DEVELOPEMENT OF STUDENT TEACHERS' PROFESSIONAL IDENTITY THROUGH CONSTRUCTIVIST APPROACHES AND SELF-REFLECTIVE TECHNIQUES

VLADIMÍRA SPILKOVÁ

Charles University, Prague

Abstract: *The study presents partial results of "Teaching profession in the context of changing demands on education", a large-scale research project. What is reflected on are key theoretical starting points of a new model of professional teacher education – a socio-constructivist conception and reflective model. The question of a teacher´s professional identity and its components as well as the conception of teaching as part of professional identity including its developmental stages are placed at the centre of attention. There is a presentation of the aims, methods and results of research into the efficacy of constructivist approaches and reflective techniques for supporting student teachers´ professional development. Possibilities offered by and limitations of systematic usage of these innovative approaches are discussed.*

Key words: *teacher education, innovation, socio-constructivist conception, reflective model, professional identity, student´s conception of teaching, reflection, self-reflection, student portfolio*

Introduction

The study came into being within the framework of *Teaching profession in the context of changing demands on education*, a large-scale research project supported by the Ministry of Education, the author of which is the main investigator for the period of 2007–2013. The aim of this interdisciplinary research is to contribute to a system investigation into the professionalization of the teaching profession, initial and in-service teacher education in areas of theoretical starting points, empirical researches, applications to practice and recommendations for educational policy (Spilková & Vašutová, 2008).

Profiling topics include the transformation of the teaching profession, socio-professional roles, key professional competencies, and attitudinal-ethical qualities of teachers in connection with the transformation of the Czech education system. Ongoing curricular reform represents a crucial turning point in the conception of education, the functions and key objectives of school, quality teaching and teaching strategies, and thus it provides a brand-new view of the teaching profession.

Redefining the roles and professional competencies necessary for a high-quality mastering of the profession, in conditions of a changing paradigm of school education, is then the starting point for formulating theoretical starting points for the transformation of a teacher-education curriculum and for elaborating a system of teacher professional development. Empirical verification of the efficacy of selected innovative approaches to the content and process of initial and in-service teacher education is a fundamental task. Attention is paid mainly to investigating transformations in initial teacher education in the areas of pedagogy, psychology and subject didactics.

Theoretical Starting Points for Transformations of Initial Teacher Education

The above-mentioned research project includes an elaboration of the theoretical starting points of a new model of professional teacher education – professionalization of the teaching profession and teacher education, personality and socio-constructivist conceptions, a reflective model of teacher education, and evidence-based teacher education (e.g., Helus, 2008, 2010; Slavík, Dytrtová, & Fulková, 2010; Spilková & Vašutová, 2008; Spilková, Hejlová et al., 2010; Vašutová 2004; Hrabal & Pavelková, 2010).

The socio-constructivist conception and the reflective model are considered as pivotal; they have become the object of empirical verification of their possibilities and limitations in teacher education. Socio-constructivist approaches to education represent a radical turning point in how the learning process is regarded as a process of discovering, constructing and reconstructing knowledge, attitudes, competence and values on the basis of one´s own activity and existing experience with the help of the teacher and in cooperation with classmates. Stress is laid on comprehension and the ability to make use of knowledge to solve problems in real-life situations, understanding the sense of learning, adopting one´s own attitudes and viewpoints, and strengthening responsibility for one´s own learning. The socio-constructivist conception of teacher education lays emphasis on the student teacher´s „subjectivity under construction"; he is considered the chief agent of his professional development and a co-creator of his professional identity (e.g., Kincheloe, 1993; Pollard, 2001; Hustler & Intyre, 1996; Calderhead, 1989; Pollard & Tann, 1987; Grimmett & Erickson, 1988). The main purpose of initial teacher education in this conception is help and support in the individualized, gradual process of „becoming a teacher", which is understood as an active constructing and

creative mastering of the teaching profession on the basis of one´s own activity, one´s own experience, one´s own searching and self-discovery in the role of teacher and on the basis of collaboration with teachers and fellow students.

The development of a student teacher´s professional identity, the constructing of a student´s „professional self" in the sense of being aware of and clarifying personal „educational philosophy", „ideology", opinions, professional values, attitudes, expectations, etc., are considered to be the fundamental objective.

