

Adaptation Period of Beginning Teachers from the Point of View of Strategic Documents – Czech Republic and Bavaria

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The beginning teachers represent the most vulnerable group of the teaching population in the Czech Republic. This text aims to compare Czech strategic documents covering teacher's induction with the German ones. In contrast to the Czech Republic, Germany has a functional and established system of support for beginning teachers during their induction period. This comparison considers the institutional and legislative framework from the perspective of the existing (German) and draft (Czech) documents. The efforts in the Czech Republic emphasise the importance of a "comprehensive system of professional support from a genuine functional induction" (Strategie 2030+). As an example of German ones, the text examines the strategic and legislative framework of Referendariat in Bavaria. The text assesses the documents in the following key areas: forms of support, the status and role of the "key stakeholders" (teachers, mentors, responsible persons etc.), the activities and interaction between the key stakeholders.

Key words: *induction, beginning teachers, referendariat, adaptation period*

Introduction

In the Czech Republic, beginning teachers (hereinafter referred to as the "BTs") represent a group that is the most vulnerable to withdrawing from the profession.¹ A quality adaptation period for BTs is one of the fundamental preconditions for BTs continuing in their chosen career. This text focuses on the initial precondition for the successful setting of the adaptation period in elementary schools, i.e. the examination of the level of strategic documents on the basis of which the adaptation periods are implemented. The specific research area will be the teaching profession at the level of the second stage of elementary schools.

¹ Píšová, M., & Hanušová, S. (2016). Začínající učitelé a drop-out. *Pedagogika*, 66(4), 386-407.

At present, the Czech Republic does not have any legislatively enshrined system for inducting beginning teachers to the profession. For this reason, neighbouring Germany has been chosen for comparison and possible inspiration. Based on international comparisons, the federal states of Germany have implemented successful and effective multi-level support for BTs.² To compare the concepts of adaptation periods, the federal state of Bavaria has been singled out given its cultural and geographical proximity to the Czech Republic. The support system for BTs is based on the legislative framework which consists of a system of documents, which the following text will analyse in detail.

The comparison will include strategic and legislative documents that are in force and form the basic framework for the implementation of the adaptation period in Bavaria. The other area of research will be the Czech milieu. Since the country lacks any pertinent legislative framework, the documents used in this study are still in the governmental approval phase (i.e. *Strategy 2030+*). Attention will also be paid to the draft *Career Code* (a conceptual document from the Ministry of Education, Youth and Sports (MŠMT)) and to the support project for BTs in the adaptation period run by the National Pedagogical Institute.

As for the analysed documents, attention will be focused on the general establishment of the adaptation period. The text captures the setting of initial conditions, the definition of the roles and activities of individual participants in the implementation of the adaptation period, as well as the individual forms of support for BTs.

Adaptation Period in the Czech Republic

The primary monitored person involved in this text is the figure of the BT. She or he can be defined as “*a teacher in the adaptation period which is defined as the beginning of a teacher’s career, as a period when a teacher is supported by school management, or in the absence of support as a period when a teacher adapts to a new environment.*”³ While the legislation does not stipulate the obligation to support beginning teachers, they are often assigned to mentor teachers based on the independent initiative of the elementary school’s management. According to surveys conducted, it can be stated that “*up to 62% of teachers work in schools that do not offer any formal training programme (...). In general, rather informal procedures are used in the Czech Republic; mentoring in schools is not a common practice.*”⁴ Although this system does not have any formal procedure, a 2019 press release from the Ministry of Education,

² Lee, Albert, Kearney, Sean (2014): *Understanding beginning teacher induction: A contextualized examination of best practice*, Cogent Education. <https://doi.org/10.1080/2331186X.2014.967477>.

³ Vítěčková, M. (2018). *Začínající učitel: jeho potřeby a uvádění do praxe*. Brno: Paido., p. 27.

⁴ Hanušová, S., Píšová, M., Kohoutek, T., Minaříková, E., Janík, M., Janík, T., ... Ježek, S. (2017). *Chtějí zůstat nebo odejít? Začínající učitelé v českých základních školách*. Brno: Masarykova univerzita.

