

XS092 Školský management

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POROVNANIE ŠKOLSKÉHO ZÁKONA VB A ČR

Musím povedať, že školský zákon Veľkej Británie je naozaj komplexný a nie je jednoduché sa v ňom orientovať. Je rozdelený na viacero zákonov (*Education Act - EA*), ktoré sa postupne reformujú. Prvý *Education Act* sa vyskytol v roku 1870. Každý ďalší nový EA reformuje istú časť školského systému. V tomto smere si Veľká Británia [prešla rôznymi zmenami](#). Jednotlivé zákony ovplyvňujúce vzdelávanie môžeme nájsť na [oficiálnych stránkach](#) obsahujúcich všetky legislatívy.

Jedným z hlavných rozdielov je rozdelenie žiakov vo Veľkej Británii podľa veku do štyroch kategórií (*Key Stage*), ktorým sa ďalej venujú v dokumentoch. Vzdelávanie (*education*) je povinné do 18. rokov, avšak chodenie do školy (*schooling*) do 16. roku života. Toto obdobie je označované ako *post-16 education* a niekedy je označované ako *Key Stage Five*. Prehľad jednotlivých častí povinného vzdelávania je zhrnutý v tabuľke nižšie.

| Key stage | Year | Final exam | Age (Y) | State funded schools | | | State funded selective schools | Fee paying independent schools |
|-------------|---------------------------|--|----------|----------------------|--------------|-----------------------|---|--------------------------------|
| Early Years | Nursery (or Pre-School) | | 3 to 4 | Primary | Lower | Infant | Various 'gifted and talented' programmes within state and independent schools (201) | Pre-preparatory |
| | Reception (or Foundation) | | 4 to 5 | | | | | |
| KS1 | Year 1 | None, though individual schools may set end of year tests. | 5 to 6 | | | | | |
| | Year 2 | | 6 to 7 | | | | | |
| | Year 3 | | 7 to 8 | | | | | |
| KS2 | Year 4 | | 8 to 9 | | | | | |
| | Year 5 | | 9 to 10 | | | | | |
| | Year 6 | SAFS A grammar school entrance exam, often the 11 plus. | 10 to 11 | Upper | Middle | Preparatory or junior | | |
| Year 7 | | 11 to 12 | | | | | | |
| KS3 | Year 8 | None, though individual schools may set end of year tests, or mock GCSE exams. | 12 to 13 | Secondary | Lower school | Senior | Grammar school and selective Academies | Senior (Public/Private school) |
| | Year 9 | | 13 to 14 | | | | | |
| | Year 10 | | 14 to 15 | | | | | |
| KS4 | Year 11 | GCSE | 15 to 16 | Upper school | Upper | Senior | Grammar school and selective Academies | Senior (Public/Private school) |
| | Year 12 | Advanced subsidiary level or school set end of year tests. | 16 to 17 | | | | | |
| KS5 | Year 13 | A-Levels | 17 to 18 | College | Sixth form | | | |

Ďalším rozdielom je celkové rozdelenie škôl, kde si môžeme všimnúť, že naše (české a slovenské) známe stredné školy vo VB by boli rozdelené na dve časti (*secondary school* a *college*).

Vďaka spomenutým rozdielom sa líšia aj školské zákony jednotlivých krajín. Myslím si však, že nehľadiac na neprehľadnosť v školskom zákone Veľkej Británie, majú v ňom zohľadnené viac skutočností ako v tom českom. Chcel by som tiež podotknúť, že jednotlivé krajiny môžu *Education Act* dodatočne upravovať (niektoré EA boli prijaté pre jednotlivé krajiny VB). Za veľké plus považujem štandard učiteľa, ktorý vychádza zo školského zákona VB, a tiež skutočnosť, že učiteľ musí byť zaregistrovaný v databáze učiteľov, aby mohol učiť na území VB.

