

SCHOOL EDUCATION LECTURE

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2. School system and functions.



How does the education system work?

MACRO LEVEL:
LEVEL OF EDUCATION POLICY

How does the school work?

MESO LEVEL:
SCHOOL LEVEL

How does learning and teaching work?

MICRO LEVEL:
LEVEL OF TEACHING



The school system

- It is an interconnected complex of schools and educational institutions that provide formal education
- It includes educational institutions of pre-primary, primary, secondary and higher vocational education, special education institutions and institutions providing services to educational institutions - counselling facilities, school libraries, accommodation facilities and language schools
- It is broken down into types of schools, two classification criteria: 1. age of learners 2. level of education

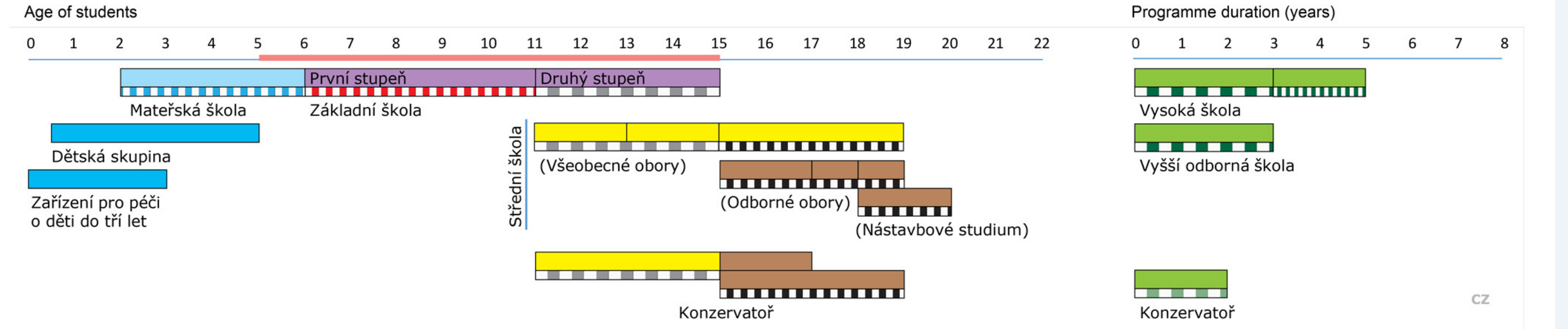
Activity:



- Read "Organisation of the Educational System and of its Structure",
- compare it with the educational system in your country,
- discuss in groups

Structure of the education system in Czech Republic

Czechia – 2022/2023



Source: Eurydice.

Main features of the school system

- Schools are managed within the public administration;
- powers divided between central governing bodies, regions and municipalities
- State administration authority in education - Ministry of Education, Youth and Sports:
 - responsible for the state, concept and development of the education system;
 - distributes funds from the state budget;
 - determines the qualifications and working conditions of teachers;
 - determines the framework content of pre-school to secondary education;
 - approves the curricula of higher vocational schools.

Powers of regions - municipalities



REGIONS

- establish secondary schools
- establish conservatories
- establish higher vocational schools