The conception of the profession and self-perception in the role of teacher have a major influence on how the teaching profession is practised. The so-called onion model (Korthagen, 2004; Korthagen & Vasalos, 2005; Píšová, 2007) is considered to be a key to understanding the importance of professional identity for a teacher´s actions; it describes five interconnected layers of the teacher´s personality: mission, identity, beliefs, competencies, and behaviour. The mission is understood as „awareness of our own existence in the world and the role which we see for ourselves in relations with our fellow men", or in other words as „a personal mission in the relation to our own work and life in general" (Kelchtermans & Ballet, 2002). This in-depth structure (which inspires me fundamentally to do what I do) tends to be designated by various terms: spirituality, passion, level of involvement, commitment, inspiration, ethics. Professional identity and beliefs are closely interconnected with mission. These inner levels together influence considerably the way an individual functions on outer levels (competencies, action). This means that a change in a teacher´s actions is conditioned by a change in inner, in-depth structures, but at the same time it is possible to influence the inner levels by changing the outer levels.

A teacher´s professional identity includes the following components:

- self-image – How do I see myself as a teacher?
- self-esteem – Am I a good teacher?
- self-efficacy – conviction about my own professional efficiency and competence for mastering the teaching profession in a successful and high-quality way
- job motivation – Why do I want to be a teacher? Why do I remain in the teaching profession?
- perception of the demands on the teaching profession – What exactly does it mean to be a good, efficient teacher? What do I want to accomplish as a teacher?
- prospects – How do I see my professional future?
- personal conception of teaching which is based on practical knowledge and beliefs

A teacher´s conception of teaching is an important part of a teacher´s professional identity (Mareš, Slavík, Svatoš, & Švec, 1996). The conception of teaching is a complex of opinions, attitudes, beliefs, values, intentions, wishes and expectations that is the cornerstone of all future professional activity of the student teacher or

teacher. It is a body consisting of partial concepts of different aspects, for example the aspect of the child, the pupil and his development, the concept of the sense, roles and function of school, objectives and contents of education, the concept of methods and teaching strategies, the concept of the teaching profession and key roles of the teacher, etc. (ibid). The forming of the student teacher´s conception of teaching in the course of teacher education is a vital stage in the long-term process of shaping the teacher´s conception of teaching.

We can differentiate between three basic stages in the development of the teacher's (student teacher's) conception of teaching (Spilková et al., 2004):

1. Preconception – a preliminary conception of teaching in the form of spontaneous and intuitively created opinions, ideas and attitudes based on individual childhood experience and subjective experience from the role of pupil. Emotions, positive and negative experience, various unconscious feelings, etc. play an important role in the creation of the preconception of teaching. It is the basis in experience of the preconception and strong emotional involvement that is probably behind its relatively strong incorporation and certain resistance to change. A student teacher enters a faculty of education with a clear-cut preconception of teaching at different levels which is influenced by the styles of schooling and conceptions of teaching he experienced at primary and secondary school.

2. A crystallising early conception of teaching – the basis of an individual conception of teaching, which is developed by contact with school reality, by first experiences in the role of teacher and by acquiring theoretical pedagogical and psychological knowledge. However, individual preconceptions of teaching interfere in this process to some degree. The conception is gradually refined and stabilised. To a certain extent, the conception at this stage still remains implicit, intuitive and relatively unconscious knowledge („tacit knowledge"), in the form of an „action or practical" theory that is difficult to analyse or express verbally even though it closely influences and directs the activity of the teacher.

3. A refined, rational, explicit concept of teaching on the part of the teacher (student teacher) that is informed by theory and created through systematic self-reflection and theoretical reflection on practical experience. At this stage understanding, rationalisation and verbalisation of implicit and intuitive „tacit knowledge" are formed. The intentions of D. A. Schön´s inflectional conception of the teacher in the role of „reflective practitioner" state that „knowing/knowledge in action" and „reflection in action" become subjects of a precise analysis – „reflection on action". It is important to teach teachers (student teachers) to keep returning to their activities in their thoughts and to examine them critically to increase awareness of the hidden „tacit" preconditions behind their behaviour, particular attitudes, decision processes, etc. ('What lies behind my activity, what opinions, attitudes, beliefs, value orientation?'). In the process by which the teacher

(student teacher) cultivates his conception of teaching, the effort to „make tacit knowledge talk" is considered crucial. Verbalisation – the necessity to express verbally and give exact names to what is sometimes only felt and anticipated – leads to clarification, deeper understanding and an ability to see the whole context, connections, causes and consequences, etc. An elaborated, rationally argued conception of teaching that is founded in theory means that 'I know why I do things in a certain way, I know my sources and my cornerstones'; 'I can explain my concept and provide arguments for what its strong points are, where there may be certain limitations', etc.

