interested in collaborating with us, please contact us.

We are delighted that our partners are more and more numerous. You can find the current list of project partners, including our training schools, at www.ucitelnazivo.cz/en/partners.



 otevřeno



Glossary

INSTITUTE	training consisting of several connected sessions over a number of consecutive days
CURRICULUM	the content of an educational course, including its goals and teaching strategies
QUALIFYING COURSE	an educational course that enables its students to gain the qualification they need in order to carry out their vocation as a teacher (partially or fully)
LECTURER	an external member of the Teach Live team, who leads selected seminars
MENTOR	an external member of the Teach Live team who observes students' lessons on placement and gives the student and accompanying teacher mentoring support
ACCOMPANYING TEACHER	an experienced teacher at primary or secondary school who works with the Teach Live course: students teach under their supervision in school placements and reflect on their placement teaching experience with them
GUIDE	a chief course lecturer who leads sessions and looks after the group of students much like a class teacher takes care of their class at primary or secondary school
REFLECTIVE SEMINAR	a taught session dedicated to reflecting on experience that the students have gained during their teaching placements in schools; this enables the students to connect their reflected practical experience with teaching theory and psychology
REFLECTION	"looking" back over activities, situations or processes in order to evaluate them, understand them better, learn from our own experience, structure or restructure our knowledge
SEMINAR	an interactively led taught session, in a group of c. 25 students
TRAINING SCHOOL	a primary or secondary school at which students attend teaching placements
TRAINING COURSE	an educational course focused particularly on developing vocational skills; in this text this always refers to the Teach Live course; in some places we refer to it simply as a course

Contact

Ladislava Hadravová

+420 724 160 947

ladislava.hadravova@ucitelnazivo.cz

Training location

Duhovka Institute – ZŠ Boleslavova
Boleslavova 250/1, 140 00,
Praha 4-Nusle

Headquarters and offices

Teach Live

Depositum Bonum Foundation
Olbrachtova 1929/62, 140 00 Praha 4