Youth and Sports stated that up to 80% of the beginning teachers receive help from mentor teachers.⁵ This fact is also illustrated by other results of a survey focused on putting teachers into practice at various levels of schools in the Czech Republic, where up to 86% of the respondents state that support for BTs at the surveyed schools is provided.⁶ Further data are offered by a survey of the Czech School Inspectorate. “*The results of the CSI questionnaire survey (an inspection activity in the school year 2016/2017) suggest that, in the school year 2016/2017, 51.9% of the interviewed beginning teachers in kindergartens (n = 361 beginning teachers) and 51.1% of elementary school teachers (n = 557 beginning teachers) had a mentor teacher.*”⁷

Vision of Support for BTs in the Czech Republic

The current vision of support for beginning teachers in the Czech Republic is based on the formulation of the document *Strategy for Education Policy of the Czech Republic 2030+*. *Strategy 2030+* was approved by the government in autumn 2020. The document defines strategic aims that name the areas of the planned development. *Strategic Aim 3: Support for Pedagogical Staff* deals with the topic of BTs.⁸

3.1. *Comprehensive training and the support system* of the brochure of this document⁹ from autumn 2020 states the following objective: 4. *To support beginning and mentor teachers.* *Strategy 2030+* seeks to link the support for BTs to the concepts of teacher competency profile and the professionalisation continuum. A clearly defined adaptation period should therefore form a hypothetical piece of the puzzle within a comprehensive induction system that includes all the above-mentioned components. Another part of the induction process will be intensive mentoring support and evaluation of the adaptation process.¹⁰

The ambition of *Strategy 2030+* is also to support another important person involved in the adaptation process – the mentor teacher. Support for mentor teachers

⁵ MŠMT: Pětina učitelů zahajuje praxi bez uvádějícího učitele, available at: <https://www.msmt.cz/ministerstvo/novinar/petina-ucitelu-zahajuje-praxi-ber-uvadejicicho-ucitele>, 21 March 2019.

⁶ Záleská, Klára et al. (2019). Uvádění začínajících učitelů v mateřských, základních a středních školách pohledem jeho hlavních aktérů. *Pedagogická orientace*. 29(2). 149-171.

⁷ Andrys, O. (2017). *Podpora začínajících učitelů z pohledu České školní inspekce*, in: Vítečková, M. (2018). *Začínající učitel: jeho potřeby a uvádění do praxe*. Brno: Paido., p. 98.

⁸ MŠMT: Strategie vzdělávací politiky ČR do roku 2030+, available at: <https://www.msmt.cz/vzdelavani/skolstvi-v-cr/strategie-2030>, the Strategy approved by the Czech government on 19 October 2020.

⁹ MŠMT: Strategie 2030+: Brožura S2030-19-10-2020, available at: <https://www.msmt.cz/file/54104/>, hereinafter referred to as Strategy 2030+.

¹⁰ Strategy 2030+, p. 54.

is to be implemented in the following areas: training, reduction of direct teaching activities and financial reward.¹¹

Another conceptual document of the Ministry of Education, Youth and Sports that states the ambition to support the professional development of teachers is a proposal for a comprehensive career code for teachers.¹² This document was not approved during the legislative process; however, the draft was prepared on the basis of the government's programme statement and the minister's plans. The career code defines a three-tiered teacher's standard as well as the requirements for career advancement within professional development. Each BT starts at the first career level, and this first period of the professional continuum should correspond to a two-year adaptation period.

The document defines the objective of the adaptation period as follows: "*Adaptation of a teacher to the conditions of practice, and adaptation of the knowledge acquired in undergraduate education to the needs of schools.*"¹³ The document also mentions multi-source support for the development and improvement of professional competencies. The professional development in the adaptation period should be managed by a plan and should be supported "*by a mentor teacher and the school management, or also by schools preparing teachers, or by teachers in the third career stage from another school.*"¹⁴ The connection with the subsequent stage of the career code ensures the evaluation of the adaptation period. The aim and starting points of this evaluation are defined in the document as follows: "*The evaluation is focused on meeting the professional development plan and is aimed at particular progress in the work of a teacher in relation to pupils' results. The starting point for the evaluation is, among other things, the evaluation of the school principal, the mentor teacher, or a teacher from a school educating teachers, or another teacher, if he/she participated in the support of a beginning teacher in the adaptation period, the basis for evaluation is also a document portfolio.*"¹⁵

The draft career code also provides for systematic support for mentor teachers. This role is to be placed within legal framework in connection with a surcharge of CZK 3,000. (This position and financial evaluation should correspond to the career

¹¹ Strategy 2030+, p. 54.

