

**UNIVERSITY HANDBOOK FOR PRACTICAL TRAINING OF NURSERY SCHOOL TEACHING STUDENTS**

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**CONTENTS**

Introduction

1. Theoretical background of teachers’ practical training
2. Professional training of nursery school teachers and professional standards
3. Mentoring students during teaching practice
4. Teaching practice in the nursery school
   1. Interim teaching practice in the nursery school
   2. Continued teaching practice in the nursery school

Bibliography

Appendix

**Introduction**

Conceptual approaches of teaching practice models have been significantly changed over the last 40 years worldwide. Instead of an academic-oriented approach, in which the design of teaching practice relates mainly to a prescribed subject matter for pupils or a behaviourist-oriented approach requiring, in particular, the implementation of the prescribed pedagogical activities, teaching practice has shifted to models based on professional development of a student with the *emphasis on the students and their change* becoming a key part.

Nowadays, it is possible to identify two prevailing approaches for designing the practice: 1. The competency model with a strong emphasis on gradual development of the student’s competences mainly on the basis of professional standards and 2. The reflective (or phase) model, based on a gradual change process from the role of a student to the role of a teacher. Both models use reflection but the first one puts more attention on outputs, while the second focuses on the process.

The constructivist model of teachers’ education represents a basic starting point of *the reflexive (phase) approach* to teaching practice. Such a model describes students as the main actors and co-creators of their own professional growth and identity (Vermunt – Verloop, 1999). The attention is put on active creation of one’s knowledge especially through the medium of reflection and self-reflection on one’s teaching and research. Therefore, it is oriented to the acquisition of the student’s personal practical experience, and thus on a large number of practical training units within the university course. The need to develop a teacher’s personality through the gradual acquisition of professional competencies represents the scheme of teaching practice for nursery school teachers. Therefore, practice corresponds to the phases of such development – e. g. me as a new teacher, me and teaching, me and pupils, me as an independent teacher (Meulenkamp, 1993). The following philosophical and pedagogical ideas represent the background to the approach mentioned and the didactically oriented chapters provide its application. The entire handbook can be considered as a basis for significant innovation in the university education model for nursery school teachers.

1. **Theorecical Background of TEACHERS’ practical training**

## Integration of theory and training within the teaching profession

While performing teaching as an occupation, which demands working on a professional level with other people in constantly changing educational situations, there is a permanent exposure to theoretical and practical, explicit (apparent) and implicit (unobvious) objective and subjective knowledge. Thus, in teaching, there is a need to use two kinds of rationality as originally distinguished by Plato and Aristotle – knowledge as episteme and knowledge as phronesis and, according to Korthagen (2011), the teacher’s knowledge of the second type is essential for successful education:

* *Knowledge as episteme (conceptual knowledge)* is based on scientific theoretical understanding of problems. These are sets of claims of a general nature and are expressed in abstract terms. They can be usually proved, and thus are relatively constant, timeless and objective, universal. It is an intellectual, mostly cognitive insight, representing especially knowledge-based description. If the teachers are trained only on the theoretical level, they will experience “shock from reality”, when entering into practice. They will note the theory as unnecessary and return to the real situations experienced during their own education; resulting in knowledge of the second type.
* *Knowledge as phronesis (perceptual knowledge, practical wisdom)* is an understanding of individual particular cases and complex ambiguous situations. Individuality is rather the subject of perception (according to Aristotle, it is the “eye” that a man develops for characteristic cases). Being able to choose the right form of action, one must be able to perceive and distinguish between important details. Practical wisdom uses universal rules only as a framework guide. It requires a lot of experience, long-term perception and situation assessment, selection of approaches and confrontation with their consequences. These experiences are personal, and thus cannot be transferred, only gained in practice (Korthagen et al., 2011, pp. 36 – 42).

*Conceptual and perceptual knowledge can be linked only through reflection.* In order to be able to convert implicit knowledge into real knowledge, the integration of the theory and practice must create a repeating cycle in terms of the concept of the socio-constructivist approach. Based on the theoretical background (teacher’s preconceptions on teaching), the decision-making processes take place at first, then there is a practical exercise and finally its reflection as a return to theory at another level. Therefore, according to Atkinson and Glaxton (but also Spilková, 2004, Kosová, Tomengová, 2015 etc.), one who teaches others applies up to three types of professional knowledge:

* Causes attribution is influenced by *theoretical knowledge* and results in the ability to plan the educational process. This is pedagogical content knowledge, representing ideas on how certain themes should be structured, described, and how the interactive processes and evaluation will be taking place in teaching.
* The insight (intuitive) is represented by *knowledge in action*, practical wisdom acquired in practice (it does not mean knowledge “of” an activity, but immersion of thinking into the activity itself). The insights result in the ability to implement the educational process. The teacher can only be aware of them by providing an analysis of what has been done; that is through reflection.
* Reflection allows the creation of *contextual knowledge*, knowledge of the relation between theory and practice, resulting in the ability to re-interpret the teaching, the learners and themselves and in the ability to professionally evaluate and improve the educational process. Practical experience, confronted through reflection with the conceptual schemes of the relevant theory, is transformed into the usable and expert theory of the teacher (Atkinson – Glaxton, 2001).

According to many research studies (e. g. Eraut, 1994, Kasáčová, 2005, Korthagen et al., 2011), teachers actually use only parts of all their theoretical knowledge; those that have been sufficiently integrated with personal experience and have become dominant theoretical interpretations of practice through reflection.

### The ability of (self) reflection – competence of self-development

*Reflection* is “an act by which thinking returns to itself, especially to deepen its analysis” (Durozoi, G. – Roussel, A. 1994, p. 252). Its role is to help a person to understand their mental structures, to criticise them and, if necessary, to restructure them. Only if a personal need arises, is there an assumption that an active and persistent reflection on one’s own conviction will follow in terms of the foundations on which it stands and the intentions it is directing. By reflection, the person theorises their practical procedures, rationalising and verbalising the hidden assumptions of their actions. They reconstruct the experience by describing, transforming into language, into the form of procedural knowledge in order to understand, anticipate, or change it. The unconscious acting processes are set from the speech and are available as the knowledge of experienced practitioners. The reflection takes place in the following phases of the cycle (Wright, 1992, Kasáčová, 2005, Korthagen et al., 2011):