ŠTANDARD UČITEĽA

Vo Veľkej Británii sa naozaj dali záležet' a štandard učiteľa majú vypracovaný v nasledujúcich [dokumentoch](#). Štandard je rozdelený na **dve časti**, a to učenie (*teaching*) a osobné a profesné správanie (*personal and professional conduct*). **Prvá časť** je ďalej rozdelená na **osem kategórií** a myslím si, že veľmi dobre odzrkadľujú potreby žiakov, na ktoré by mal učiteľ počas vyučovania prihliadať, a spoôsob, akým by sa mal učiteľ

chopiť výuky.

Tak napríklad učiteľ by mal stanovovať ciele, ktoré rozvíjajú a precvičujú žiakov z rôznych prostredí, rôznych schopností a predpokladov. Ďalej demonštruje pozitívny postoj, hodnoty a správanie, ktoré je vyžadované od žiakov. V oblasti výuky by mal učiteľ systematicky reflektovať efektivitu vyučovacích hodín a dosah jeho vzdelávania. V neposlednom rade by mal učiteľ prevziať zodpovednosť za zlepšovanie vyučovania pomocou vhodného profesného rastu, mal by reagovať na rady a spätnú väzbu od svojich kolegov. V štandarde učiteľa sa nachádza naozaj veľa podnetných myšlienok, nad ktorými sa budem ako budúci učiteľ určite zamýšľať.

Dôležité informácie

ŠKOLSKÝ ZÁKON ČR

1. Obecná ustanovení
2. Předškolní vzdělávání
3. Povinnost školní docházky a základní vzdělávání
4. Střední vzdělávání
5. Vzdělávání v konzervatoři
6. Vyšší odborné vzdělávání
7. Uznávání zahraničního vzdělávání
8. Základní umělecké, jazykové a zájmové vzdělávání
9. Další vzdělávání ve školách
10. Školská zařízení a školské služby
11. Hmotné zabezpečení, odměny za produktivní činnost a úplata za vzdělávání a školské služby
12. Školská právnická osoba
13. Školský rejstřík
14. Financování škol a školských zařízení
15. Ředitel školy a školského zařízení a školská rada
16. Ministerstva a česká školní inspekce
17. Působnost územních samosprávných celků ve školství
18. Přestupky
19. Společná, přechodná, zrušovací a závěrečná ustanovení
20. Účinnost

SCHOOL SYSTEM IN THE UK

British higher education system system has five stages of education:

- Early years
- Primary years
- Secondary education
- Further education

- Higher education

The UK education system at different levels at each zone of a administration differs a bit. In UK everybody, aged over 5 and under 16 is obliged to attend school. Tish aging time frame contains two section of the education system in UK: Primary and Secondary school.

Compulsory education in UK

Key Stage 1

- Includes pupils at the primary school aged 5 to 7 years old
- Kids are introduced to some of the most basic knowledge (English language, Mathematics, History, Physical Education, Geography, Music)
- At the end of this stage is an examination aiming to measure development in English, Maths and Science

Key Stage 2

- Pupils between 7 to 11 years old
- Curriculum aims to move them further in gaining a bit more knowledge on core subjects - At the end of this stage, they will be tested in English reading, English grammar, punctuation and spelling, Mathematics and Science

Key Stage 3

- Pupils between 11 to 14 years old
- Few years later they will sit for the GCSE national qualification
- Curriculum contains new subjects (Art and Design, Modern Foreign Language, Design and Technology and Computing)

Key Stage 4

- Final stage of compulsory education
- Pupils of age 14 to 16
- Most common period of time for students to undertake the national assessment tests that will lead them to take a GCSE (or other national qualification)
- Core subjects – English, Mathematics and Science
- Foundation subjects – Computing, Physical Education and Citizenship

The Higher Education System in the United Kingdom

- Valued all over the world for its renowned standards and quality
- The level of education that follows the secondary school at the hierarchy od educational system in the UK
- There is a difference between college and university
- College – Further Education institution which prepares its students to earn degrees - University – licensed HE institution so, at the end of it, students will gain a degree

The UK Education System Level of courses

- *Postgraduate courses* – lead to a Doctorate, a master's degree, Postgraduate diplomas, postgraduate certificates of education (PGCE) and professional degrees (required to have a

first degree)