jihomoravský kraj

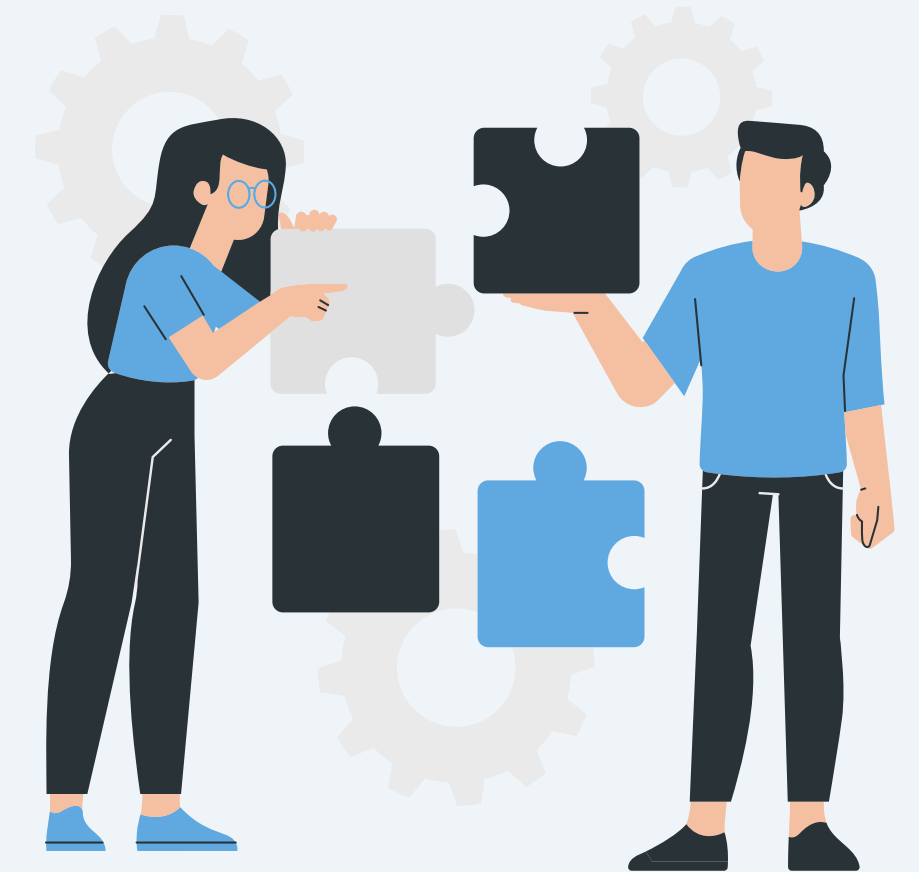
MUNICIPALITIES

- establish kindergartens
- establish primary schools
- provide compulsory schooling

B | R | N | O

Founder

- Municipality - most kindergartens and primary schools
- Region
- Private founder
- Church
- Ministry of Education, Youth and Sports
- Other department - secondary schools
- Higher education institutions - county, private, entity, other department



ZÁKLADNÍ ŠKOLY (2022/23)

basic schools



POČET ŠKOL

4 261

number of schools



POČET UČITELŮ*

73 725,8

number of teachers



* přepočtení na plně zaměstnané



POČET ŽÁKŮ

1 007 778

number of pupils



PRŮMĚRNÝ POČET ŽÁKŮ

average number of pupils



for 1 class

19,7

NA 1 TŘÍDU



for 1 teacher

13,7

NA 1 UČITELE

CÍRKEVNÍ

church

0,8 %

SOUKROMÝ

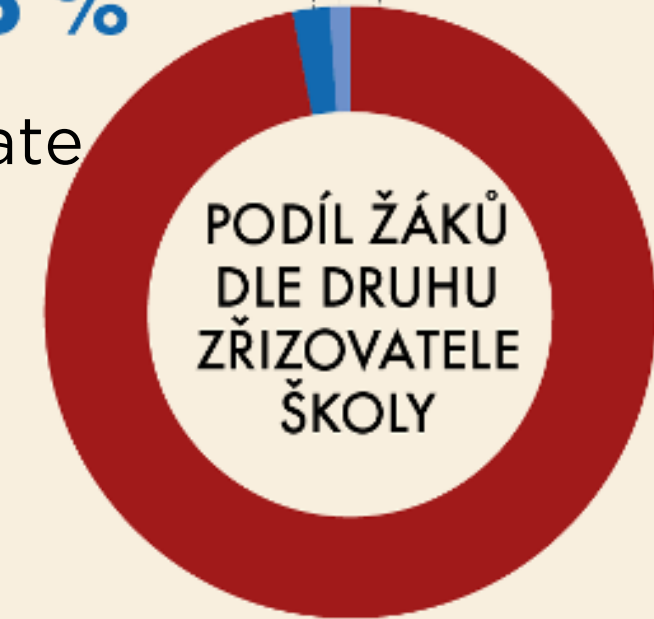
2,5 %

private

VEŘEJNÝ

96,7 %

public



PODÍL ŽÁKŮ
DLE DRUHU
ZŘIZOVATELE
ŠKOLY

share of
pupils by
type of
school
founder

NOVĚ PŘIJATÝCH
DO PRVNÍHO
ROČNÍKU

117 607

newly admitted
from 1st year



ŽÁKŮ
V POSLEDNÍM
ROČNÍKU

106 457

pupils in
their final
year



STŘEDNÍ ŠKOLY (2022/23)