* *Acting* – gaining a personal experience. Previous knowledge of the theory and confrontation with prior experience create a preconcept with which the student enters the situation in practice. The student acquires the personal experience that the original preconcept either confirms or a cognitive conflict arises. It is accompanied by the emotional experience and feelings that are crucial for evoking a personal need for change or reflection.
* *Review of acting* – thinking about your own lessons. This phase is guided by a more experienced teacher from the start of a professional career. Such a teacher helps to create the structure for thinking and the student is able to give feedback on their own after a certain time. It is an attempt to move forward and look at one’s own actions from another perspective. The students describe what they wanted, what they did, what they thought of and how they felt, but also as learners – that is they verbalise ideas and hidden needs. They manoeuvre a conversation with themselves, focusing attention on selected aspects of the situation. In doing so, they are better aware of what they have not previously realised. This phase can be accompanied by feelings of frustration, uncertainty, failure, so it is necessary for each student’s mentor to express a sense of security manifested in acceptance, empathy, authentic communication and defined questions. Such a sense of security represents a condition for the continuation of self-improvement efforts.
* *Recognising essential elements* – finding connections. The reflective students confront the contradictions of their ideal and real self; of what they say and what they do, how they see themselves and how others perceive them in this phase. It must not be an evaluation or reminder of their shortcomings, but the opportunity to do something with new information, also in a safe situation. Still, it is fixed to the specific situation, but also gives the opportunity to generalise, to combine isolated fragments of knowledge and experience and to explicitly formulate the problem. Such an explicit combination of contexts, different aspects, finding causes by the students themselves reflects the personal need to combine practical experience with theory and to find answers to the questions raised in a new theory.
* *Creating alternative procedures* – a new concept of the next activity. Here the student acquires the knowledge that the original procedure does not seem to meet a goal, or is inadequate, and that a new solution that corresponds more closely to a new idea needs to be chosen. It is a period of an intensive study of theory, a search for alternatives and the process of meaningful learning. It is also a phase of struggle with obstacles or reluctance to changing oneself. Therefore, the student needs to support their self-reliance (they have the ability to manage things), highlighting their strengths and space for independence, not delivering ready-made instructions.
* *Testing new procedures* is also the beginning of the new reflection cycle of another new practical experience (Korthagen et al., 2011, pp. 115 – 132).

Chart 1 Reflection as a competence to self-development

|  |  |  |  |
| --- | --- | --- | --- |
| **REFLECTION CYCLE PHASE** | **COGNITIVE CHARACTERISTICS** | **EMOTIONAL CONTEXT** | **SUPPORT** |
| **Acting** | experience in situation,  preconcept | feelings,  attitudes | offer an experience,  elicit a need |
| **Review of acting** | thinking of teaching,  description,  self-conversation | frustration, uncertainty,  motivation | sense of security  (acceptance, empathy, definiteness of questions) |
| **Recognising essential aspects** | finding connections,  aspects, contexts,  re-organisation | personal relationship towards situation,  personal interest | confrontation,  explaining,  linking with theory |
| **Creating alternatives** | another (better) procedure to achieve a goal | relationship towards change,  resistance | self-reliance,  support,  sense of security |
| **New procedure** | new effort to achieve a goal | cycle repeats | |

The reflection cycle describes the process of learning from one’s own practical experience. However, in order to make the reflection of thought, according to Wright (1992, p. 61), it is necessary to “think according to the order how I think and need to approach to justify my behaviour”. Such “an order” is important for revealing the logic of the internal relationships of the situation, and therefore, although the reflection is based on the structure of certain experience, it gradually relies on the structure of a specific theoretical context in the phase of confrontation. Therefore, a teacher of reflection to students should offer them reflexive methods structured according to expert theory in the categories of professional language, e. g. structured curricula for self-observation and self-evaluation.

The ability to reflect on one’s own activity is essential in the teaching profession. It is the competence for personal development, *the competence to self-development of a professional in education.* It is the most valuable thing that university education can give to a student for their entire professional life as a tool for constant refurbishing of their own educational theory and innovation in their educational practice.

1. **PROFESSIONAL TRAINING OF NURSERY SCHOOL TEACHERS AND PROFESSIONAL STANDARDS**

The possibilities and ways to increase professionalism in the teaching profession are being discussed in both international journals as well as in the related national professional circles. It is related to the requirements for an increasing social status, but on the other hand also to the definition of performance requirements in the form of professional standards. These discussions are derived from the definition of the so-called “genuine professions” that have certain specific features. Traditionally, the training for the elementary or secondary teaching professions and for teacher-aiding professions is done at the master’s level of university studies. The new method of training is dedicated to teachers in nursery schools. Basically, the requirements for the profession of the pre-primary teacher have been changing and increasing constantly.

Professional requirements are formulated in most of the professions not only by practice but also in the form of professional standards, which are currently linked to the European Qualifications Framework (EQF). Professions are occupational patterns that have highly developed sets of standards derived from their specific roles within society, are irreplaceable by other professions, and have a highly defined level of responsibility. Training for a certain profession lasts for several years and takes place at post-secondary up to tertiary levels of education.

Professionalisation of teachers and a lifelong process of strengthening their pedagogical expertise in education and upbringing have been undertaken in most countries. It is the acquisition and permanent renewal, the development of the professional knowledge, skills and attitudes that are not possessed by people uninvolved in the teaching profession. The current searching for a new identity for teaching is linked to the effort to tackle crisis situations (e. g. the non-attractiveness of the teaching profession, low salaries of teachers) and to respond to the pedagogical challenges of the period (increasing the status of the teaching profession, improving the quality of teaching, curricular transformation in nursery, elementary and secondary schools). These are declared in the European Union documents (Lisbon Strategy, etc.)

**Standardisation of the teaching profession**

One of the major problems concerning the teaching profession is the issue of the standardisation versus the autonomy of the teaching profession. The liberal “wave” of the 1990s, which opened up the opportunities for pedagogical faculties to change and innovate study programmes “on their own”, currently needs to clearly describe *the essential characteristics of the teaching profession by defining key competencies and specific capabilities.* Currently, it is associated with the need for managing curricular transformation and also for defining the key competencies of teachers in order to evaluate the effectiveness and efficiency of this systemic change at the levels of school, region and state.

When creating professional standards, it is possible to be inspired by foreign approaches. Such an understanding of the issue is systemically linked to the whole concept of professional development of teachers in Slovakia and includes the development of the teacher after finishing their undergraduate education. The basis of the professional standard in the Slovak Republic is formed by professional competencies oriented to three dimensions of the profession: 1. a child, 2. an educational process, teaching conditions, 3. a self-development of a teacher. Status

**Professional standard**

The professional standard is a direction that defines the professional competencies necessary for the standard performance of teaching profession staff. It is the pillar of professionalisation of pedagogical staff, which is based on the university graduate profile, professional and career growth, and criteria for the evaluation and remuneration of the pedagogical staff. At the same time, it is a criteria for the quality of educational programmes of schools and school facilities. It is expressed in the system of demonstrable competencies. The professional standard of the pedagogical staff is based on the competency profile of the university graduate.

This standard is to be codified by the Ministry of Education and is a part of the legislation on pedagogical staff. At the same time, it must also be taken into account in the undergraduate training so that the graduates of the faculty can find employment on the labour market and so that their qualities correspond to the requirements demanded by the future employer, ie the director of a nursery school.

