

Professional standard in the improvement of the teaching profession

Abstract

Many documents dealing with education policy consider professional standard one possible type of teachers' work stimulation. The absence of a document of this type is increasingly being felt in Czech educational environment. How can we support teacher's work in present conditions so that it reaches the highest possible quality?

One of the possible solutions is to approach professional standard as a set of quality criteria and indicators that can be used in evaluation. This thesis develops an evaluation strategy using a professional standard that has been specified based on educational goals and objectives and school functions. By connecting quality indicators defined in the aforesaid standard with the components of teacher's professional behaviour (4 I) this thesis has developed an original evaluation strategy focused on teachers' work support.

At creation of the evaluation strategy, proposed professional standards are utilised as a formative conception; they may serve namely to specify criteria of teacher's quality.

The main purpose of the standards lies in formulation of qualification requirements for entering the profession; however, this specification also allows us to conceive the term of "above standard".

The basic methods of the evaluation strategy include: case study, monitoring, interview, content analysis, self-reflection and reflection of researcher.

The theoretical part of this thesis focuses on the definition of quality in the area of education, provides a relevant list of terms and definitions specifying quality in general as well teacher's qualities. It also provides a specification of international organizations and strategic international and national documents and their influence upon the ever-changing goals and objectives of education and school functions. The ever-changing educational context largely influences the role of the teacher. The thesis also mentions various approaches to the development and use of teachers' professional standard both nationally and internationally. The document contains detailed description of the teachers' professional standard that has been chosen as the basis for the development of the evaluation strategy.

The empirical part provides a detailed description of the development and gradual verification of the evaluation strategy as a tool for teachers' work support. It analyses individual case studies based on which the evaluation strategy has been successfully developed and used. The tool is – as a whole or only partially – used in the education of future teacher studying at Pedagogical faculty of Charles university as well as of current teachers who are completing their pedagogical distant studies.

The tool has been applied within the project of professionalization of a school staff in a multi-case study carried out at a school, which has largely proved the comprehensiveness and purposefulness of the designed evaluation strategy.

The last case study represents the ideal form of the evaluation strategy, because in the ideal case, the evaluation strategy would also employ “a model of multilayer evaluation”, which offers an view of teacher’s work as perceived by e.g. pupils, team colleagues, school management, special pedagogue etc. which provides even higher validity of this methodological concept. Besides, this “case” is documented by photographs, so we can call it a photo-study.

The whole research proves the viability of one of the proposed versions of teachers’ professional standard and its purposefulness for teachers’ work quality improvement.