The constructivist conception of teacher education, with its focus on the development of student teachers' professional identity on the basis of theoretical reflection on their own experience, adopts a critical attitude both towards the behaviouristic conception and the over-academic conception of teacher education. In the former case, the subject of criticism is predominantly an over-emphasis on the training of professional competencies delimited in unambiguous and concrete terms, which can lead to an over-technocratic, practice-based and craft-like conception of teacher education and thus to degradation of the teaching profession. In the latter case, it is a matter of the dominance of the subject component in teacher education over the professional component and of approaches based mainly on the transmission of ready-made knowledge which has no relation to contexts of school reality and student teachers´ actual experience.

Another influential conception elaborated within the research project – which is based, in some aspects, on principles similar to constructivism – is a reflective model of teacher education. Its basic starting points are concepts of the teacher as a reflective practitioner and science-based practitioner (Schön, 1983; Calderhead, 1989; McNeil-Turner, 1992; Coolahan, 1991; Lasley, 1992). These concepts are developed later on and will become a basis for the producing of other theories, e.g., reflective teaching (Pollard, 2001) and the realistic approach in teacher education (Korthagen, 2004). The realistic approach, based on the integrating of theoretical and practical components in teacher education, is a reaction to criticism of the "theory to practice" conception and the deductive "theory to practice" approach. Schön (1983) relativized the significance of applying theoretical knowledge to given situations in teaching and the presupposition that theory will somehow automatically become a starting point for teacher´s decisions and practical activity. The expectations related to the "theory to practice" conception were then contested even by researchers. Today, mechanical application of theory to practice is considered unrealistic, wishful thinking, "mission impossible" (Korthagen, 2004).

A realistic approach to teacher education is also delimited critically. This is in contrast to the utilitarian and practice-based approach which resulted in many countries following criticism of the "theory to practice" conception, and which minimizes theory and is based on a craft-like conception of the teaching profession. Korthagen integrates both approaches in his conception of the realistic approach, whose basis is consistent work with practical experience, with real situations at

school. Student teachers´ practical experience in the role of teacher needs to be analyzed, explained, deepened, linked to theory, and generalized. This means the creating of as many opportunities as possible to connect theoretical knowledge with "gestalt", with individual student teachers´ preconceptions of teaching acquired on the basis of experience in the role of pupil and in the role of teacher.

Stressing a theoretical reflection on practical experience, the realistic approach encourages a two-way motion – from practice to theory and from theory to practice – with the aim of interconnecting the worlds of theoretical knowledge and practical experience. If these are too separate in a student teacher´s consciousness, in extreme cases the result can be the existence of two totally isolated and unconnected worlds – the world of theory (principles learnt by heart, definitions, knowledge of theory without deeper understanding and comprehension of relations and context, without a personal relation to knowledge, without a critical opinion on it) and the world of practice (personal experience, subjective ideas, beliefs, attitudes). In such a case, theoretical knowledge then becomes a construct which lives its own life and hardly ever influences the student teacher´s conception of teaching and the reality of the teacher´s work.

In the reflective model of teacher education, the importance of student teachers´ practice, which is considered to be "a clinic for learning to teach", increases. Similarly to a medical student learning to give treatment at a clinic (a teaching hospital) under the guidance of a doctor, with the stress on a permanent interconnection of theory and practice, a student teacher should learn how to teach at school (clinical school) under the guidance of experts who are able to interconnect theory and practice in a functional way. However, in this analogy teaching lags behind medicine for the time being, since those who work with student teachers are teacher educators (in the role of supervisor or tutor during a student's teaching practice) who only seldom have teaching experience of their own at the given type of school, and elementary or secondary school teachers (in the role of mentor when guiding student teachers during their practice) who are not always capable of high-quality theoretical reflection on student teachers´ practical experience. The conception of clinical practice is based on systematic reflective practice, on the conception of the clinical school, which creates conditions for a partnership of and collaboration between clinical schools and universities, between students, mentors and teacher educators. Thus the clinical conception of practice makes room for a permanent interconnection of theory and practice**,** for the coming together of theoretical knowledge and student teachers´ systematically reflected-on personal experience (through individual reflection or the opinions of other student teachers, teachers from teaching practice and teacher educators through group reflection).