The quality of professional competencies is reflected in the quality of managing the educational processes and in the results achieved. Therefore, the professional standards also include competence quality indicators and their evaluation tools. It is necessary to follow the evaluation systems of undergraduate education. The professional standard affects the career of teachers because they are expected to do self-reflection and reflection on the quality of their competencies and pedagogical work.

The proposal on the professional standard of the pre-primary education teacher was developed by an expert group of the Ministry of Education and Methodical and Pedagogical Centre in Banská Bystrica. The Ministry of Education of the Slovak Republic approved the methodology of creating professional standards for individual categories of pedagogical staff (2005).

This is the standard for a new teacher of pre-primary education that as a starting point and as a part of the entire career development system forms the standard requirement for graduates – that is what the student should achieve in the cognitive as well as the affective and psychomotor field.

**Professional standard for the pre-primary education teacher**

This *category* of teachers consists of *4 levels, involving career development:*

1. level – *a new teacher* – *graduate*: is responsible for their adaptation to the educational process in the nursery school. Adaptation training finishes within two years.
2. level – *a teacher*: is responsible for the quality of the educational process in the class and must have completed the adaptation period.
3. level – *a teacher with 1. post graduation certification:* is responsible for pedagogical innovation in the class. After demonstrating their teaching competencies, the passing of the postgraduate certification examination and the presentation of their portfolio before the commission appointed by the school director, the teacher fulfils the conditions for a higher salary category, resulting in a salary increase.
4. level – *a teacher with 2. post graduation certification:* is responsible for development and creation of pedagogical innovations in theory and practice of the school and schools in the region.

The ***Competency profile*** of the standard observes three dimensions (appendix 1):

1. dimension CHILD,
2. dimension EDUCATIONAL PROCESS,
3. dimension SELF-DEVELOPMENT OF TEACHER.

Competencies are divided into *general* and *specific capabilities.*

The key competencies are described in the three main areas of the teacher’s professional performance as follows:

* pupil (competencies related to the ability to identify the characteristics of the pupil entering the educational process),
* educational process (competencies related to planning, realising and evaluating the educational processes),
* professional self-development (competencies related to the role and self-improvement of the teacher).

These are both a goal for undergraduate training and a starting point for professional performance. In addition, they represent also the criteria for the evaluation of the student in teaching practice. The evaluation sheets used by the training teacher are the tool for evaluation itself.

## Mentoring students during teaching practice

Pedagogical practice provides students with the opportunity to observe the work of expert teachers, to use and verify acquired theoretical knowledge and didactic skills, to confront the theoretical and didactic constructs with educational reality and to form an individual concept of teaching based on their reflected experience. Through practise the student in the position of teacher experiences and deals with real educational situations. The decisive role in developing the professional and human qualities of students of teaching during practical training is performed by the quality of the professional competencies of the mentoring and training teachers who are directly involved in mentoring the student. Due to the limited orientation of pedagogical practice, the following key activities of students and training teachers should form an integral part.

**Key activities of students within pedagogical practice**

* *Exploring and working with pedagogical documentation of classroom and school*

It is necessary to explore and work with the school education programme, school order, diagnostic tools and other educational constructs such as the school’s work plan, tools of education quality etc.

* *Assistant to activities of students*

They are aimed at facilitating the learning of normal children and children with specific needs, at providing immediate help to the teacher during educational activities, also accompanying children out of the classroom or school environment while evaluating results, then at co-creation of teaching aids, auto-correction cards, and so on.

* *Pedagogical observation*

It is focused on observing the activities and behaviour of children, teachers and the learning environment. The priority of the observation is represented by the educational environment of the classroom and climate, psycho-didactic strategies in the presentation of learning content, observation of the conditions of children’ development, selection and application of teaching methods by teachers, etc.

* *Planning teaching and learning processes for children*

Planning is especially about suggestions of educational situations and learning strings that allow social contact and self-interpretations evoked by the student and, in particular, that enable active learning of the child.

* *Delivery of teaching using information and communication technologies*

The student performs all pedagogical activities under the supervision of the training teacher; they may perform a micro-teaching ie performing sequences, or an all-day activity. The teaching is delivered with the support of modern technology, information and communication technologies.

* *Reflection of educational reality and self-reflection*

Reflection and self-reflection allows the students to become aware of the contexts of their own teaching experience from pedagogical activity, in particular, by dealing with pedagogical situations, by defining the strengths and weaknesses of one’s own personality, and by creating an objective self-image based on constructive criticism, thus creating space for the development of professional interests and the acquisition of the required behavioural characteristics of the teacher’s position.

* *Dealing with research tasks*

Dealing with research tasks allows the students to experience a deeper penetration into the pedagogical phenomena. Based on a specific theory, the student defines and undertakes various research activities, and collects and evaluates the information obtained in relation to the objective of the project.

**Key activities of training teachers within teaching practice**

*Mentoring a student during training* – *facilitating* by the training teacher represents *professional development support* in all aspects of their personality – rational, reflexive-vegetative and emotional-affective. The student mentoring is based on the recognition that if we intend to realise permanent changes and results for students, it is not sufficient to only provide information, knowledge, to imitate patterns and to train professional skills. There is a need for sensible, reasonable interaction between both parties, which involves not only mutual cooperation in project design, but also influencing, imitating, transferring attitudes, opinions, and motivating factors. The training teacher has to know the students’ goals, their inner motives, to address their system of values and to create a sense of security. Only then we can talk about the process of encouraging responsibility for oneself, decision-making, acting, self-development, and about the loyalty process of the student to the teaching profession, the school and its culture.

Based on the number of models of reflective mentoring in professional learning (Korthagen, et al., 2001; Vonk, 1993; Clutterbuck, 2004 et al.), the training teacher is in the role of a supervisor (Cooper, 1995) or a mentor (Píšová, Duschinska, 2011) that deliberately and intentionally creates situations:

* for *a backward look at the action of realised teaching sequences* – the process of facilitated questions (what the purpose of learning was, what activities you saw or did, what you thought, how you felt, how children probably felt, what they thought, etc.)
* for *understanding the essential aspects of teaching* – the process of facilitated questions (what was important during the lessons taught, how the pupils’ learning went, what the key moment of the lesson was, which elements changed the learning situation, what you managed to do, what you would do differently and why, what theories explain the situation experienced, what pedagogical concept corresponds to the situation experienced, etc.)
* for *creating alternative strategies of acting*, that can be generalised to situations of teaching – the process of facilitated questions (how else the situation could be solved, what other tasks I could include, what else pupils could do, etc.)