POČET ŠKOL

1 294

number of schools



POČET ŽÁKŮ

463 200

number of pupils



CÍRKEVNÍ church

2,4 %

SOUKROMÝ

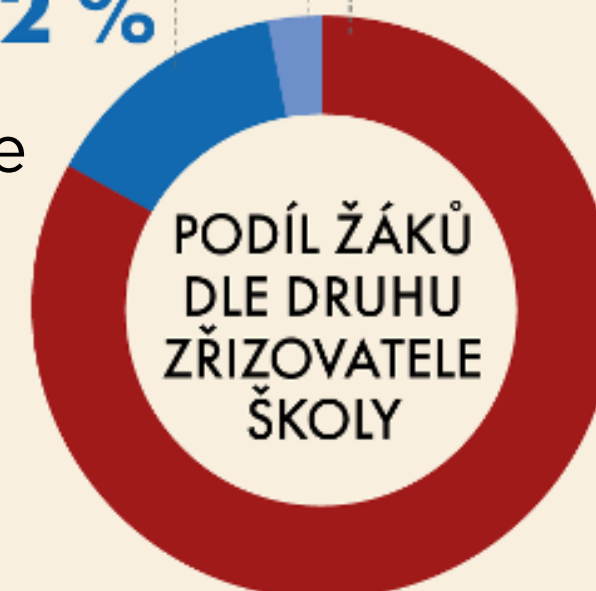
15,2 %

private

VEŘEJNÝ

82,4 %

public



POČET UČITELŮ*

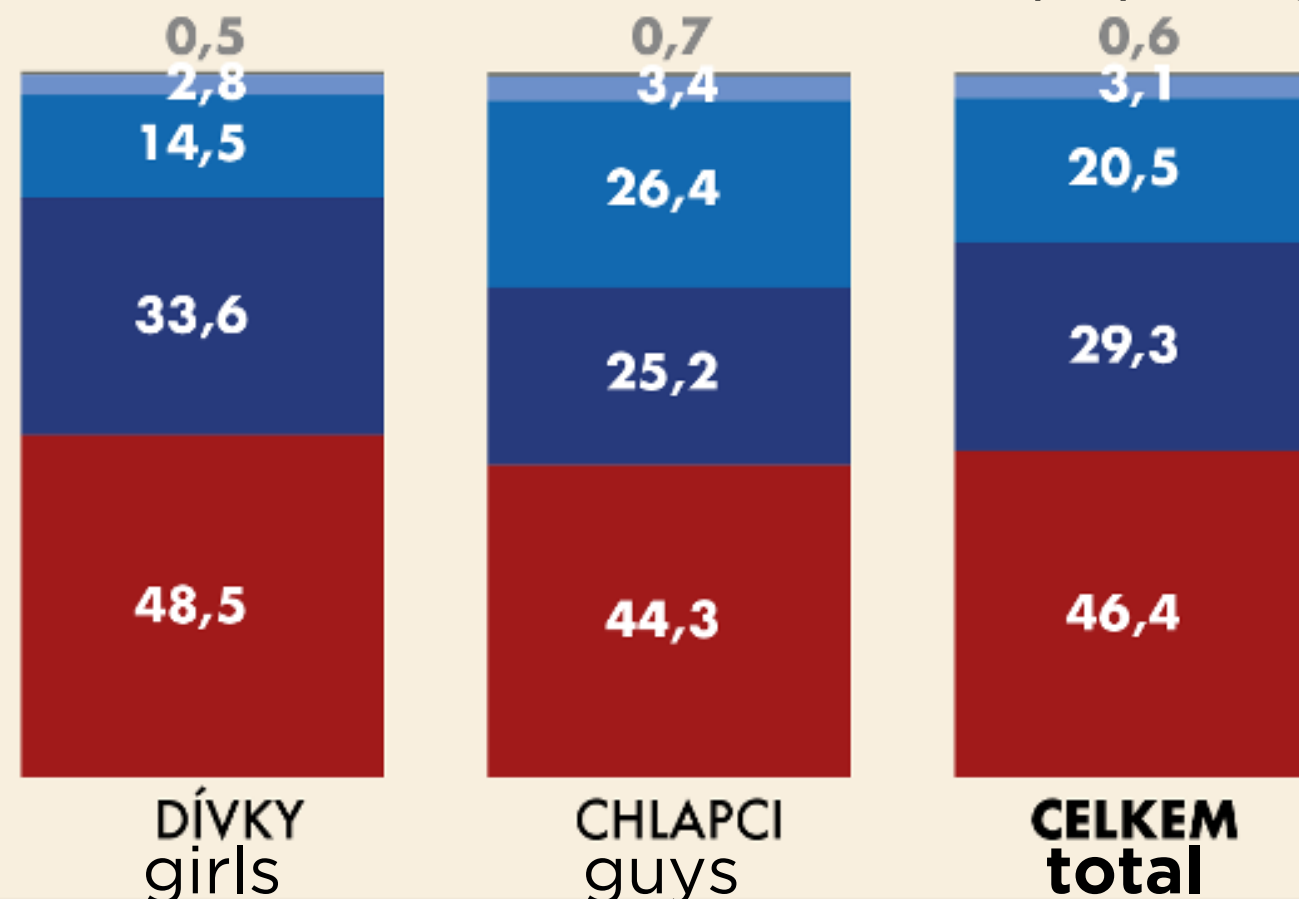
42 488,4

number of teachers

100%	2,60%	1,06%
100%	—	—
100%	—	—

* přepočtení na plně zaměstnané

ŽÁCI PODLE DRUHU VZDĚLÁVÁNÍ (v %) pupils by type of education



others
OSTATNÍ **2 762**

extension study
NÁSTAVBOVÉ
STUDIUM **14 461**

with a VET certificate
S VÝUČNÍM
LISTEM **95 054**

GYMNÁZIA **135 929**

S MATURITNÍ
ZKOUŠKOU
ODBORNÉ **214 994**

with a Maturita examination

Differences in Systems

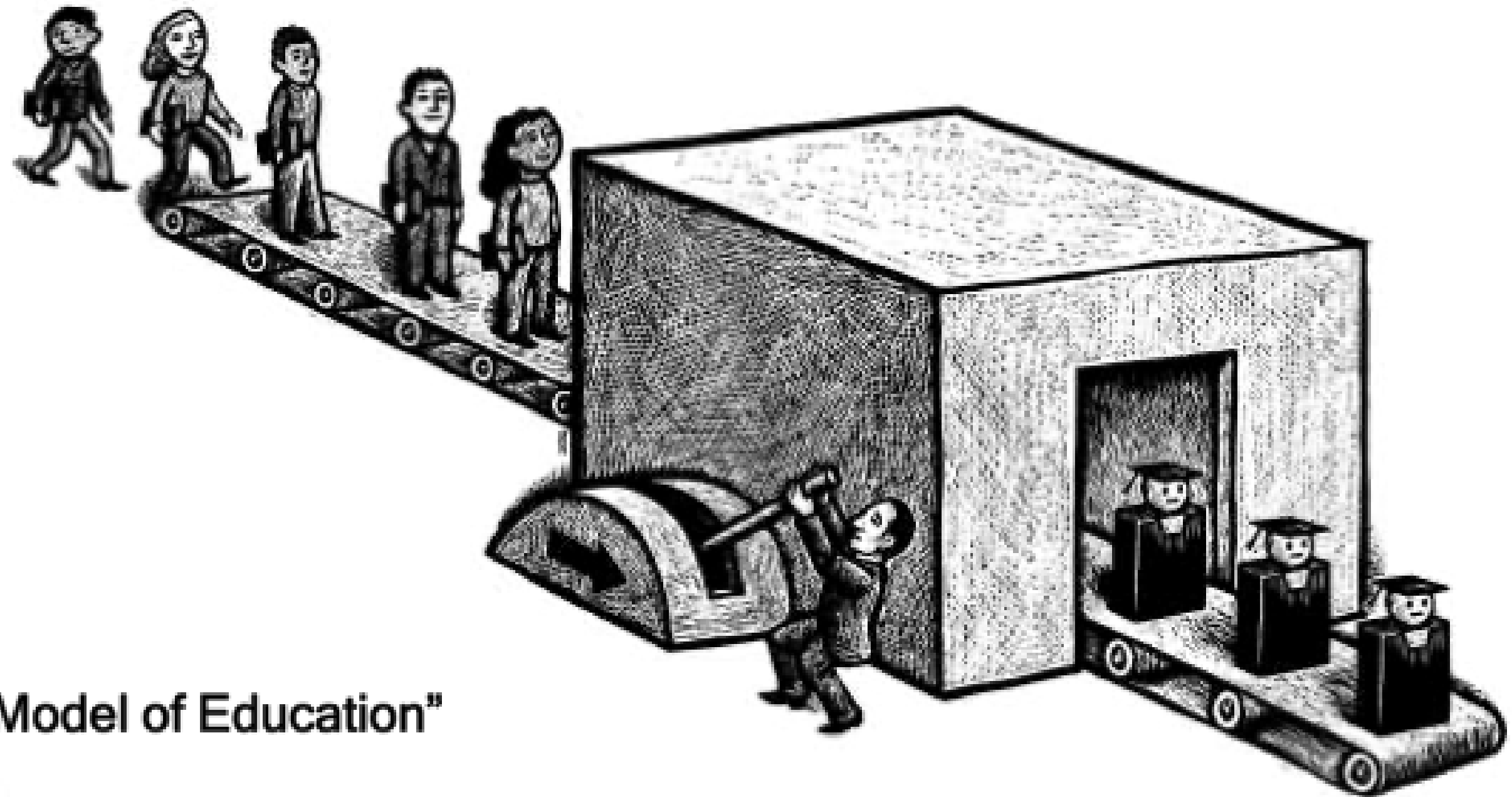
- Specifics of school curricula, educational goals, and content, time allocations for individual subjects
- Teaching methods
- Assessment
- Qualifications required for teacher preparation