¹² MŠMT: Karierní řád – Profesní rozvoj pedagogických pracovníků, available at: <https://www.msmt.cz/o-webu-msmt/karierni-rad>, Priority ministra 2017, published on 19 October 2015., hereinafter referred to as the Career Code.

¹³ MŠMT: The Career Code.

¹⁴ MŠMT: The Career Code.

¹⁵ Ibid.

level 3.) The position of a *Mentor of Professional Development in Schools* is also reserved for teachers who reach level three. In this capacity, the educator “ensures the professional development of the school’s teaching staff, in particular by participating in the elaboration of the school’s pedagogical development plan, advising the school’s teaching staff, methodically guiding them and passing on the knowledge and skills needed for their professional development.”¹⁶

The possibilities of the support for BTs also include the project of the National Pedagogical Institute (NPI) within the System of Support for the Professional Development of Teachers and Principals. “*The Beginning Teacher activity therefore offers schools a comprehensive support system that guides all persons involved through the possibilities of support for beginning teachers.*”¹⁷ When registering a triad of participants in the NPI systems (BT, mentor teacher, school principal), the school and individual participants will receive, for example, ideas for support for the BT and cooperation of the persons involved, methodological manuals, access to e-learning courses, possibilities to consult with experts on the adaptation process and the possibility of sharing experiences with colleagues.¹⁸

Strategic Documents for the Support of BTs in Germany

One of the key documents governing the adaptation period of BTs in Germany is the joint output of the ministries of culture (*KMK Konferenz*) of the federal states for the framework definition of teacher education standards, the so-called *Standards für die Lehrerbildung: Bildungswissenschaften*.¹⁹ These standards outline the requirements for teachers’ behaviour. Said requirements apply to the competencies, abilities, skills and attitudes that a teacher must have in order to meet all the professional requirements.²⁰ In addition to these professional abilities, competencies in the field of collegial approach and cooperation with other disciplines and professional facilities are also included. The requirements for the system of teacher education and teaching practice result from the competency requirements conceived in this way.

¹⁶ Ibid.

¹⁷ NPI: Začínající a uvádějící učitel ve vaší škole, available at: <https://www.projektsypo.cz/zacinajici-a-uvadejici-ucitele-ve-vasi-skole.html>.

¹⁸ NPI: Podpora pro školy se začínajícími učiteli, available at: <https://www.projektsypo.cz/pridejte-se/pro-skoly-se-zu.html>.

¹⁹ KMK: Standards für die Lehrerbildung: Bildungswissenschaften. Beschluss der KMK vom 16.12.2014, as at: 16 May 2019.

²⁰ KMK: Standards für die Lehrerbildung: Bildungswissenschaften. Beschluss der KMK vom 16.12.2014, as at: 16 May 2019, p. 4.

The next part of the document outlines the requirements for teacher education from an organisational point of view. It defines two phases of a teacher training; the first phase is university education, while the second, the so-called referendariat (*Vorbereitungsdienst, postgraduate professional pre-service training*), is under the responsibility of the state authorities. In both phases of the teacher training, it is presumed by the standards to develop students' knowledge and skills both in theoretical and practical terms, though with a different emphasis on each component. The basics of the theory are followed by teaching practice during the first phase of teacher training. In the period of the referendariat, full attention is already paid to practical training and its theoretically based reflection. The relationship between the university and the purely professionally oriented education is designed so that it combines the systematic development of the teacher's experience and competencies throughout the educational process.

The document also defines the so-called third phase of teacher education, to wit further education of teaching staff. This part of the educational process constitutes an important part of the teacher's professionalisation and strengthens the formation of awareness of one's own role and identity. Subsequently, the active role of a teacher in this process also has a significant impact on the salary and the subsequent development of the teacher's competencies.