***Facilitating interventions of training teachers*** are carried out at several levels. First of all, there are interventions in the process of organising the physical environment, time, methods and means of teaching children, later the attention is placed on how the student influences the atmosphere in which the current teaching activities are carried out, and on recording the exemplarity of the teaching situation in relation to the reality taught. While the teaching process is in progress, they monitor how the student evaluates and chooses strategies for presentation of the curriculum, how the student defines tasks and allows the interaction of children with learning content. The attention is also focused on the work of the students with subject matter and their psycho-didactic skills in relation to children’s specificities, as well as on handling the methods and techniques of developing evaluation. The training teacher delivers interventions that are:

* *Formulation of instructions.* Interventions include a presentation of training objectives, basic requirements for their completion, and the student’s evaluation criteria. The essential part of the instruction is the information about the class, its structure, content of education, relationships, individual material and technical educational needs of children, etc.
* *Intervention, encouragement and incitement.* Interventions are based on encouragement to analyse the student’s own experiences, educational situation, problems and learning tasks, encouraging self-diagnosis of their own resolutions in written projects of didactic activities, guiding towards the procedures suitable and necessary for children, designing suitable literature for study, encouraging the students to use their own procedures that have not yet been experienced, and encouraging comparisons of the effectiveness of procedures in similar situations, etc.
* *Asking questions*. The questions are focused on the process of professional development of the students. Their goal is to stimulate the students to think and to explore their opinion of the situation, i.e. negotiation and clarification of what the training teacher can offer and what the student needs.
* *Feedback with reflection* represents uncovering the differences between the student’s and teacher’s perceptions of the situation. It is important to draw attention not only to the content of the conversation but also to its experiencing and to stay on top of things while interviewing. The teachers talk about what they heard and sensed, how they perceived what was said and how the conversation affected them. They provide feedback “That was how I experienced it”.
* *Motivation, professional supervision and assistance.* The facilitator expresses their opinions, explains appreciation of positive activities, provides ideas, often formulated as questions “Could it not be that way? Is this more appropriate?” The facilitator can also provide a recommendation for a new exploration, observation, anticipation of one’s own action.
* *Evaluation of the student* by the training teacher can not only be evidence about the student’s performance, but it has also a meaning in the form of the feedback. It should clarify the context of the situation evaluated and be the source of decisions in managing the student’s next activity and when selecting a new strategy, it must strengthen the self-regulatory mechanisms of the student. The way the teacher evaluates the student significantly influences the process of shaping the student’s self-reflection and self-evaluation skills. If it is to be useful, it must not objectively complicate the activity, the relationships and the situation of the student. It must be subjectively experienced as a facilitation of the situation, as something that does not hurt the personality of the student. There must be a clear intention to provoke and facilitate self-evaluation of the situation, otherwise it loses its meaning and becomes a part of the social pressure, forcing towards a conforming change of behaviour. The current feedback refers only to manifestations and elements of acting that are changeable or at least can be influenced by students.

1. **Teaching practice in the nursery school**

The process of becoming a teacher during university studies requires designing a course as a complex influencing and interconnecting pedagogic-psychological, philosophical-ethical and theoretical and subject-related training together with parallel practical training. Consistent integration of the theoretical basis presented within lectures, seminars or acquired within individual self-study with intentional professional examination of actual school practice and self-reflection of students’ activities as teachers represent the bases of practical training. Emphasis is put on them constructing their own educational concept. Students’ activities, pedagogic observation, educational environment examination and existing phenomena and processes related to them, reflecting educational reality and planning, teaching influence self-actualisation and self-reflection are mostly oriented towards:

* *the theory contextualisation and students’ conceptual knowledge creation –* Constant practice reflection and practical activities are emphasized within the practical training of students. Finding answers to questions constantly appearing in the confrontation of the theory with an actual educational reality is considered the result of intentional theory and practice interconnection in the mind of a student, who is learning how to get to the heart of educational phenomena. Students’ contextualised grasping of theory occurs in the process of their targeted self-reflection related to their own educational activities and projects being implemented and diagnosed by themselves;
* *getting to know the specifics of pre-school age children* in terms of their individual differences, way of thinking, actions, cognition, behaviour in various life and educational situations, motivation and emotional structure, attitudes, values and interests;
* *understanding and analysing teachers’ activities* emphasising the verbal and non-verbal communication, positive socio-emotional climate creating, planning, elicitation and management of the education process, forms of teaching, approach to evaluation;
* *monitoring the significance and influence of the school facility material and social environment on the education process*, confrontation with theory, proposing improvements;
* *constructing individual educational concepts*, the process of professional identity creation;
* *targeted professional competence development.*

Bachelor’s degree students attend teaching practice in the nursery school during two semesters. This is an *interim teaching practice* in the second year of a course carried out during one day of the week within the semester. In the third year of a course it is followed by a *continuous teaching practice* in duration of 4 weeks.

1. **INTERIM TEACHING PRACTICE IN THE NURSERY**

**SCHOOL**

Pedagogic observation of the nursery school educational environment and culture, teachers and children activities represent the contents of the practice. Familiarisation with the educational and development programmes of the school and the class documentation are also included. Education planning in relation to the goals, abilities and needs of children; planning appropriate education activities with respect to their meaningful content; continuity and comprehensiveness of the subject matter; planning activities focused on the education process and children’s products diagnostics and evaluation; organizing and implementation of education in an interactive, stimulating education environment while maintaining the rules of behaviour in the classroom; reflection on implemented projects and practice evaluation by the medium of an oral colloquium are key.

The teaching practice goals shape and cultivate the following personality, educational and self-reflection capabilities of the future professionals:

* to be able to apply knowledge achieved from various theories, didactic departments, methodologies, concepts, education programmes to be educationally valuable for influencing nursery school children;
* to cultivate their own educational thinking with the creation of complex ideas, attitudes, expectations and wishes, that create a cognitive base for acting and behaviour of a nursery school teacher; and for the perception and implementation of education processes;
* to develop the nursery school teacher personal preconditions (characteristics and traits) (namely honesty, acceptance, empathy, sensitivity, authenticity, helpfulness and love for children, inventiveness, responsibility, patience, action, creativity, self-control etc.);
* to be well informed about required teaching documents and to understand them in relation to education planning;
* to plan, implement and evaluate education processes deliberately and efficiently (situations of children for teaching and learning);
* to analyse, justify and evaluate their own practical experience in relation to the knowledge acquired during university theoretical preparation;

**TASK EXAMPLES**

**Observation activity**

1. ***Education observation*** **–** during the first two days:

* determine the goal of pedagogic observation (Appendix 2);
* observe, identify and record the given pedagogic phenomena in the observation sheet. Describe the activities of a teacher and children and evaluate them in relation to the goal of your pedagogic observation (Appendix 3);
* on the basis of an observed phenomena propose changes and record them in the observation sheet in the section *Reflection on observed phenomena*;

1. ***Child development level observation*** – throughout the practice:

* repeat and complete your developmental psychology knowledge. Select the information with respect to the age of a child you have chosen for observation;
* add other characteristics related to the child of the given age you have read about into the observation sheet. Focus on the socio-moral development (Appendix 4);
* observe child you have chosen and record occurrence of specific behaviour continuously (Appendix 4);
* compare your findings with the theoretical knowledge. Does the level of observed child development correspond with his age, with respect to the information in the literature?
* discuss the possible causes of deviation from the standard, analyse factors determining socio-moral development of a child with the training teacher;
* work out the observed child characterisation in terms of socio-moral development (Appendix 5);
* respect the Act on Personal Data Protection.

