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**Obstacles of improvement in pre-graduate teacher education: qualitative case study of
faculty of education**

(Master Thesis)

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Abstract

Institutional and organizational context of teacher training on faculties of education is not sociologically well developed topic, even though it is essential topic for the future of society. The goal of this work is to explore where are obstacles of improvement of teacher training on faculties of education in Czech Republic. I answer this question through the case study of a selected Czech faculty of education. I discovered several obstacles of improvement of teacher training by realizing interviews with faculty heads; analyzing the frames, which they use for framing their experiences with the obstacles; and analyzing the institutional context of teacher training on the selected faculty (intervention heuristic investigation). In the institutional view, the main obstacles are several external factors (e.g. state funding, role of Accreditation Commission etc.); specific history of teacher training in Czech Republic; structure of the faculty and organization of the studies there; and the situation of instructional designs. The frame analysis shows three main frames, which faculty heads use to organize their experience: frame of system unfairness, frame of faculty fragmentarization and frame of introversion and conservativeness of the faculty. Specific problems, together with their causes and consequences, defining each frame in the perspective of faculty heads, is described. In the end are discussed important findings, especially the presence of institutional pathology in the form of so-called departmentalism on the faculty and also the effects of current Czech higher education and science policy, focusing on science and research, on the professional teacher training.