The standards further define key contents in teacher education. The main areas of the curriculum include, for example, the field of education and training, the teaching profession, didactics, differentiation in education, media education, pedagogical diagnostics, etc.²¹ The next part of the document names the basic methodological and didactic approaches, thanks to which pupils can be provided with educational content. In order for teachers to do their job, the standards stipulate a catalogue of teaching competencies.²² These competencies are divided into sub-competency areas. These are defined by the following terms: *to teach, to educate, to evaluate, and to innovate*.²³

²¹ Ibid. p. 4-5.

²² More on the topic: JANÍK, Miroslav, Karolína PEŠKOVÁ and Tomáš JANÍK. Standardy pro učitel'ské vzdělávání jako cesta ke kvalitě: reflexe vývoje ve Spolkové republice Německo. Orbis Scholae. Praha: Karolinum, 2014, Vol. 8, No. 3, pp. 47-70.

²³ KMK: Standards für die Lehrerbildung: Bildungswissenschaften. Beschluss der KMK vom 16.12.2014, as at: 16 May 2019., pp. 7-14.

The Concept of the Adaptation Period (referendariat) in Bavaria

Since education falls within the remit of the state governments of the individual federal states, each state has different forms of teacher training in the second phase. These differences are reflected in the length of the adaptation period – referendariat (one and a half to two years), organisation, content and completion (second state examination). The KMK only recommends following the *Standards for the Referendariat and the Second State Examination*.²⁴ Even in Bavaria, the referendariat also falls within the framework of the so-called second stage of teacher training. The referendariat period lasts two years, and its declared goal is to convey the basic aspects of the “teaching craft” to BTs by mentor teachers. The legislative document of the Bavarian Ministry of Education²⁵ (hereinafter referred to as the “Regulations”) describes the objective of the adaptation period as follows: “*The main goal of the second phase of teacher training is both theoretically based and practically oriented education, enabling independent teaching in elementary schools or secondary schools.*”²⁶

In this article, attention is paid to the comparison of the conceptual documents of the level of the second stage of elementary schools within the Czech system. The so-called *Mittelschule* (educational grades 5–9/10) best corresponds to this level of education in the Bavarian education system. The strategic documents mentioned below therefore describe the system of setting up the referendariat for this type of school. The content of the referendariat consists of a combination of the following activities: seminars, independent teaching, so-called *praktikum* (practical training), observation, educational courses and related tasks.²⁷

Strategic Documents for the Support of BTs in Bavaria

The document that conceptually regulates the adaptation period in Bavaria is called the *Handbook of Regulations for Teacher Education: Orientation on Competencies in*

²⁴ JANÍK, Tomáš, Radka WILDOVÁ, Klára ULÍČNÁ, Eva MINAŘÍKOVÁ, Miroslav JANÍK, Jana JAŠKOVÁ a Barbora ŠIMŮNKOVÁ. Adaptační období pro začínající učitele: zahraniční přístupy a návrhy řešení. *Pedagogika*. Univerzita Karlova, 2017, Vol. 67, No. 1, pp. 4-26, Document: Kultusministerkonferenz (KMK). (2012). *Ländergemeinsame Anforderungen für die Ausgestaltung des Vorbereitungsdienstes und die abschließende Staatsprüfung*. Beschluss der Kultusministerkonferenz vom 6 Dec 2012. Available at www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2012/2012_12_06-Vorbereitungsdienst.pdf.

²⁵ Předpisy pro vzdělávání učitelů pro *Grundschulen a Mittelschulen*, Zulassung- und Ausbildungsordnung für das Lehramt an Grundschulen und für das Lehramt an Mittelschulen (hereinafter referred to as the ZALGM) as amended on 1 May 2019.

²⁶ ZALGM, §2.

²⁷ ZALGM, § 17.