- *Undergraduate courses* (3 years to finish)– include a wide range of first degrees (Bachelor's), honours and ordinary degrees, qualified teacher status, enhanced first degrees - *Other undergraduate courses* – Foundation degrees, SVQ, NVQ, Higher National Diploma (HND)
- Fast-track programs – can obtain a master's degree at the undergraduate level -
- Teacher education programs – maintained by The Office for Standards in Education, Children's Service and Skills

EDUCATION STRATEGIES

[INTERNATIONAL EDUCATION STRATEGY: 2021 UPDATE](#)

Update to the 2019 International Education Strategy highlighting progress, government support to the UK education sector and future priorities.

[INTERNATIONAL EDUCATION STRATEGY: GLOBAL POTENTIAL, GLOBAL GROWTH \(2019\)](#)

(Published by the Department for Education and the Department for International Trade) Strategy setting out the government's ambition for education exports and how it will support the UK education sector to access global opportunities.

The strategy sets out the government's ambition to:

- increase the value of education exports to £35 billion per year by 2030; • increase the total number of international students choosing to study in the UK higher education system each year to 600 000 by 2030.

The strategy sets out 5 cross-cutting strategic actions, developed through consultation with the education sector:

1. Appoint an International Education Champion to spearhead overseas activity.
2. Ensure Education is GREAT promotes the breadth and diversity of the UK education offer more fully to international audiences.
3. Continue to provide a welcoming environment for international students and develop an increasingly competitive offer.
4. Establish a whole-of-government approach by implementing a framework for ministerial engagement with the sector and formalised structures for coordination between government departments, both domestically and overseas.
5. Provide a clearer picture of exports activity by improving the accuracy and coverage of out annually published education exports data.

These actions are supported with more specific actions targeted at the respective needs and challenges of the different parts of the education sector. They are intended to help the UK build global market share across the education sector, from early years to higher education.

EDUCATION ACTS

[EDUCATION AND ADOPTION ACT 2016](#)

An Act to make provision about schools in England that are causing concern, including provision about their conversion into Academies and about intervention powers; and to make provision about joint arrangements for carrying out local authority adoption functions in England.

[EDUCATION ACT 2011](#)

An Act to make provision about education, childcare, apprenticeships and training; to make provision about schools and the school workforce, institutions within the further education sector and Academies; to abolish the General Teaching Council for England, the Training and Development Agency for Schools, the School Support Staff Negotiating Body, the Qualifications and Curriculum Development Agency and the Young People's Learning Agency for England; to make provision about the Office of Qualifications and Examinations Regulation and the Chief Executive of Skills Funding; to make provision about student loans and fees; and for connected purposes.

1. Early years provision
2. Discipline
3. School workforce
4. Qualifications and the Curriculum
5. Educational institutions: other provisions
6. Academies
7. Post-16 education and training
8. Direct payments
9. Student finance
10. General

[EDUCATION AND SKILLS ACT 2008](#)

An Act to make provision about education and training; and for connected purposes.

1. Duty to participate in education or training
2. Support for participation in education or training: young adults with learning difficulties and young people in England
3. Assessments of effectiveness of education and training etc
4. Regulation and inspection of independent educational provision in England
5. Miscellaneous and General

[FURTHER EDUCATION AND TRAINING ACT 2007](#)

An Act to make provision about the Learning and Skills Council for England; to make provision about institutions within the further education sector; to make provision with respect to industrial training levies; to make provision about the formation of, and investment in, companies and charitable incorporated organisations by higher education corporations; to enable the making of Assembly Measures in relation to the field of education and training; and for connected purposes.

1. The Learning and Skills Council for England
2. Further education institutions
3. Industrial training levies
4. Miscellaneous and General

[EDUCATION AND INSPECTIONS ACT 2006](#)

An Act to make provision about primary, secondary and further education and about training; to make provision about food or drink provided on school premises or in connection with the provision of education or childcare; to provide for the establishment of an Office for Standards in Education, Children's Services and Skills and the appointment of Her Majesty's Chief Inspector of Education, Children's Services and Skills and make provision about the functions of that Office and that Chief

Inspector; to provide for the amendment of references to local education authorities and children's services authorities; to amend section 29 of the Leasehold Reform Act 1967 in relation to university bodies; and for connected purposes.

