

Subject areas for the state final exams

Pedagogy and psychology for teachers

Intended for students in teacher training programs for general education subjects for the 2nd level of primary schools and secondary schools - starting their studies on October 1st, 2021.

The introductory information

The State Final Exam in Pedagogy and Psychology for Teachers verifies the basic competencies necessary for the teaching profession, which the student has acquired through mandatory courses in General Didactics and School Pedagogy, Pedagogical and School Psychology, and Pedagogical-Psychological Practice with Reflection. Recommended literature for the state exam is based on literature from these subjects.

The content framework of the exam is based on two interrelated themes in the fields of pedagogy and psychology, with individual topics directed towards the application of pedagogical and psychological knowledge in the teaching of general education subjects in primary and secondary schools. During the exam, the student must demonstrate their knowledge of pedagogical and psychological theory, as well as their ability to apply this theory to specific issues in the teaching profession. The topics in which the student must demonstrate knowledge and skills include teaching and learning, curriculum and curriculum documents, planning and implementation of teaching, working with educational goals, evaluation of learning outcomes, pedagogical and pedagogical-psychological diagnostics, teaching models and strategies, methods and organizational forms of teaching, didactic principles, pedagogical communication, individual educational needs of students, risky student behaviour, school and classroom climate, family issues, school counselling services, the legal framework of a teacher's work, professional development of teachers, and coping with challenging situations in the teaching profession.

The student may bring a printed portfolio from their pedagogical-psychological practice and assignments from seminars in General Didactics and School Pedagogy and Pedagogical and School Psychology to the exam and creatively link the exam topics with their practical experience.

Specification of thematic areas:

1. Basic curricular documents and basic documents related to inclusive education and their significance for the work of teachers.

- Describe the structure of the national curriculum and its three basic components.
- Clarify at least three phases of curriculum implementation and describe the essence of teachers' work with the school educational program.
- Classify the expected outcomes of your subject into the appropriate didactic category.
- Provide three examples of possible forms of implementing cross-cutting themes in the school curriculum.
- Summarize the basic principles of inclusive education provided by current legislation (the School Act and regulations).

- Consider the concept of school socialization (in relation to family socialization) supported by current documents.

2. Supporting students' motivation to learn, mindset, and didactic tools.

- Incorporate motivation into the structure and processes of personality.
- Explain the essence of at least four theories that help us understand students' motivation to learn.
- Clarify the motivational spectrum and its potential for teachers' work with external motivation.
- Provide three specific examples of how to support students' internal motivation in your teaching.
- Distinguish between cognitive and social motivation and consider their role in school education.
- Characterize performance motivation and its individual types, describe the manifestations of students with different types of performance motivation, and possible teaching methods.
- Define self-efficacy and its role in school learning.

3. Transmissive teaching and conditions for its effective implementation.

- Explain the essence of behaviourally oriented teaching models and relate them to basic types of learning (especially observational learning, social learning by imitation and identification).
- State typical learning outcomes in your field, compare the roles and activities of teachers and students.
- Specify the parameters of quality presentation and application of new teaching/learning material, the typical structure of a lesson, organizational forms of teaching, means of activation of students.
- Analyse the opportunities and risks of transmissive teaching and discuss the possibilities of individualizing teaching.
- Consider the dominant form of cognition and motivation in transmissive teaching, consider the risks to the teacher-student and student-student relationships and student identity in transmissive teaching. Consider the developmental perspective.

4. Constructivist teaching and the conditions for its effective implementation.

- Clarify the essence of constructivist-oriented teaching models; relate them to basic types of learning (especially insight learning).
- State the typical results of learning in your field, compare the roles and activities of teachers and students.
- Specify the parameters of problem-based and research-oriented teaching, the typical structure of a lesson, the organizational forms of teaching, and the means of activating students.
- Provide an example of the process of inductive reasoning in learning new material in your field.
- Analyse the opportunities and risks of constructivist teaching, discuss the possibilities of individualizing teaching.
- Consider the dominant form of cognition and motivation in transmissive-oriented teaching; consider the risks for the teacher-student and student-student relationships, and for student identity in transmissive-oriented teaching. Consider the cognitive and moral development perspective.
- Define the concept of preconception; explain the role of preconceptions in school learning.