Teacher Education.²⁸ The document is based on the above-mentioned framework standards for teacher education for the whole of Germany.²⁹ The state governments subsequently converted the federal standards into state regulations. Together with their implementation, they also have the obligation to regularly evaluate their application. According to the *Handbook*, the implementation at the Bavarian level meant adjustments aimed at the compatibility with the changes in the Bavarian education system and amended Sec. 16 of the *Regulations*.³⁰ The new wording of Sec. 16 defined seven teacher competency areas and added a new one – the area of inclusive pedagogy. Education of BTs at seminars in the adaptation period thus received a new basis in an updated form, based on the newly formulated wording of Sec. 16: Competency Areas and Contents of Education: *to educate, to teach, to advise, to evaluate, to innovate, to cooperate, to organise, and to implement inclusive pedagogy*.³¹

Organisation and Course of the Referendariat in Bavaria

From an organisational point of view, the referendariat in Bavaria always happens in two places: at least one school (*Einsatzschule*) and a seminar (*Studienseminar*). The government, whose powers in Bavaria are divided into administrative districts (*Regierungsbezirke*), is responsible for organising the adaptation period. The governments of these districts assign BTs to individual seminars. They also plan and coordinate the activities of the seminars in their district.³² The education authority (*Schulamt*) then assigns mentor teachers to BTs at specific schools.³³ This scope of responsibility is exercised in cooperation with the head of the seminar.

The course of the referendariat begins for BTs by being assigned to a school and a seminar. With regards to *Mittelschule* in Bavaria, BTs are first assigned by the Ministry of Culture to the administrative districts (*Regierungsbezirke*). These not only divide the BTs into seminars but also designate a specific school for the performance of the referendariat.³⁴ In principle, each *Mittelschule* can be a place for

²⁸ Handreichungen zur Zulassung- und Ausbildungsordnung für das Lehramt für Grund- und Mittelschulen, available at: <https://www.km.bayern.de/lehrer/lehrausbildung/mittelschule/referendariat.html>, as at: February 2016.

²⁹ KMK: Standards für die Lehrerbildung: Bildungswissenschaften. Beschluss der KMK vom 16.12.2004, as at 16 May 2019.

³⁰ ZALGM, §16.

³¹ ZALGM, §16.

³² ZALGM, §8.

³³ ZALGM, §9.

³⁴ KM Bayern: Vorbereitungsdienst für das Lehramt an Mittelschulen, available at: <https://www.km.bayern.de/lehrer/lehrausbildung/mittelschule/referendariat.html>.

the performance of the referendariat. The referendariat always begins in July at the beginning of the school year and lasts for two years. It is divided into two parts, each lasting 12 months.³⁵ The first part includes:

- Individual teaching (8 hours per week)
- *Praktikum* during lessons of the mentor teacher (9 hours per week)
- Participation in seminars (10 hours per week)

BTs go to the seminars two days a week; BTs perform the activities at the school on the remaining three days. Study seminars are divided into individual seminar groups. Each of these groups is led by one seminar leader.³⁶

The second half of the adaptation period proceeds as follows:

- Independent teaching in subjects studied and subjects not studied (15 hours per week)
- Independent observation (2 hours per week)
- Participation in seminars (10 hours per week).

The overall framework of the adaptation period also sets limits for the implementation of the above-mentioned activities, or independent teaching. The conceptual setting of the referendariat also allows for a higher ratio of independent teaching than stated above. In the first phase, however, the volume of independent teaching may not exceed a total of 11 hours per week; in the second phase, the volume of independent teaching per week may reach 16 hours.³⁷

In terms of legal status, BTs are defined as candidates for the teaching profession (*Anwärter/Anwärterin*) during the referendariat period. The classification of this profession belongs to the group designated with 'civil service status until further notice' (*Beamter auf Widerruf*), and they also receive the corresponding salary.³⁸

Seminar Leaders

One of the key persons involved in the adaptation process is a seminar leader (hereinafter referred to as the SL). Together with the support of the mentor teacher at the assigned school, the SL should help to develop the teaching competencies of BTs and help to overcome the initial uncertainty. BTs thus constantly receive ad-

³⁵ Ibid.

³⁶ ZALGM, §10.

³⁷ ZALGM, §17.