In the Czech Republic, several models of the clinical conception of practice have been verified in research in recent years (e.g., clinical year – Píšová, 2005; Píšová & Černá, 2002, clinical days – Spilková, 2004, clinical semester – Mojžíšová, 2004); these are based on systematic theoretical reflection on student teachers´ practical experience. It is presupposed that it is necessary to teach student teachers structured reflection. This is initiated by targeted questions, e.g., What did I do?

How? Why? With what intentions and expectations? With what results? What was I successful in? Why? Where were there problems and critical points? Why? Could it be done in a different way? How? What effects could be expected? What risks? How did I feel after teaching? What was I pondering over? What was I thinking about? What is behind my activity? What opinions, beliefs, values, attitudes? What do I believe in? What do I insist on? What do I doubt?

In addition to externally initiated structured reflection and self-reflection it is also important in the introductory phases of studies to create conditions for the development of self-reflection as an internal dialogue the student leads with himself on the basis of an internal need to understand one´s own actions as well as the actions of pupils (Švec, 1996; Stuchlíková, 2006). This means to go gradually from ´external´ questions (posed by teachers or classmates in the form of more or less structured questions or stimuli for deeper thought) to ´internal´ self-posed questions. This is a very important task in the creation of favourable conditions for gradual transformation of self-reflection in the form of internal dialogue into an internal need linked to the desire for self-formation, for improvement of one´s actions. Through such a perception of self-reflection we aim to promote in students self-regulation of their actions, professional behaviour and professional learning.

In addition to individual and group reflection, meta-reflection and reflection on partial reflection over a certain period of time, the summarizing of various "discoveries" is also important in the clinical conception of practice. What have I realized? What opinions and attitudes have I changed? What have I reassured myself about? Is there anything I do not understand yet? Practical experience which is not reflected upon and shared in professional discourse dissipates in the subconscious. In the words of Tomáš Janík, between the classroom and the staff room, teachers lose the vastest treasure, the "family silver" of the profession – their experience (Janík, 2005).

Not only is the reflective model a leading theoretical conception for the transformation of teacher education, but it is also an emphasized priority in the area of European education policy concerning teachers. In several recent European Commission documents, explicit recommendations for improving the quality of teacher education include the demand "to put through the culture of reflective practice and research among teachers" (i.e. action research in one´s own class, which is understood as a systematic reflection on professional actions with the aim of improving teaching). (Communiqué on the quality of teacher education, Brussels 2007, accessible at http://ec.europa.eu/education/policies).

Research into Efficacy of Constructivist Approaches and Reflective Techniques for the Development of Student Teachers' Professional Identity[1]

Since 1995, at the Faculty of Education at Charles University, Prague a new model of the study programme Primary School Teacher Education, based on selected theoretical starting points – professionalization of the teacher education programme, personality and socio-constructivist conceptions and a reflective model – has been validated in research. In the framework of carrying out the research projects "Development of national education and the professionalization of teachers in a European context" (1999–2004) and "Teaching profession in the context of changing demands on education" (from 2007, proponed until 2013), serial action research has been carried out which, among other things, has verified the efficacy of strategies developing students' professional identity, mainly forming their conception of teaching through constructivist approaches and self-reflective techniques (Spilková, et al., 2004; Spilková & Vašutová, 2008; Hejlová, 2004; Tomková, 2004; Wildová, 2004; Spilková & Hejlová, 2010; Tomková, Chvál, & Hejlová, 2010).

Within the framework of action research the main methods used for data collection were as follows: analyses of students' reflective diaries, essays, stories, interviews and discussions (focus group) with students, observation of teaching activities of students at primary school connected with students' self-reflection and reflective commentaries by mentors.

We presupposed that it was possible to influence considerably student teachers' personality and professional development during their studies, not least their conception of teaching; but this would occur only under certain conditions and when using specific teaching strategies and methods. Thus we polemicized with the results of some researches which consider the student's conception of teaching relatively stable, resistant to change, and able to be influenced by theoretical study only slightly (Bird, Anderson, & Swidler, 1993; Goodman, 1986). We were inspired by other researches which, conversely, confirmed that it was possible to influence a student's conception of teaching, mainly the prospect of constructivist approaches (Korthagen, 1992; Valli, 1997; Zuzovsky, 2001; Pollard, 2001; in the Czech Republic, e.g., Švec, 1995, 1999, 2001; Svatoš, 1997, 2000; Lukášová-Kantorková, 2003; Nezvalová, 1994, 1995; Spilková 2004, 2008; Janík 2005; Slavík 2001).