5. Planning of teaching, teaching goals, selection of activities for the lesson.

- Explain the importance of educational goals for planning teaching, clarify the relationship between lesson goals, evaluation of learning outcomes, and student activities in teaching/learning process.
- Describe the three stages of the backward planning process.
- Formulate three examples of educational goals from your field or cross-cutting themes, for the cognitive, affective, and psychomotor domains.
- Compare teaching goals according to cognitive demands, consider the benefits of Bloom's taxonomy for teaching planning.
- Characterize the so-called zone of proximal development and show its relationship to teaching planning.
- Define the term didactic contract; highlight the differences between implicit and explicit expectations towards school learning goals; state its benefits and risks for the course of school learning and teaching.

6. Evaluation of students' learning outcomes.

- Define the importance of evaluation in teaching and its framework in school practice.
- Compare evaluation according to factual, social, and individual relationship norms. Discuss the suitability of evaluation according to these norms in the school environment.
- Specify the evaluation of cognitive, affective, and sensorimotor goals; express yourself on evaluation criteria and evaluation matrices for individual domains of teaching goals.
- Explain the difference between the summative and formative function of school evaluation.
- Formulate an example of ongoing feedback in so-called descriptive language.

7. Pedagogical communication. Dialogic and respectful teaching, strategies for managing teaching dialogue.

- Characterize the principles of social communication (communication model, communication barriers, interpretability, relationship between verbal and nonverbal communication); specify the specifics of communication in the school environment (teacher-student, student-student).
- Describe the positive and negative role of emotions in communication; consider the importance of authenticity and the role of rules in school communication.
- Justify the importance of involving all students in educational communication, argue for research results.
- Compare dialogic teaching techniques in terms of parameters relevant to learning processes.

8. Socially oriented teaching models, cooperative learning and conditions for its effective implementation, development of intrapersonal and interpersonal goals.

- Specify typical learning outcomes in your field, compare the roles and activities of teachers and students.
- Specify the parameters of quality cooperative teaching, the typical structure of the lesson, organizational forms of teaching, and means of activating students.
- Introduce a selected model of cooperative learning, e.g., jigsaw learning.
- Explain the principle of positive interdependence and give three examples of how to ensure it.
- Analyse the opportunities and risks of cooperative teaching, discuss the possibilities of individualizing teaching.
- Consider the dominant form of cognition and motivation in socially oriented teaching; consider the risks to the teacher-student and student-student relationship and student identity in socially oriented teaching. Consider the developmental perspective.

- Discuss the importance of the composition of the class collective in terms of different criteria for the course of learning and teaching.
 - Show different options for assembling student groups for group tasks, listing their advantages and disadvantages.
- 9. Quality and effectiveness of teaching. Areas of quality. Evaluation and self-evaluation of teacher's work. Research on teaching, data collection tools, analytical criteria and indicators of quality teaching. Learning outcomes of Czech students in international comparison.**
- Clarify the principle of evidence-based education, name the strengths and weaknesses of meta-analyses in education. List other sources of information on the quality of teaching.
 - Define the main areas of quality in school teaching, illustrating each area with at least one indicator.
 - Focus more closely on the area of quality teaching that defines a safe and stimulating learning climate. Discuss working with error and its relationship to supporting students' growth mindset.
 - Characterize student attitudes towards school (popularity and satisfaction) as an indicator of quality teaching in national and international measurements; provide basic information on Czech students' attitudes towards school teaching.
 - Characterize internal and external evaluation of the quality of school teaching. Discuss the results of Czech students in international comparative studies (PISA, TIMSS).
- 10. Selected effective teaching strategies and their application to lesson planning. Metacognition.**
- Introduce the basic framework of the phases of a lesson that respects current knowledge in learning psychology and pedagogical research.
 - Explain the three functions of the introductory part of a teaching hour and provide examples of suitable teaching methods.
 - Specify didactic tools that support the comprehensibility of the explanation when acquiring new learning material. Explain the principle of dual coding and its use in teaching work.
 - Justify how time and capacity limitations of memory affect the explanation of new learning material and define cognitive overload.
 - Provide examples of how to ensure the activation of all students when applying, summarizing, and anchoring learning material.
 - Specify techniques for providing final feedback for all students and teacher. Explain its significance.
 - Define metacognition; distinguish between knowledge and regulation levels; describe the relationship between cognition and metacognition; show possible approaches to developing metacognition in school education; consider the importance of developmental characteristics.
- 11. Safety issues in the school environment, common risks in school, protection in extraordinary situations.**
- Specify the principles of teacher behaviour in case of common risks:
 - indicate where to find information (the wording of regulations) to ensure student safety;
 - explain the rules for handling personal data of students;
 - list obligations related to the system of supervision over students;
 - indicate how to proceed in case of a student injury;
 - clarify the rules for transporting students by public transport and ordered means of transport;
 - explain the procedure in case of organizing a school trip.
 - Specify the principles of teacher behaviour in case of extraordinary events:

- list emergency phone numbers;
 - indicate where to find escape routes and emergency exits in the school and how to familiarize oneself with the fire evacuation plan;
 - explain the "run, hide, fight" rule in the case of an active shooter attack;
 - specify how to behave in case of flash floods and in the event of an accident involving hazardous materials.
- Define stressful situations and stress; characterize reactions to stress and coping strategies.