³⁸ Gesetz über die Leistungslaufbahn und die Fachlaufbahnen der bayerischen Beamten und Beamtinnen (Leistungslaufbahngesetz – LlBG), Art. 26 Einstellung in den Vorbereitungsdienst, as at: 1 May 2021.

vice from both colleagues and experienced teachers here in the role of SLs. The motto of the *Handbook of Teacher Education Regulations: Focusing on Competencies in Teacher Education* is: “Competent SLs develop teacher competencies.”³⁹ The *Handbook* states that SLs need support in the transition from the teaching profession to the position of an SL, which is a condition for the quality performance of this position. At the start of their profession, a newly appointed SL will receive support in the form of a three-week qualification course. This course is implemented at the main Bavarian institution for further teacher education in Dillingen. Since 2001, the SL qualifications have been carried out according to the curriculum drawn up by an expert commission from the Academy in Dillingen approved by the Bavarian Ministry of Culture. The curriculum of the SL qualification, corresponding to their tasks, consists of three basic courses:⁴⁰

- Course 1: SLs acquire competencies as trainers and BT advisors
- Course 2: SLs acquire competencies as examiners and assessors
- Course 3: SLs acquire competencies aimed at creating and developing seminars, and supporting the teacher’s personality

An important aspect of SL activities is observation in lessons taught by BTs. Another task in this position consists mainly of the following activities⁴¹:

- Planning of seminars, their structure and implementation
- Cooperation with BTs with regard to all topics related to their independent teaching
- Checking and evaluation of the teaching materials prepared during observations
- Participation in the selection of mentor teachers and support for further education of all participants.

The content of the seminars consists of topics from the field of pedagogy, psychology, subject didactics, selected areas of school legislation and the fundamentals of civics.⁴² The seminar also discusses developments in the field of pedagogical competencies, subject knowledge and subject didactics. The focus of BT preparation is the informed implementation of knowledge in all areas of teaching practice.⁴³

³⁹ Handreichungen zur Zulassung- und Ausbildungsordnung für das Lehramt für Grund- und Mittelschulen, <https://www.km.bayern.de/lehrer/lehrausbildung/mittelschule/referendariat.html>, as at: February 2016, p. 9.

⁴⁰ Handreichungen zur Zulassung- und Ausbildungsordnung für das Lehramt für Grund- und Mittelschulen, <https://www.km.bayern.de/lehrer/lehrausbildung/mittelschule/referendariat.html>, as at: February 2016, p. 10.

⁴¹ ZALGM, §13.

⁴² Wiernik, A. (2020). Guter Unterricht in der zweiten Phase der Lehramtsausbildung. Eine qualitative-rekonstruktive Studie zum impliziten Unterrichts- und Professionsverständnis von Seminarleidenden. Bad Heilbrunn: Verlag Julius Klinkhardt., p. 32.

⁴³ *Ibid*, p. 32.

Practice and Teaching in Schools

During the Bavarian adaptation system, BTs are assigned to specific schools where mentor teachers are assigned to them. The workload of the mentor teacher includes the implementation of methodically and didactically structured teaching, discussion of its individual aspects, and provision of insight into their educational-training activities.⁴⁴

One of the essential activities performed by BTs at the assigned school is the so-called *praktikum*. This activity includes the following: active participation in mentor teacher's teaching (i.e. actual teaching in the presence of the mentor teacher) based on own written preparation, discussion about the teaching (before and after that), general and specific educational tasks or activities, participation in all events of the class and related tasks.⁴⁵ The school management, and the mentor teacher in the classroom, is responsible for the proper implementation of all activities falling within the *praktikum* at the school.

The core of the teacher training in the adaptation period is mainly independent teaching at school. At the beginning of the referendariat, BTs start teaching their studied subjects. Within this teaching, the studied fields of a specific BT are balanced. In the second phase of the adaptation period, they take on other taught subjects as appropriate.⁴⁶ BTs take full responsibility for teaching for the time of teaching being entrusted. Furthermore, BTs should not be assigned teaching in a wide variety of classes or particularly demanding classes.⁴⁷ Another part of independent teaching is also the observation of BT teaching by the seminar leader.

Completion of the Referendariat – Second State Examination

After completing all the above-mentioned activities, the referendariat must be completed by taking the so-called second state exam (i.e. to complete the second phase of the teacher training). This exam is carried out under the auspices of the school where the BT practiced his/her referendariat, not under the auspices of a university.