According to some of these authors, one of the main reasons why pedagogical and psychological knowledge has little influence on the student's conception (preconception) of teaching is given by transmissive methods of teaching at

---

1 In the following text the terms professional development and professional identity are used quite frequently (sometimes in a way that might lead to their being perceived as synonyms). A student's professional development is viewed as a construction of one's own conception of the teaching profession, as a complex process of gradually becoming a teacher, which includes building one's professional identity, gaining knowledge, skills and pedagogical conditions which are perceived holistically as a complex of corporal, mental and moral dispositions for action.

university, mainly of pedagogy, psychology and subject didactics. Knowledge is transmitted in a ready-made form, normatively in the form of definitions and theories with no relation to real contexts of school practice and students´ own experience. A common result of this is the forming of superficial and formal knowledge which a student teacher is unable to make use of to develop his own conception of teaching and practical activity. The transmissive approach to the university education of student teachers, mainly the abstract, de-contextualized and impersonal character of transmitted knowledge, is a frequent subject of criticism (e.g., Štech, 1999). Being aware of the limitations of transmissive methods in the area of possible cultivation of a student´s conception of teaching, some authors consider that the greatest challenge for teacher education is "to overcome the predominant metaphor of transmission and to transform it into the metaphor of construction" (Lindberg, 1998).

The starting point of our research was the presupposition that considerable changes in professional identity, mainly in a student teacher´s conception of teaching, are possible provided socio-constructivist approaches (they work with preconceptions and have strategies devised for their restructuring) are made use of in the pedagogical-psychological component of teacher education, and, within this framework, a student´s self-reflection and theoretical reflection on his practical experience are developed systematically.

It is vital to emphasise here that the development of professional identity is influenced by other subjects in addition to educational sciences (e.g., Janík, Mužík, & Šimoník, 2004; Staněk, 2010). This fact gains importance in multidisciplinary primary teacher education, where students are at the intersection of a varied, sometimes contradictory influence of different subjects. The measure of influence exerted on each individual student varies significantly. This finding is supported by studies in which students evaluated the relevance of study programme components and subjects for their own professional development (e.g., Havlík, 2001; Vašutová, 2004).

Now it is important to introduce briefly the overall context of the study programme within whose framework the efficacy of the innovative approaches has been examined: Primary School Teacher Education at the Faculty of Education at Charles University, Prague. The focus of the programme is on pedagogical and psychological disciplines, subject didactics and continuous practical training, which are represented as a profiling and integrating component in the course of studies as a whole. The integration of theoretical and practical education and new forms of collaboration related to integration between the faculty and faculty training schools, are considered pivotal. Education of this category of teachers is conceived as a gradual system of activities, which a student goes through on his way to acquiring a teaching qualification. A five-year study programme provides sufficient room for continuous development of a student´s professional identity, whose stages have specifically defined objectives, contents and teaching strategies.

Of particular interest to our research are the introductory stages, which are roughly equivalent to the first and second years of study. (The main results of the research have been published – e.g., Spilková, et al., 2004; Spilková & Vašutová,

2008; Koťátková, 2004; Tomková, 2004; Tomková, Chvál, & Hejlová, 2010). The first stage involves principally the support of the personality and social development of the student, the development of self-knowledge, self-evaluation, self-regulation, cultivation of social sensitiveness, empathy, and the acquisition of high-quality verbal and non-verbal communication skills. We presume that the acquiring of an ability to self-reflect and the effort to understand one´s own personality at the very beginning of the programme is an important impulse for work on self-development that helps the student to take responsibility for his own personality and professional development. With this in mind, a two-semester course with the title Personal and Social Education was included in the study programme. Research verification conducted over several years has proved its considerable formative effect (Koťátková, 2004).