12. Primary prevention of risky behaviour in students and its implementation in the school environment.

- Define the possibilities of educational procedures for all teachers in the field of primary prevention. Specify the space in the curriculum (RVP / ŠVP) that is available for the implementation of non-specific primary prevention.
- Define the role of rules and school regulations in primary prevention.
- State the focus and competencies of school counselling staff in relation to primary prevention of risky behaviour, characterize the implemented procedures for ensuring primary prevention in schools. Describe the model of cooperation with class and other teachers.
- Specify the manifestations of problematic and risky behaviour that teachers, especially teachers of lower secondary and secondary schools, encounter in practice.
- Describe possible interventions and solutions for a student with non-specific behavioural disorders (school tools, educational measures, individual educational plan, cooperation with external institutions – body for social and legal protection of children, centre for educational care, etc.), including the school's crisis plans.
- State the possibilities and forms of cooperation with actors outside of school in supporting the healthy development of students and preventing risky phenomena, as well as in dealing with problematic behaviour (educational-psychological counselling, centre for educational care, non-profit organizations).

13. Inclusion of students with different mother tongue and students from different cultural and life conditions. Didactic procedures to increase academic success.

- State the possible forms of experience and behaviour, specify the needs of students in education: foreign students, students with different mother tongues, and students with different cultural and life conditions.
- Describe the difficulties these students face in adapting to the school environment, in education, and in social inclusion and state what forms of support exist - from the teacher, school, and other subjects.
- Specify which communication strategies the teacher uses in relation to the family have proven effective in practice.
- Specify the role of the school in providing language training (according to Section 20 of the School Act) and language support (according to Section 16 of the School Act).
- Specify appropriate didactic procedures for including students with special educational needs into the educational process. Justify the teaching strategies that facilitate the acquisition of new knowledge. Discuss teaching models and organizational forms that support individualization and increase academic success.
- Define stereotypes and prejudices in relation to students with special educational needs, describe the risks of their application.

- Characterize socio-cultural handicaps; provide an overview of theoretical frameworks and possibilities for reducing socio-cultural handicaps; describe the essence of socio-cultural approaches to learning and scaffolding techniques and their theoretical foundations in the approaches of L. Vygotsky, J. Bruner, and others.

14. Specifics of the work of a form teacher, leading the class as a social group.

- Characterize the class as a middle social group and place it within the typology of social groups.
- Provide basic information about the structure and dynamics of small/medium social groups.
- Briefly describe the principles of sociometric techniques and show their possible use by teachers.
- Define bullying and distinguish it from other types of disrupted relationships; provide basic procedures for prevention and intervention in cases of bullying in the school class by teachers.
- Define the terms stereotype and prejudice; describe the risks of applying stereotypes and prejudices in school education; indicate the relationship between the teacher's perception of students and stereotypes or prejudices; evaluate the risks of forming impressions of other people and self-fulfilling prophecies.
- Provide an overview of the main specific activities and requirements for form teachers, including administrative tasks and conducting form teacher group meeting.
- Describe the general setting and division of competencies between the form teacher and the Special Education Teacher, between the form and the regular teachers, and illustrate it through the solution of cases of truancy, bullying, student-teacher conflicts, etc.

15. Education of students with special educational needs (further referred to as SEN), legislation and levels of support. Didactic approaches increasing school success.

- Characterize the concept of "specific educational needs" and how the process of recognizing a student as having "specific educational needs" is implemented (distinguish between the roles of the teacher, school counselling staff, and school counselling facility staff).
- Specify the role of the parent in the inclusion of students with SEN, and what is the role of pedagogical-psychological diagnostics in the school counselling facility - who proposes, who receives the results of the examination, and which documents are used.
- Describe the procedure that is implemented in the school after receiving a Recommendation for the Education of a student with SEN, to ensure education according to the determined levels of support and implemented support measures.
- Specify the purpose and principles of creating a pedagogical support plan, an individual educational plan, and an individual upbringing plan.
- Provide specific recommendations for teachers when educating students with special educational needs and teaching methods that increase academic success. Additionally, discuss the collaboration with a pedagogical assistant in implementing supportive measures.
- Specify appropriate teaching methods when educating students with special educational needs. Explain the educational strategies that facilitate learning and discuss teaching models and organizational forms that support individualization and increase academic success.

