

ENTEP Conference
**“GETTING TEACHERS ON BOARD – HOW TO
ATTRACT THE TEACHING PROFESSION?”**

Bratislava

11th November 2016

09.00 – 13.00

ABSTRACTS OF PRESENTATIONS

Teacher Education in the Slovak Republic

Mgr. Mária Hlavatá, Department of Teaching and Professional Staff, Division of Regional Schooling, Ministry of Education, Science, Research and Sport of the Slovak Republic

Qualification requirements for teaching activities is acquisition of professional competences by completing the required study programme. Initial Teacher Education provided through pedagogical Higher Education study programmes, non-pedagogical Higher Education study programmes with subsequent addition of pedagogical competences by completing the Additional Teaching Educational Programmes, study programmes of Secondary Vocational Education or Higher Professional Education. The second level of Higher Education is required level of education for most of teachers categories.

Continual education as a part of lifelong learning is a systematic acquisition process of knowledge, skills and competence with the purpose of maintaining, renewing, improving, expanding and complementing of professional teachers competences that are necessary for teaching activities. Institutions of continual education offer educational programs for teachers for the development of their professional competences in accordance with school reforms and current needs.

The Initial Teacher Education at Slovak universities: Contemporary situation, problems and challenges

Doc. PaedDr. Štefan Porubský, PhD., Department of Elementary and Preschool Education, Educational Research Center, Faculty of Education, Matej Bel University, Banská Bystrica

Three periods of initial teacher education at Higher Education level in Slovakia after 1989 (including the Bologna process) – a brief review. The structure of contemporary Slovak initial teacher education at higher education level. Characteristics and main components of the study programmes. The most discussed problems with a structural study programmes (Bologna process) and their conceptual orientation (content knowledge versus competencies). The initial teacher education as a part of a complex educational reform – some necessary changes and their barriers.

Support of the Professional Development of Teachers and Implementation of Continual Education of Teachers in the Slovak Republic since 2009

PaedDr. Darina Výbohová, PhD., Deputy Director General for Teaching Activities, Methodological and Pedagogical Center, Bratislava

PaedDr. Mária Šnídlová, Deputy Director for Teaching Activities of Regional Workplace of Methodological and Pedagogical Center, Žilina

This article/presentation aims at outlining the implementation of the systemic changes in the professionalization of the teacher profession since 2009, in the light of the Decree No. 317/2009 on Pedagogical employees and professional employees (in effect from 1st November 2009). It evaluates the experience with the continual education of the pedagogical and other educational expert staff. The evaluation and the proposals contained in this article focus mainly on ways how to ensure quality programmes in the continual education. Who and by what means should be ensuring the quality and who and how should be verifying it. The reflection about the realisation of the continual education, within the framework of the national programme "Professional and career development of pedagogical staff (teachers)" conducted by MPC during 2010-2015, has resulted in the proposals for further actions to achieve systemic changes of the teachers' continual education model in Slovakia.

Framework of continuous Training of VET Teachers and VET Trainers

Ing. Monika Rybová, Department of Secondary Vocational Schools and Conservatories, Division of Regional Schooling, Ministry of Education, Science, Research and Sport of the Slovak Republic

By my speech I would like to give in a first part a short overview to educational system of VET, trainers and instructors in Slovakia through the three important periods of our history: before 1989, changes after 1989 and nowadays status.

The second part of my presentation is going to speak about efforts and activities which the Ministry of Education, Science, Research and Sport of The Slovak Republic put into improvement and development of VET, trainers and instructors education by sharing some significant points from two international projects (Bilateral cooperation with Switzerland and Erasmus +, KA3) where the Ministry has leading role.

How eTwinning supports teacher's professional development

Ing. Kornélia Lohyňová, Teacher at Hotel Academy, Mikovíniho 1, Bratislava and the Ambassador of project eTwinning in the Slovak Republic

Young generation will live in an era of globalization that demands mobility and soft skills. Our current education system needs to adapt to such challenges. Our children need to develop 21st century skills and teachers should be prepared for it. Together with all changes, the role of teachers will also change.

The 21st century teacher needs to be prepared to provide technology-supported learning opportunities for their students, engage all students in learning, create an effective and supportive environment, and grow professionally.

All this is offered by eTwinning.

“ETwinning offers a platform for teachers working in a school in one of the European countries involved, to communicate, collaborate, develop projects and share and, in short, feel and be part of the most exciting learning community in Europe.” ETwinning promotes school collaboration in Europe through the use of ICT and also offers opportunities for free and continuing online Professional Development on national and European level.

Teachers have the opportunity to participate in Learning Events, Online Seminars, Online Courses, Professional Development Workshops, Face-to-Face Trainings, and Webinars focused on different topics according to the needs of the teachers and led by experts.

In Slovakia more than 5300 teachers have been trained by eTwinning since 2007. More than 409 000 teachers are registered in eTwinning in Europe, in Slovakia the number of the teachers is 6950.

As part of the 10-year anniversary of eTwinning, 6,000 eTwinning teachers took part in a survey which investigated how eTwinning is affecting teachers' professional practice and professional development. 89% of teachers reported that their foreign language skills for teaching and project-based teaching skills were improved by eTwinning. Over 90% of teachers declared that their competence in teaching transversal skills such as team work, creativity, problem-solving, and decision taking were improved by eTwinning.

Moreover, according to the survey, 92% of teachers reported that eTwinning has had a moderate or large impact on student motivation and 87% of teachers agree that eTwinning has had a big impact on improving relations between teachers and students, which is important for developing their resilience.

Being involved in an eTwinning project is an exciting way to learn from each other, share ideas, inspire and motivate each other and thus become enthusiastic teacher, willing to bring change to education.