**Direct educational activity**

* a student prepares 3 microteaching outcome projects (3 education situations), which will be implemented within 3 days with a length of 30 – 40 minutes. Each microteaching outcome must be consulted with the training teacher in advance. Student-planned and implemented education situations should make up a meaningful part of a training teacher all-day education project;
* the student plans and prepares a comprehensive all-day educational activity;
* the student together with the training teacher analyse the outcome and make an analysis record (the relevant part in Appendix 6). The analysis is led by the training teacher and is focused on following areas:
  + appropriate learning environment preparation and creation – in terms of stimulating nature and psycho-hygiene observance;
  + ensuring a safe and meaningful arrangement of daily activities (games and play activities, physical and relaxation activities, outdoor time, lifestyle supporting activities) with strictly determined learning situations within an educational activity;
  + work aimed at educational activities and their elaboration into the specific learning requirements highlighting the differentiation;
  + work with the subject matter content, selected content suitability, subject matter analysis;
  + suitability of the selected forms of the learning activities implementation, suitable big/small group-related works with ,changing, individual activities...;
  + student skills of expression (verbal and nonverbal), classroom movement, distinction and extent of gestures, facial expression change and variety, clarity and understandability of instructions, speech expressiveness...;
  + communication with children, establishing and maintaining contact with children within learning situations, attitude to children, conflict resolution, ensuring suitable discipline and overall creation of a positive socio-emotional climate;
  + initiating children’s activity, motivation aspects;
  + engaging children in an activity, clarity and understandability of task instructions, management of individual and group activities;
  + reflective activities, how children accept the teaching, feedback-related activities, method of evaluation..., checking and evaluation children’s activity;
  + on the basis of the analysis, the students perform self-reflection about their own direct educational activities and record them (Appendix 7).

1. **CONTINUED TEACHING PRACTICE IN THE NURSERY**

**SCHOOL**

Providing students with the possibility of working as a teacher with comprehensive pedagogical knowledge in the nursery school as well as the opportunity to apply their knowledge and skills within specific educational situations solution within and outside education are considered the goals of a continued teaching practice. Students learn how to handle tasks related to the actual teaching profession including extra-curricular activities. They plan, implement and reflect their classroom educational influencing independently, but under the professional guidance of a teacher. They have an opportunity to look at their work results and to seek other variants of the practice. They form the basis of their own teaching concept. They appropriately perform activities entrusted to them by a training teacher and participate in other events related to the school educational activity that occur during their practice. The students are usually fully present in a school facility in the same way as their training teacher.

The student activities implemented during their final practice aim at strengthening the teacher pedagogical competences that represent the outcome of the overall theoretical and practical training. They are reflected in *the* *practical professional skills* – in observable demonstrations of a teacher’s everyday work. Practical skills are developed under specific conditions in the nursery school. They are acquired through the medium of a training and practical education. They are focused on the fulfilment of a specific educational goal, they require accuracy, implementation fluency, adapting to a specific educational situation – to a child or circumstances. Thanks to them, it is possible to identify teacher’s ability to implement theoretical knowledge in the interaction with children creatively. The student acquires basic patterns of educational concepts, techniques and frameworks of educational acting in common educational situations during the studies. The necessary professional skills schematic background defined by a teacher’s pedagogical and psychological knowledge is constantly being modified by various school situations in relation to the conditions and needs of children during the teaching practice. Continued teaching practice allows the intentional development of practical professional skills thus creating the profile of an elementary and pre-school pedagogy graduate in a bachelor degree.

The teacher as a reflecting professional *is able to act promptly and professionally in specific as well as non-specific educational situations.* This is based not only on the observed and learned schemas, but also on their continual decision-making about every intervention, whether motivational, psychosocial, psychodidactic, ecological or educational. Decision-making processes as bases for acting are here being influenced by the *critical thinking* quality.Reflection and reflexivity as goals of a student’s educational training, within our study concept, require continual interconnection between theoretical background and practical activities as well as reflection as a return to the theory, but on a different qualitative level.

Within the practice, the students cultivate their:

* *project competences* (planning and psychodidactic), reflected in the ability to create short-term teaching projects; to work with the school educational programme; to know how to define the goal as an educational managment tool and to elaborate it into the operationalised learning requirements utilising active verbs in accordance with the goal taxonomy; to implement subject matter didactical analysis; to be creative and to select appropriate teaching tasks; to select efficient procedures for children small/big group learning, children’s own activity supporting tasks; to properly organize conditions for children’s learning, to ensure teaching through the medium of proper didactical material...;
* *implementation competences* (communication, organisational and managing, diagnostic and intervention). They manifest themselves as teacher’s skills utilised in direct contact with children. Attention is paid mostly to skills development, to be able to prepare and implement teaching activities enabling children to socialise themselves and to learn by themselves, to be able to handle organising and managing individual, group and front of class work with children, to be able to energize the whole group, pairs and small groups through the medium of proper instructions, to be able to ensure the children have inner motivation through the medium of active learning opportunities, to provide children social contact aimed at the intentional training of social skills through the mediums of creative drama, cooperative learning and didactical games. It is important to be able to solve conflicts and to influence the classroom climate positively...;
* *reflexive competences* (to observe, judge, evaluate, self-reflect, self-evaluate...). Orientation towards their development includes leading students towards the gradual development of reflexive abilities, self-evaluation in specific situations, asking questions related to the summarizing of an examined situation and seeking their own satisfactory solutions for the future;
* *the process of creation of an individual teaching concept.* This deals with creating the students’ own ideas about their acting as teachers in the following areas:
  + teaching goals interpretation,
  + subject matter interpretation,
  + approaching the child as an educational subject; as well as the ways in which child starts to know the real world and integrates into it,
  + approaching themselves as teachers, who help children in their learning process,
  + to perceive the education strategies as didactical tools used to create conditions for children’s participation in knowing and changing the real world as well as themselves as parts of it.

**TASK EXAMPLES**

The student respects the nursery school internal organization and conditions during the teaching practice implementation. The student follows the training teacher’s instructions and respects the internal facility arrangement.

1. The student has the right to choose the nursery school for the teaching practice.
2. The student with the help of a training teacher works out their personal practice plan at the first meeting. The personal practice plan will include the nursery school stamp and the training teacher’s signature. The student will send the copy of their personal practice plan to the practice manager by post (Appendix 9). The original document is a part of their portfolio.
3. The student acquires information about the school facility and records the nursery school and classroom characteristics, including:

* legal rules and pedagogical documents that regulate that particular workplace,
* the school organisational structure (number of employees, number of pedagogical employees, number and composition of classroom, pedagogical employees qualification, management structure organisation chart),
* the projects which the nursery school is engaged in,
* the characteristics of cooperation with other organisations and institutions involved,
* the classroom characteristics include all their aspects (physical, social, teaching).