In the area of professional development students are encouraged to know their „starting" professional identity and to research their professional motivation ('When and why did I decide for teaching?'; 'What influences are decisive?') and understanding of teaching ('What does being a teacher mean to me?'; 'Where do I see the sense of the teaching profession?'; 'What puts me off? What am I afraid of?'). In Introductory Pedagogical Practice, conducted in the first semester, students gain their first experience of the role of teacher, which they will work with in several courses later on. In Introduction to Pedagogy, they are introduced to methods of reflection on pedagogical experience and self-reflection. They are acquainted with techniques of reflective writing, and they write their first pedagogical essays on various topics, e.g., I, a future teacher.

What is considered important for the forming of a student´s conception of teaching is the second stage (2ⁿᵈ, possibly 3ʳᵈ year of study), at whose core is Didactics of Primary Education, which comes together with Teaching Practice to form the so-called clinical day (every week student teachers have 4 lessons of practice at a school and 4 lessons of Didactics in one day, in the course of 2 semesters). A stable group of 12–15 student teachers, a teacher educator and 4–5 mentors from schools is created and cooperates in finding solutions to practical school situations associated with theoretical problems. Some seminars are run by mentors from training primary schools.

As part of their practical preparation in schools, students learn to "investigate practice in a professional manner", and thus to observe, describe and reflect a teacher's activity with children. (They learn to use suitable methodological processes and conceptual apparatus). The aim is to achieve deeper understanding of school as a whole complex, classroom, pupils and their developmental changes and individual differences, their types of reasoning, their experiences, behaviour, interests, and the ways they acquire experiences with different forms of schools and different teaching styles. Students get an insider's view of the key aspects of a teacher's pedagogical activity: lesson planning, formulating objectives and selection of educational content, communication with pupils, influencing social climate in the classroom, teaching strategy and method, ways of motivation and evaluation of pupils.

About half of the practical preparation is dedicated to the "researching of practice" through one´s own teaching attempts. All practical experience acquired (from observation and one´s own activities in the role of teacher) are subject to systematic theoretical reflection and self-reflection. This forms the basis of all activities in general didactics seminars. Actions are reflected on by questions such as: What did I do? How and why? With what intentions and expectations? With what results? What was I successful in? Why? Where were there problems and critical points? Why? Could it be done in a different way? How? What effects could be expected? What risks? How did I feel after teaching? What was I pondering over? What is behind my activity? What opinions, beliefs, values, attitudes? What do I believe in? What do I insist on? What do I doubt? The support of the development of a student´s professional identity, especially help with the forming of an individual conception of teaching, is the predominant teaching objective within the clinical day. By various methods, students are led to a knowledge (awareness, verbalization) of their preconceptions of teaching. We consider reflective writing approaches in several ways as the most important "awareness tool" for support of self-reflection and unveiling of the preconception: (1) Free, independent writing in the reflective diary – reflection of all practice, individual statements by students on their own teaching activities, experiences, evaluating commentaries, questions etc.; (2) Focused writing – essays on selected topics, e.g., concerning clarification of one's own ideas about school, teacher, teaching: "What does good, high-quality school, teacher, teaching mean to you?", "What is your idea of a good, pleasant pupil, or of a pupil who is not likeable?", " What education targets do I consider as the most important? ", concerning self-reflection on the role of teacher: "What kind of a teacher am I?"; (3) Supported writing – targeted questions concerning a specific topic, e.g., the topic of home-schooling: "What is your opinion of home-schooling?", "What in your opinion are the advantages of this type of education, and where do you see problems and critical points?", "What could your parents mediate to you in a better manner than school and what on the other hand might be missing?", or questions concerning self-reflection: "What am I good at? What am I successful in when working with children?", "What makes me happy?", "What annoys me? What do I have problems with?"; (4) Unfinished sentences offered to students for consideration and completion: "I consider it of primary importance that my pupils… When I am a teacher I will not insist that my pupils… The most important thing for life is that pupils take from school…"; (5) Exercises to evoke childhood memories (individual or group activities), which help the student to "understand the child in himself", to remember feelings, experiences: "What can I remember about my attitude to school in my childhood?", "What did I like and dislike?", "What worried me, what made me feel afraid?", "What did he mind, when did he feel good, what made him feel happy, etc.". This emotional basis, unconscious and hidden, is an effective source for the creation of professional approaches, opinions, values and behaviour, and therefore it is important to return also to a more remote past, to recollections and experiences from childhood. Recollections are investigated from the point of view of the present while considering situations in light of their

context, possible causes, etc; (6) Making a story linked to a picture, which serves to show us how we perceive, experience and understand the same things in different ways because we project our inner world onto them. Students read to one another their versions of the story, predicating what happens in the picture and discussing what is behind their subjective interpretations of reality (opinions, experience, ideas, personal qualities, current psychological states, etc.). We consider it crucial to support in student teachers an increasing awareness of the significance of the mechanism for projecting the inner world onto a perception and assessment of outer reality. By similar activities, we try to contribute to a student´s understanding – that his conception of a pupil is a subjective construct of what the pupil is like that may be very far from the reality, for example. The aim is to teach students to explore critically their ideas, conceptions and interpretations of school realities.