1. Education functions of local authorities
2. Establishment, discontinuance or alternation of schools
3. Further provision about maintained schools
4. Schools causing concern: England
5. Curriculum and entitlements
6. School travel and school food
7. Discipline, behaviour and exclusion
8. Inspections
9. Miscellaneous
10. General

[EDUCATION ACT 2005](#)

An Act to make provision about the inspection of schools, child minding, day care, nursery education and careers services; to make other provision about school education; to make provision about the training of persons who work in schools and other persons who teach, about the supply of personal information for purposes related to education and about the attendance of children at educational provision outside schools; and for connected purposes.

1. School inspections and other inspections by school inspectors
2. School organisation
3. Training the school workforce
4. Miscellaneous
5. General

[HIGHER EDUCATION ACT 2004](#)

An Act to make provision about research in the arts and humanities and about complaints by students against institutions providing higher education; to make provision about fees payable by students in higher education; to provide for the appointment of a Director of Fair Access to Higher Education; to make provision about grants and loans to students in higher or further education; to limit the jurisdiction of visitors of institutions providing higher education; and for connected purposes.

1. Research in Arts and Humanities
2. Review of student complaints
3. Student fees and fair access
4. Student support
5. Miscellaneous and General

[EDUCATION ACT 2002](#)

An Act to make provision about education, training and childcare.

1. Provision for new legal frameworks
2. Financial assistance for education and children etc
3. Maintained schools

4. Powers of intervention
5. School organisations
6. The curriculum in England
7. The curriculum in Wales
8. Teachers
9. Childcare and nursery education
10. Independent schools
11. Miscellaneous and General

TEACHING AND HIGHER EDUCATION ACT 1998

An Act to make provision for the establishment of General Teaching Councils for England and Wales and with respect to the registration, qualifications and training of teachers and the inspection of such training; to make new provision with respect to grants and loans to students in higher or further education and fees payable by them; to make provision with respect to the funding of higher education institutions and certain further education, and other matters relating to further and higher education institutions; to enable the higher and further education funding councils in Scotland to discharge certain functions jointly; to enable young persons to have time off work for study or training; to make provision with respect to the inspection of training and careers services provided in pursuance of arrangements or directions under the Employment and Training Act 1973; to provide that the Scottish Further Education Funding Council shall be a relevant body for the purposes of section 19(5) of the Disability Discrimination Act 1995; and for connected purposes.

1. The teaching profession
2. Financial provision for higher and further education
3. Right to time off for study or training
4. Miscellaneous and General

EDUCATION ACT 1997

An Act to amend the law relating to education in schools and further education in England and Wales; to make provision for the supervision of the awarding of external academic and vocational qualifications in England, Wales and Northern Ireland; and for connected purposes.

1. Assisted places scheme
2. School discipline
3. School admissions
4. Baseline assessments and pupils' performance
5. Supervision of curriculum for schools and external qualifications
6. Inspection of local authorities and school inspections
7. Careers education and guidance

EDUCATION ACT 1996

An Act to consolidate the Education Act 1944 and certain other enactments relating to education, with amendments to give effect to recommendations of the Law Commission.

1. General
2. Schools maintained by local education authorities
3. Grant-maintained schools
4. Special educational needs

5. The Curriculum
6. School admissions, attendance and charges
7. Independent Schools
8. Grants and other financial matters
9. Ancillary functions
10. Miscellaneous and general

TEACHERS (EDUCATION ACT 2002)

132 Qualified teacher status

(1) A reference in the Education Acts to “qualified teacher” is to a person who satisfies requirements specified in regulations.

(2) A requirement of regulations under this section may relate to-

(a) the possession of a specified qualification or experience of a specific kind; (b) participation in or completion of a specified programme or course of training; (c) compliance with a specified condition;

(d) an exercise of discretion by the Secretary of State, the National Assembly for Wales or another specified person.