1. The student performs observation of a training teacher at work and children’s activities during one week.
   * the student observes children, makes diagnostic records and notes the level of their development in specific areas during the week; maps the classroom situation, researches the information needed for education differentiation on the level of planning and implementation,
   * the student analyses the nursery school material, social and safety conditions and compares the findings with the theory and works out the school and classroom characteristics,
   * the student carries out analysis with a training teacher and records it. The teaching observation includes all the time the training teacher directly spends with children (morning or afternoon shift).
2. The student plans and implements 10 daily educational projects according to the classroom thematic plans. He/she works with children all the morning or afternoon. He/she performs educational activities as agreed with the training teacher. If the student attends practice during the training teacher’s afternoon shift, he/she implements the educational situation during the outdoor stay and afternoon play activities. The student plans the educational activities in cooperation with the training teacher and in compliance with the nursery school weekly plan. Every project includes the student’s self-reflection. The self-reflection takes a form of an evoked writing about their feelings and experience based on the training teacher’s instructions or a report (Appendix 11).The analysis record and the training teacher evaluation form parts of the project.
3. The student plans a weekly education thematic plan, which will be implemented during the final phase of the practice. The project will be implemented over at least 5 days; educational activities will be related to one topic (sub-topic) matching to the training teacher’s time-lesson plan goals. The students can modify, complete or remake the project on the bases of their own self-reflection and the training teacher’s comments, in order to present it as an example work during their state final exams (Appendix 6).
4. The student compulsorily attends the final teaching practice colloquium. The format of the colloquium is a professional debate focused on the following aspects:

* adapting students to the pedagogical reality,
* the process of getting to know the children,
* cooperation with the training teacher,
* significant positive or negative experiences,
* theoretical knowledge implementation in the teaching reality,
* reflection of their own experience and their preparedness for the teaching process,
* the final practice evaluation.

*The colloquium contents:* the students will prepare according to the given structure. They will bring a complete portfolio. The teacher responsible for the practice and the colloquium will provide them with credits and evaluation on the basis of their contributions in the colloquium and the presentation of their own experience.

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**TEACHER PROFESSIONAL STANDARD Appendix 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional standard: a teacher** | | | |
| **Category**: (list according to the 3.2.1. a)) pre-primary education teacher (the nursery school teacher) | | | |
| **Previous classification:** (list according the Ministry of Education Decree No. 41/1996 Coll.) | | | |
| **Qualification precondition:** completed 115 pre-school and elementary pedagogy university study in a Bachelor or Master degree, in Pre-school and Elementary Pedagogy (Bachelor degree) and Pre-school Pedagogy (Master degree) study programmes | | | |
| **Career level: I. degree** | | | |
| ***Competency profile*** | | | |
| **Dimension** | ***Competence*** | ***Specific capabilities*** | |
| ***Knowledge***  ***Skills***  ***Attitudes*** | ***Indicators***  ***Tools*** |
| **1. The pupil** | **1. 1 to identify development and individual characteristics of a child** | * + 1. to know and be able to diagnose pre-school age child individual specifics     2. to be ready to accept each child | **obligatory -** State Examination Certificate, Diploma  **optional -** the teaching  practice portfolio |
| **1. 2 to identify psychological and social factors of their learning** | 1. 2. 1 to know and be able to identify individual educational needs of children (intact, children with special educational  needs)  1. 2. 2 to be prepared to accept children’s various ways of learning  related to their psychological, physical and social conditions |
| **1. 3 to identify child development socio-cultural context** | 1. 3. 1 to know and be able to search for the differences in a multicultural society influencing the child’s personality   * + 1. to be prepared to accept differences among children with no   prejudice or stereotypes |
| **2. The teaching process** | **THE TEACHING PROCESS CONTROL** |  |  |
| **2. 1 to be aware of pre-primary education contents** | 2. 1. 1 to be aware of pre-primary education curricular documents in force  2. 1. 2 to be able to select the content in accordance with the required and expected educational goals | **obligatory -** State Examination Certificate, Diploma  **optional -** the teaching  practice portfolio |
| **2. 2 to be able to plan and design**  **the educational activity** | * + 1. to be aware of the pre-school education planning and projecting issue   2.2.2 to be prepared to accept the school educational programme and to adjust it to the nursery school classroom reality flexibly |
| **2. 3 to be able to define educational goals focused on a child** | 2. 3. 1 to be able to know and specifically define educational goals focused on a child |
| **2. 4 to be able to analyse the teaching content psycho-didactically** | 2. 4. 1 to be aware of the rules of educational content psycho-didactical analysis |
| **2. 5 to be able to select and implement teaching forms and methods** | 2. 5. 1 to know methods and forms supporting child’s active learning considering the children’s individual educational needs |
| **2. 6 to be able to evaluate the course and results of children education** | 2. 6. 1 to know the methods for child evaluation, their psycho-didactical aspects and to know how to define specific types of evaluation |
| **EDUCATION CONDITIONS CREATION** |  |  |
| **2. 7 to be able to create a positive classroom climate** | 2. 7. 1 to know the factors and tools for positive classroom climate creation and for an environment stimulating the child’s personality development | **obligatory -** State Examination Certificate, Diploma  **optional -** the teaching  practice portfolio |
| **2. 8 to be able to create and utilise the educational**  **material and technological support** | 2. 8. 1 to know and be able to select the actual material and technologicalmeans of education according to the nursery school conditions and children’s needs |
| **INFLUENCING CHILDREN PERSONAL DEVELOPMENT** |  |  |
| **2. 9 to be able to influence child personal development** | 2. 9. 1 to know and apply the methods and strategies of child personal development | **obligatory -** State Examination Certificate, Diploma  **optional -** the teaching  practice portfolio |
| **2. 10 to be able to develop child’s social skills and attitudes** | 2. 10. 1 to know and apply the methods and strategies of child social development |
| **2. 11 to be able to prevent and reduce socio-pathological phenomena**  **and behavioural disorders** | 2. 11. 1 to be aware of risks related to socio-pathological phenomena |
| **3. Teacher self-development** | **3.1 to be able to develop professionally and apply self-development** | * + 1. to be able to reflect, diagnose and evaluate own pedagogical activity and team work abilities     2. to be able to define own professional development goals in compliance with the school and society needs     3. to utilise IKT within professional development |  |
| **3. 2 to be able to identify with the professional role of a school** | 3.2.1 to perceive the helping character of the teaching profession  3.2.2 to know how to utilise the standard language together with an adequate utilisation of various language styles  3.2.3 to be interested in the school role and goals, to be prepared to communicate professionally  3. 2. 4 to know and respect the bases, principles and practice of professional conduct |

**Pedagogical observation proposals Appendix 2**

***Children and their activities***

* Children’s self-managment habits and skills (hygiene, clothing, dining),
* undesirable behaviour manifestations, underestimating and ridiculing others, aggression, passivity, teacher observation of prevention of the bullying and other socio-pathological phenomena,
* the manifestations of children personal freedom and its balancing through the medium of setting necessary limits by the teacher,
* guiding children’s activities – managed, spontaneous, day programme including children’s activities – play, learning activities, self-management, motion and relaxation activities, activities ensuring proper lifestyle, their proper transitions and limits on time,
* children’s cognitive abilities – tactile, visual, auditory perception, time and space orientation, understanding quantity, children’s speech and its understanding, passive vocabulary, active vocabulary and expression,
* child observation within game activities, searching for the “real game” based on the freedom of acting, spontaneity, introversion and boundaries,
* child’s status, together with their social status and their role within the classroom and small groups, establishing and keeping contact with others, child’s reactions to own mistakes and the mistakes of others,
* observing the rules of proper lifestyle, meeting children’s needs, violation of children’s rights.