Apart from becoming aware of and verbalizing preconceptions of teaching by means of narrative methods, reflective writing and projective techniques, another important element in the supporting of students as they develop their own conceptions of teaching is systematic and structured reflection on their own teaching attempts and self-reflection in the role of the teacher. The role of pedagogical theory is highlighted during the transition from the first developmental stage of a student teacher´s conception of teaching in the form of an intuitive and implicit preconception to an explicit conception that is based more in theory and more rationally motivated (second and third developmental stages). Students are introduced to didactic topics on the basis of reflection on their practical experience. Key terms are transmitted on the basis of constructivist approaches, through the examining, discovering and constructing of new knowledge on the basis of one´s own activities and experience and in interaction with the teacher and fellow students.

When creating new notions, one starts from preconceptions and mental representations, e.g., pedagogical communication, climate in the class, teacher´s authority, successful pupil, learning styles, types of intelligence, assessment of pupils. When presenting preconceptions, students find support in practical experience in the role of teacher gained continuously in the course of pedagogical practice as well as in experience of the role of pupil (how I perceived it and experienced it). Furthermore, individual preconceptions are contextualized: students explain the context and give reasons for their points of view. The teacher educator leads group discussions and supports the interaction of different opinions and opposing viewpoints.

At another stage – generalization and de-contextualization – the focus of activities is on cooperation when discovering common features and key characteristics which are valid in various contexts. Finally, various conceptions of problems investigated in specialist literature and results of research are transmitted and new notions and conceptions constructed (reconstructed). The constructivist conception of the plurality of human cognition promotes a tendency to transmit to students a pedagogical theory as disputable, inconsist, ambiguous, and dynamic, connected with their thinking about things and practical experience, not in the form of axioms and instruction manuals providing solutions.

The results of action researches have confirmed (Spilková, 2001, 2004; Spilková & Vašutová, 2008) that systematic application of specific teaching strategies (becoming aware of students´ preconceptions through reflective writing, projective methods, work with memories and childhood experiences, through systematically structured reflection on one´s own experience in the role of teacher and constructivist approaches to teaching pedagogical disciplines) opens up considerable possibilities for developing students´ professional identity and influencing their conception of teaching.

It is possible to cultivate effectively students´ conception of teaching from the very beginning of their studies. It is important to help students uncover their preconceptions of teaching (e.g., the first developmental stage) as soon as possible, to make these preconceptions „talk", to discuss them, doubt them, supplement them and help to rebuild them (deconstruct, reconstruct). If communication between the old and the new (learning, experience, etc.) is impossible, if work with „preliminary" ideas, perceptions and experience is not involved and teaching is understood as absorption of new learning, the old layers of knowledge are covered by new ones. They stay in separated layers with the original influential core underneath in the shape of the preconception, which has a filter-like function for future experience and new knowledge.

It was also proved that the process of construction of a student's conception of teaching is a complicated, long-term event that has its laws and specifics, its turning and critical points, its disappointments and rejecting of some opinions („My ideas are idealistic and impossible to implement in practice"; „Children are worse than I thought", etc.) Support in developing professional identity has to be provided to students individually and continuously throughout the period of study.

There are great differences between students regarding the strength and definition of the preconception of teaching. There are also big differences in the extent to which different students are willing to make their opinions, ideas and conceptions public, to explain and substantiate them and also in their willingness to get involved in the creation of a theory-based and rationally argued conception of teaching. Furthermore, there are large disparities in the ability to self-reflect. It is possible to identify grave problems in the influencing of the conception of teaching in two types of students. The larger group consists of students (mainly women graduates from secondary pedagogical schools) whose preconceptions of teaching are quite well formed and influenced by an imprinted mechanism in the form of various habits, stable opinions and stances. Some students with a similarly strong professional imprint come to the Faculty of Education „cocoon-like", with a relatively closed conception of teaching, which is very difficult to influence. They usually have a negative or sceptical relation to pedagogical theory and overrate the importance of practical experience and intuition („Theory is too common and unusable, practice is something different, it works in a different way in practice.").