Qualified teacher status (QTS) or Qualified teacher learning and skills status (QLTS) is required in England and Wales to work as a teacher of children in state school under local authority control, and in special education schools. A similar status exists under a different name in Scotland and Northern Ireland.

An undergraduate degree and successful completion of a teacher training programme is compulsory for QTS recommendation. One of the main routes achieving QTS, for those already in possession of a degree, involves undertaking a postgraduate teacher training course, such as the Postgraduate Certificate in Education (PGCE) or a School Direct Programme. The Diploma in Education and Training (DET) leads to QLTS. There are also some undergraduate degree qualifications leading to QTS, such as the Bachelor of Education (B.Ed.). In England only, candidates must also pass professional skills test.

Teachers trained outside England and Wales must also apply to be awarded QTS if they wish to teach in these countries.

After having been awarded QTS teachers must normally still pass an induction period (probation) - normally they first year of teaching.

Not all European Union qualifications have been officially recognised yet, so one should confirm with one’s education establishment as to whether one’s qualifications are acceptable, or whether one needs to go through the recognition process.

Routes to QTS or QLTS

- Postgraduate Certificate in Education (PGCE)
- Diploma in Education and Training (DET)
- School-Centred Initial Teacher Training (SCITT)
- Graduate Teacher Programme (GTP)

- Undergraduate QTS routes

Scotland and Northern Ireland

QTS as such does not exist in Scotland or Northern Ireland. However, as is the case in England and Wales, all teachers in Scotland and Northern Ireland are required to register with either the General Teaching Council for Scotland or the General Teaching Council for Northern Ireland; the General Teaching Councils will consider only graduates with teaching qualifications for registration.

Schools not requiring QTS for teachers

There is no formal requirement for teachers at independent schools or free schools to have QTS. As of 27 July 2012, there is no longer any requirement for teaching staff in academies to have QTS.

Independent schools – independent in its finances and governance; school which is endowed (held by a trust, charity, or foundation)

Private schools – ones which are privately owned

Free schools – type of academy established under the Government's free school policy initiative; non-profit-making, state-funded schools which are free to attend but which are mostly independent of the local authority; introduced in 2010

133 Requirement to be qualified

(1) Regulations may provide that specified work may not be carried out by a person in a school unless he-

(a) is a qualified teacher, or

(b) satisfies specified requirements.

(5) In this section "school" means -

(a) a school maintained by a local authority, or

(b) a special school not so maintained.

TEACHERS' STANDARDS

- Set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England
- They were developed by independent review group made up of leading teachers, headteachers and other experts.
- Practising teachers can use the Teachers' Standards to support their own professional development and growth.

- 1. Set high expectations which inspire, motivate and challenge pupils**
- 2. Promote good progress and outcomes by pupils**
- 3. Demonstrate good subject and curriculum knowledge**
- 4. Plan and teach well structured lessons**
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
- 6. Make accurate and productive use of assessment**
- 7. Manage behaviour to ensure a good and safe learning environment**
- 8. Fulfil wider professional responsibilities**

iQTS TEACHERS' STANDARDS

iQTS is a UK government-backed international teaching qualification which will be recognised by the Department for Education as equivalent to English QTS, subject to the will Parliament. It will be delivered by accredited English initial teacher training (ITT) providers to trainees all over the world. The aims of iQTS are to:

- make high quality training accessible around the world, allow trainees to benefit from evidence-based ITT, and allow schools to develop and nurture their local talent;
- increase the global pool of high qualified, capable teachers and support teaching as a global profession;
- contribute towards children all over the world benefitting from having excellent teachers in the classroom;
- provide opportunities for accredited English ITT providers to expand into the growing international teacher training market.

iQTS is built on evidence-based English methods and standards of teacher training, with contextualisation for the wide variety of settings trainees may be in.

PART ONE: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- communicate effectively with parents with regard to pupils' achievements and well being

PART TWO: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break law
- Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the local statutory frameworks which set out their professional

References

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