

CONTENTS

1. INTRODUCTION	7
2. THEORETICAL FOUNDATIONS	8
2.1. Background	8
2.2. Transforming the educational system	9
2.3. The teacher	10
2.3.1. Model of open professionalism	11
2.3.2. Competence	11
2.3.3. The reflective practitioner	12
2.3.3.1. Reflection-in-action	12
2.3.3.2. Reflection-on-action	13
2.3.4. Classification of competences	15
2.4. Determinants of teachers' work	16
2.4.1. Specific aspects of entry	16
2.4.2. Objective determinants of teachers' work	17
2.4.2.1. School culture	17
2.4.2.2. Entry	18
2.4.2.3. Leadership and decision making	18
2.4.2.4. Colleagues	19
2.4.2.5. Professional support	20
2.4.2.6. Affirmation of novice teachers	20
2.4.2.7. Coping with the system	21
2.4.3. Subjective determinants of teachers' work	21
2.4.3.1. Personal qualities	21
2.4.3.2. Self-concept	22
2.4.3.3. Teacher's professional self	23
2.4.3.4. Stress	24
2.4.3.5. Time management	26
2.4.4. Novice teacher in the classroom	26
2.4.4.1. General teaching skills	26
2.4.4.2. Subject matter specifics	29
3. RESEARCH PROJECT	31
3.1. Pedagogical paradigm	31
3.2. Research method	31
3.3. Research results	34
3.3.1. Staffroom experience of novice teachers	35
3.3.1.1. Job interviews, pre-entry preparation	35
3.3.1.2. Headteachers and leadership	36
3.3.1.3. Colleagues	38
3.3.1.4. Professional support and affirmation	40
3.3.1.5. Communication patterns	42
3.3.1.6. Coping strategies	43
3.3.1.7. Data analysis	44
3.3.2. Personal competence: Development of a professional self	45
3.3.2.1. Personal audit	50
3.3.2.2. Data analysis	53
3.3.3. Classroom experience of novice teachers:	
Technical competence	54
3.3.3.1. Planning and preparation	54
3.3.3.2. Organisation of teaching/learning processes	56
3.3.3.3. Class management	60

3.3.3.4. Assessment of pupils' progress	62
3.3.3.5. Professional knowledge	64
3.3.3.6. Data analysis	65
3.3.4. Clinical competence	66
3.3.5. Critical competence	68
3.3.5.1. Data analysis	69
4. CONCLUSION	70
4.1. Personal reflection	70
4.2. Summary of conclusions	71
RESUMÉ	75
BIBLIOGRAPHY	86
APPENDICES	89

NOTE: Without any gender prejudice, "he" will be used in the text in relation to a teacher, the reasons for that being convenience, tradition and - mainly - my mother tongue influence (teacher is a masculine noun in Czech).