For BTs, the adaptation period does not only mean a period of gaining experience and feedback to their teaching, but also serves as a basis for their success in the second state final examination. In the case of the referendariat for elementary

⁴⁴ ZALGM, §14.

⁴⁵ ZALGM, §19.

⁴⁶ ZALGM, §21.

⁴⁷ *Ibid.*

schools, SLs prepare an evaluation report. They evaluate both the BT's educational-training competencies and professionalism. In the phase of assessing the development of competencies of individual BTs, mentor teachers and principals of the schools can also contribute with their evaluation. In the final evaluation of the applicant for the teaching profession, this final mark is of fundamental importance.⁴⁸ The final examination itself then consists of a paper (*Hausarbeit*), a colloquium, an oral examination and three demonstration lessons. The paper (*Hausarbeit*) deals with a topic in the field of education or psychology with a focus on the educational-psychological field according to the specific focus of a BT.⁴⁹ In the oral colloquium, BTs are given a task based on a situation in a class described in writing. BTs propose possible solutions in the first part. During a deeper analysis, attention is also focused on the psychological and educational aspects of the situation.⁵⁰ The colloquium is followed by an oral examination. This examination includes a discussion on a topic from the didactic area, as well as from school topics and legislation.⁵¹ The candidate for successful completion of the examination must also complete three demonstration lessons (*Lehrproben*). These teaching demonstrations take place in classes that BTs know either from their own teaching, or observation and work experience activities. The presented teaching is then evaluated by a three-member commission consisting of a chairman and two other members.⁵² The final mark is based on the evaluation of all the above-mentioned activities, with the individual parts of the exam contributing to the final mark differently. (The most significant share of the mark is, as mentioned above, the evaluation of the BT's competencies.)⁵³

Conclusion

This text brings a comparison of the strategic documents in the field of support for BTs in the adaptation period. In the Czech Republic, support for BTs is not enshrined in institutions. The support for BTs is envisaged in section 3.1 *Comprehensive professional training and support system with the aim to support the beginning and mentor teachers* of the government's *Strategy 2030+*. The support for BTs should include intensive mentoring support and evaluation of the adaptation process; mentor teachers should be supported in the form of training, reduction of

⁴⁸ Wiernik, A. (2020). *Guter Unterricht in der zweiten Phase der Lehramtsausbildung. Eine qualitative-rekonstruktive Studie zum impliziten Unterrichts- und Professionsverständnis von Seminarleitenden*. Bad Heilbrunn: Verlag Julius Klinkhardt, p. 32.

⁴⁹ *Ordnung der zweiten Staatsprüfung für das Lehramt an öffentlichen Schulen (Lehramtsprüfungssordnung II – LPO II von 28. Oktober 2004, as at: 17 March 2021, comp. §18 LPO II.*

⁵⁰ *Ibid.*, §19 LPO II.

⁵¹ *Ibid.*, §20 LPO II.

⁵² *Ibid.*, §21 LPO II.

⁵³ *Ibid.*, §23 LPO II.

their direct teaching activities, and financial reward. The draft *Career Code* of the Ministry of Education, Youth and Sports contain multi-source support for the development and improvement of professional competencies.

In the Bavarian setting, the implementation of the adaptation period takes place within the referendariat, where attention is focused on practice and its theoretically based reflection. In addition to BTs and mentor teachers, the key persons include seminar leaders. Together with the support of mentor teachers at the assigned schools, the seminar leaders are to help develop the teaching competencies of BTs and to help them overcome the initial uncertainty. In particular, organisational powers are also exercised by the local governments and school authorities. The referendariat lasts two years, and BTs spend two days a week in the seminar and perform the prescribed activities at schools during the remaining three days. The main content of their work consists of independent teaching, *praktikum* in mentor teacher's lessons and participation in seminars. BTs complete the adaptation period with the so-called second state examination.

The Bavarian coherent system of preparation of BTs could provide an inspiration towards anchoring of an effective system of adaptation period in the Czech Republic. The Bavarian system consists of multi-source system of support for BTs. This conceptual setting of Bavarian referendariat might provide improvement of BTs competencies during their initial phase in schools.

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