16. Students with educational support needs due to health disabilities/disadvantages.

- Specify the possibilities and limits of inclusive education for students with health disabilities/disadvantages, the school's obligations under current legislation (School Act, Decree No. 27/2016 Coll., on education of students with special educational needs and gifted students), and forms of collaboration between the school, family, and educational counselling facilities (educational-psychological counselling centre, special educational centre).

- Choose one category of specific educational needs for students with health disabilities/disadvantages (i.e., students with physical disabilities, sensory disabilities, intellectual disabilities, long-term illnesses), describe their special educational needs, and specify the approaches used by the teacher and with the support of a pedagogical assistant.

17. Students with neurodevelopmental disorders (students with specific learning disorders, students with disrupted communication skills, students with ADD/ADHD, students with autism spectrum disorders) and their support in education.

- Choose two categories of neurodevelopmental disorders from the above and describe:
 - the causes and manifestations of these disorders;
 - the impact of these disorders on the educational process and outcomes;
 - specific educational needs and supportive measures recommended for students with these disorders;
 - the teacher's role in preparing an individual educational program or pedagogical support plan;
 - specify the recommended intervention measures within the school, as well as professional procedures in school counselling facilities, and potentially in clinical workplaces (clinical speech therapist, clinical psychologist, psychiatrist).

18. Gifted and exceptionally gifted students and their support in education.

- In relation to gifted students, we encounter the terms: gifted student, exceptionally gifted student, dual exceptionality, and underachievement. Provide a distinction between these terms.
- Specify the manifestations of giftedness that a teacher can identify in these students (focus not only on positive manifestations). Specify the areas in which students can display giftedness.
- Specify the recommended procedures for curriculum acceleration and enrichment. Indicate in which situations they find application and who decides on their inclusion.
- Specify the school system settings within the support of gifted students and the role of individual employees, including employees of the school counselling centre, and the possibilities of cooperation outside the school (specify cooperating professional workplaces and their specific activities applicable in education).
- Specify appropriate didactic procedures for educating gifted students. Discuss teaching models and organizational forms that support individualization and personalization of teaching.

19. School as a social Institution and its functions. School climate. Legislative framework of school activities and teachers' professional development.)

- Characterize the main functions of the school; compare the principles of socialization in school and in the family; consider, against the background of the comparison of school and family socialization, appropriate forms of the pedagogical process and pedagogical relationships.
- Define social and pedagogical climate; explain the importance of a positive school and classroom climate for the process of school learning; specify the possibilities of determining the social and/or pedagogical climate.
- Explain how the school presents itself to the public and how the school culture, its management, relationships within the faculty, and connection to the community are reflected in the methods of presentation.
- State the names of two laws that define the legal framework of the teaching profession. Explain how the qualifications and approval of teachers are enshrined in Czech legislation and what consequences it may have on the fulfilment of the teaching workload.

- Define the concept of teachers' professional development and indicate its main areas and possibilities; discuss the obligation or voluntariness of further education for educational workers, and provide three examples of professional development activities.
- Explain the concept of professional satisfaction (in relation to professional demands and burnout syndrome) and indicate its individual, institutional, and systemic sources.

20. Support and counselling system in education.

- Introduce the current system of counselling services in education (school counselling centres, educational counselling centres, educational care centres) according to current legislative definitions, specify the roles of individual actors and the professional orientation of workplaces outside the school.
- Describe the goals and tasks of school counselling services, the composition of the so-called narrower and broader definitions of school counselling, the professional focus of the educational counsellor, the school prevention methodologist, the school psychologist, the school special education teacher, the education of these professionals, and their professional competencies. Provide current trends in this field.
- Specify the cooperating network of counselling services in schools, forms of work of the School Psychological and Pedagogical Counselling (ŠPP) workers for the benefit of students and parents. Also, their cooperation outside of school for the benefit of students and parents (School Psychological Service (ŠPZ), Special Education Needs Support (SVP), clinical facilities, non-profit organizations).
- Provide possibilities for cooperation between teachers and ŠPP and ŠPZ; discuss examples of contact situations between teachers and counselling services; describe possibilities for utilizing counselling services to support the process of learning and teaching.