- Relationships between schools and parents, communities, employers, etc.

Activity:



In groups, analyze the websites of a state or private, or church school. Pay attention to the educational environment, curricula, strategies, and the school's vision.

Our Education System



“Factory Model of Education”

Greg Nemeo

SCHOOL FUNCTIONS

Tomáš Janík, Institut výzkumu školního vzdělávání PdF MUNI

personalization

EXAMPLE: A person learns specific sounds of their native language. They learn to combine sounds into words, to form words into "correct" sentences. Implicitly, they learn the rules of word inflection and sentence structure, morphology, and syntax of the language. In school, they must also consciously use certain important rules. Over time, they should learn to distinguish between good and bad Czech language.

socialization

EXAMPLE: A person learns to use language in accordance with social, especially moral norms. They recognize that certain words are impolite and should not be used. A child should not use profanity. They learn to speak with a certain volume in specific situations. They should not shout in public places. The child is expected to address people with respect using a particular language; they must speak differently to a teacher than to a classmate. They should speak differently in a circle of friends than in formal public occasions. There is, therefore, a certain moral "code" for the use of language.

enculturation

The unique mission of educational institutions is fulfilled only when cultural content and competencies, including their transformation into the content of human education, are placed at the center of their focus, and when their activities are understood as working on individuals, their knowledge, skills, and actions (Fend 2006, p. 179).

THANK YOU!



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