***Teacher activities***

Teacher activities interacting with the various areas of his/her influencing can be identified as follows:

* didactical adaptation of a subject matter should enable active learning – preparation of materials for examination, preparation of activities for all senses examination, initiating acquisition of direct experience, preparation of various ways of processing acquired material in order to enable a child’s free choice, preparation of discussion activities focused on the support of information exchange,
* risks related to the child’s competency development – manifestations of the loss of understanding and a lack of appreciation of effort and success, excessive demands on a child, frequent negative evaluations, frequent limitations in completion of an activity, interruptions to activity, manipulation by positive means (baseless praise, statements such as “Do this, mummy will be proud of you, she will be happy about you.”), a teacher acting in a constant position of a judge...,
* creating an environment focused on meeting children’s needs– adaptation programme, objective feedback, accessibility of the didactical material and toys, usage rules, teacher’s behaviour,
* creating an environment focused on the child’s development – facilitating activities – regulating instead of ordering, activities related to engaging children in the division of activity decision-making process, activities focused on the support of self-control and social communication development, activities related to the evaluation and verbal evaluation of children’s activities, activities supporting individual work and self-control,
* teacher’s steps in violation of rules and discipline– Does he/she express an honest interest in the child? Does he/she solve the situation with a child in private? Does he/she provide the child with the space to rationalize his/her behaviour? Does he/she initiate solution proposals? Does he/she maintain eye contact?...,
* teaching styles taking into consideration active participation of children and their individual decision-making related learning,
* changing and balancing utilisation of front of class, individual influencing, work in groups and individual work.

***Teaching contents, subject matter and child development conditions***

Observe and record:

* subject matter didactical analysis evaluation (What are the basic facts, terms, generalisations, attitudes related to the topic?); Which of the basic teaching activities (game, research, relaxation...) enable children to acquire knowledge, attitudes and capabilities development? Which methods and techniques of the subject matter mediation are being utilised by a teacher? In what way does he/she ensure the conditions of subject matter interaction with children and their mutual information exchange?
* Which areas of child’s development are integrated in a specific sub-topic? Which performance standards (specific goals) are being observed within individual areas of development?
* How are the educational activities divided in relation to the individual stages of educational activity?
* Which subject matter mediation methods are utilised by a teacher in order to ensure active learning, i. e. children’s work over teacher’s work?
* What is the teaching environment like? Is the whole space utilised for the whole group meeting? Is there any space for small group work? Are there any calm spaces for individual learning? Are children engaged in the organisation of space? Are children allowed to be creative according to their own ideas and own decisions related to their choice of activity? In what way are the children’s products treated? Are the writing, drawing and reading tools easily and freely available? Is a substantial part of the classroom equipment oriented towards the learning activities?

**AN Observation sheet Appendix 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Pedagogic observation report**  **The nursery school:**  **Teacher:**  **Children age group:**  **Date:** | | | |
| **Content unit:**  **Topic:**  **Subject matter:**  **Teaching goals:**  **Educational sub-areas and cross-sectional topic integration:** | | | |
| **Observation goal:** | | | |
| **Observed pedagogical phenomena description and characteristics** | | | |
| **Time** | **Teacher’s activities** | **Children’s activities** | **Notes** |
|  |  |  |  |
| **Reflection on observed phenomena** | | | |

**Child development level observation report Appendix 4**

Choose one child and observe individual specifics in his/her behaviour. Record their occurrence.

***Socio-moral development***

child age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Identified manifestations** | **Occurrence (record as x)** | | | | | | | | | | | | | | | |
| The child understands and respects the game rules. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child insists on keeping to the game rules, but is unable to respect them fully. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child manifests feelings of guilt while realising his/her failure. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child shows an open favour to other children. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child is able to cooperate in games as a result of decreasing child stubbornness. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child is able to share with other children. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child likes games with divided tasks, roles. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child expresses competitiveness, remakes game to a competition. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child wants to be liked by friends and expresses interest in their opinion. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child tries to resolve conflicts among other children by himself/herself. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The child identifies with the same sex: strongly expresses behaviour typical for the same sex. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Notes:** | | | | | | | | | | | | | | | | |

**child characteristics Appendix 5**

Child’s age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Socio-moral development** | **Findings & conclusion** |
| ***moral judgment and acting*** |  |
| ***social contacts and social behaviour*** |  |
| ***differences from standard*** |  |
| ***possible causes of differences from standard*** |  |

**DAILY TEACHING PROJECT Appendix 6**

**Teacher:**  **Educational activity name:**

**Topic:**

**Age group:**

**Subject matter:**

* Cognitive area:
* Socioemotional area:
* Perceptual-motoric area:

**Specific teaching goals:**

* Cognitive area:
* Socioemotional area:
* Perceptual-motoric area:

**Sources and aids:**

**Motivation strategy:**

**Teaching situations within educational activity on the timeline:**

**Description of individual teaching situations:**

**Notes (*educational context and outcome in which student performed his own microteaching)*:**

**Analysis and self-reflection:**

**student final evaluation by the nursery school teacher**

**Appendix 7**

Name of student:

Name of nursery school:

Name of training teacher:

Date of start of practice:

Date of end of practice:

Date of evaluation:

**Overall number of points for the teaching practice[[1]](#footnote-1):**

Explanation:

1. Students communication skills with children (verbal, nonverbal expression, directness, speech understandability) **(max. 15 points).**

**Points:**

Explanation:

2. Ability to accept and utilize non-cognitive educational factors (the creation of a positive climate in the classroom and open communication with children during and beyond the education process, etc.) **(max. 15 points).**

**Points:**

Explanation:

3. The overall level of the implementation of outcomes (meeting stated goals, an ability to motivate children in solution learning tasks and activities, organising and managing activities including maintaining classroom behavioural rules, etc.) **(max. 30 points).**

**Points:**

Explanation:

**Training teacher signature:**

**Nursery school stamp and Director signature:**

**STUDENT PERSONAL PLAN FOR TEACHING PRACTICE Appendix 8**

|  |
| --- |
| STUDENT: ...............................................................................................  YEAR/SEMESTER: .....................................  PRACTICE PERIOD: from............. to.............  nursery school Address: ...................................................................................................................  NURSERY SCHOOL MANAGEMENT CONTACT: ...................................................................................................................  TRAINING TEACHER NAME: .................................................................................  TRAINING TEACHER CONTACT: .......................................................................... |

|  |  |
| --- | --- |
| **STUDENT TEACHING OBSERVATIONS** | |
| Date: | Time: |
| Date: | Time: |
| Date: | Time: |
| Date: | Time: |
| Date: | Time: |

|  |  |
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| **STUDENT TEACHING ACTIVITIES UNDERTAKEN** | |
| Date: | Time: |
| Date: | Time: |
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| Date: | Time: |
| Date: | Time: |

Training teacher signature:

Nursery school stamp:

**QUESTIONS RELATED TO TEACHING ACTIVITY PLANNING \_ Appendix 9**

1. Did I perform sufficient information analysis of the subject matter?

* Do I know what **basic terms** will be utilised in an EA?
* What **knowledge** do I want to make children learn within an EA?

1. Did I define the subject matter for a socio-emotional and perceptual-motor area?

* What **abilities, skills** do I want to make children strengthen? What **attitudes** do I want to develop?

1. Is the subject matter reflected in the stated teaching goals? Did I **concretise** the goals of an EA?
2. Did I plan the educational situations with clear consideration of which **specific developmental change** I want them to achieve? Were the planned activities appropriate for ensuring the development change?
3. Did I select optimal **teaching strategies**?

(Do I prefer **inductive or deductive approach** in an EA, do I teach by the medium of **experience, and what methods did I select**?)

1. Did I consider ways of helping children use **emotional motivation** to solve a problem and to perform an activity?
2. Did I provide children with the possibility to express **their previous experience**?
3. How do I **approach the solution of a teaching activity related problem?**

* What learning activities did I prepare for children, did they help children be active?
* Do I ask children questions “**making” them think**?
* What **senses** did children use in the LS?
* Did the learning situation have **some features of a game**?

1. Did I create **space for experience reflection**?

**Do I provide children with space for their meaningful learning?**

# STUDENT EVALUATION BY TRAINING TEACHER AND SELF-EVALUATION

# Appendix 10

Student name and surname ..........……….....…… School year: .............................

Training teacher: ………………………………………….................…........…………

Nursery school address ………………………….........................................…………......

Evaluation guidelines:

Read the evaluation statement and express your level of agreement with the statement in relation to the student being rated using the following numbers:

5 – I strongly agree

4 – I mildly agree

3 – Neither agree, nor disagree

2 – I mildly disagree

1 – I strongly disagree

N – I do not know

**PLEASE: Utilise the full range of the scale (1-5) when rating students critically. It will serve as a precondition for his/her overall final practice evaluation carried out in your facility.**

|  |  |
| --- | --- |
| The student is able to work with the SEP and SCEP, to select educational areas and carry out subject matter didactical analysis in most cases. | *5 4 3 2 1 N* |
| 1. The student is able concretise educational goals in teaching activities with no problem. | *5 4 3 2 1 N* |
| 1. The student can work with the literature and can complete information needed for subject matter presentation. | *5 4 3 2 1 N* |
| 1. The student can define a functional and purposeful educational activity project. | *5 4 3 2 1 N* |
| 1. The student can plan proper methodical procedures in order to achieve the given educational goals. | *5 4 3 2 1 N* |
| 1. The student can plan proper learning organisation for the children in compliance with the goals and children’s needs. | *5 4 3 2 1 N* |
| 1. The student can estimate the possible duration of children’s learning activities. | *5 4 3 2 1 N* |
| 1. The student can prepare specific tasks for children with special needs. | *5 4 3 2 1 N* |
| 1. The student can select the correct method of evaluation and tasks for children’s self-evaluation. | *5 4 3 2 1 N* |
| 1. The student can prepare diagnostic tasks focused on finding out the level at which the stated goals are met. | *5 4 3 2 1 N* |
| 1. The student can establish contact with children and attract their attention. | *5 4 3 2 1 N* |
| 1. The student can motivate children to perform learning activities and keep their interest and attention. | *5 4 3 2 1 N* |
| 1. The student gives clear and understandable instructions. | *5 4 3 2 1 N* |
| 1. The student can create situations enabling children’s access to social contact and social skills development. | *5 4 3 2 1 N* |
| 1. The student can create situations enabling children’s access to active self-learning. | *5 4 3 2 1 N* |
| 1. The student can manage organisation and management of children individually, in groups and for front of class work. | *5 4 3 2 1 N* |
| 1. The student reacts to the actual progress of children’s learning flexibly and by adapting teaching requirements and tasks. | *5 4 3 2 1 N* |
| 1. The student can utilise didactical aids efficiently. | *5 4 3 2 1 N* |
| 1. The student can react to conflict situations between children quickly, and resolve them adequately. | *5 4 3 2 1 N* |
| 1. The student has the required assuredness and self-confidence in his/her manner. | *5 4 3 2 1 N* |
| 1. The student is successful in creating a positive climate and peace. | *5 4 3 2 1 N* |
| 1. The student can evaluate the work in an interesting and varied manner. | *5 4 3 2 1 N* |
| 1. The student utilises activities focused on the children’s self-evaluation. | *5 4 3 2 1 N* |
| 1. The student can evaluate his/her own performances realistically anddefine potential lacks. | *5 4 3 2 1 N* |
| 1. The student accepts and creatively integrates the training teacher’s interventions. | *5 4 3 2 1 N* |
| 1. The student can deal with possible criticism by the training teacher and does not adopt a defensive stance. | *5 4 3 2 1 N* |
| 1. The student shows the ability to make good use of the training teacher’s comments in the next activity and avoids repeating mistakes. | *5 4 3 2 1 N* |

**TRAINING TEACHER RECOMMENDATIONS FOR THE STUDENT IN THE AREA OF:**

Please, formulate your recommendations specifically and directly for the student and for his/her development:

1. Teaching skills development (planning, implementation, reflection on the teaching): ...................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

2. Personal development and self-confidence:

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3. Communication with pupils:

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4. Management and organisation of the teaching process:

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**FINAL EVALUATION BY POINTS:**

Assess the student’s performance during the teaching practice comprehensively and give him/her an adequate number of points. The student needs to be given **at least 39 and a maximum of 60 points** in order to pass the practice successfully. The number of points does not correspond with the total number in the questionnaire evaluation scale. The completed questionnaire serves as feedback and as a basis for self-reflection by the student.

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|  |

Date:

Signature:

1. The maximum overall score from the training teacher is 60 points. [↑](#footnote-ref-1)