The second "problematic" group is made up of very intuitive students with strong emotionality who are deeply "rooted" in the subjective world of experience and reject verbalisation and rationalisation of their feelings, opinions, stances and

theoretical reflection on practical experience. It is very difficult to connect the world of theory with the world of such students' practical experience. Very often they even find it difficult to use special terminology to describe pedagogical reality and quite often they use lay expressions.

In connection with the investigation into the efficacy of strategies to develop student teachers´ professional identity in the initial stage of their study (in the 1st and 2nd years) as described above, the verifying of other possibilities for the improving of the quality of the professionalization process has proceeded since 2007 within the research project "Teaching profession in the context of changing demands on education". Now we concentrate on supporting the development of students´ professional identity, in particular on the cultivation of the student teacher´s conception of teaching in other stages of their study (3rd – 5th year). We verify the possibilities offered by and limitations of the use of the student portfolio to support student teachers´ professional development in the programme Primary School Teacher Education.

The student portfolio and systematic work with it are important parts of the reflective model of teacher education and a distinctive characteristic of the conception of teacher education in many European countries, e.g., the Netherlands, England, Ireland, Portugal, and Belgium (Clarke, 2002; Kohonen, 2002). In the Czech context, the student portfolio has asserted itself as a significant innovation of recent years (e.g., Píšová, 2007; Spilková, 2004, 2007; Lukášová-Kantorková, 2004; Tomková, 2004; Marková, 2007).

The portfolio, a structured collection of a student's work over a certain period of teaching, documents the processes and results of a student´s professional development. Primary objectives of the creating of the portfolio and working with it are: (a) to teach students continuous, systematic reflection on the long-term process of becoming a teacher and gradual self-discovery in the role of teacher (Clarke, 2002); (b) to teach them to document individual stages of professional development (to identify progress and problems), to return to them, to assess and reassess (Kohonen, 2002); (c) to support individualization of the professionalization process; (d) to support authenticity when reaching professional maturity (to be oneself in the teaching profession); (e) to enable the processing of experiences from practice, to make use of the significance of experience in professional development (interconnecting cognitive and emotional dimensions of learning); (f) to support autonomous learning, self-regulation, responsibility for one´s own development; (g) to develop the need for self-reflection, to help realize the importance of systematic reflecting on oneself and looking back at one´s actions, attitudes, ideas, and feelings because of professional growth (Spilková, 2007).

A portfolio devised in a high-quality way contributes to greater integration of studies, in particular of their theoretical and practical components and the pedagogical-psychological and subject didactics component. The portfolio can be made use of for various purposes, which then influence its content and the criteria for selecting materials. In principle, two basic types of portfolios can be distinguished: the continuous, formative, processual, working, whose main objective is to

monitor development and to document progress in the course of the study, and the summative, final, presentational, representative, exemplary, which documents study results and the level of professional development attained. The portfolio is a valuable tool for self-assessment and self-development. It forms a basis for the determining of a personal plan of development, and for delimiting one´s own objectives – what I need to learn, what I want to be better at – and for continuous assessment of how I succeed in it. When making use of the portfolio for external assessment, the assessment of the level of students´ professional development tends to have the qualities of authentic, qualitative and individualized assessment.

As already mentioned, within the research project "Teaching profession in the context of changing demands on education" we examine the role of the student portfolio when supporting professional growth, we verify the efficacy of various approaches to its creation and types of work with it in the course of and at the end of the course of study, as well as possibilities for its use for formative and summative assessment and for self-assessment and external assessment.

Now we will concentrate on making use of the portfolio in the study programme Primary School Teacher Education (Tomková, 2004, 2008; Spilková, 2007; Spilková & Vašutová, 2008). The creation of the portfolio is understood as recording the process of reflection on an individual path to the teaching profession, and as documenting a personal story in the creating of a professional identity which comprises key points, cross-roads, turning points and possibly crises in the process of professionalization. Work with the portfolio runs through the whole study programme (from the 1st to the 5th year), emphasis being laid on a gradual conception. Approaches to developing students´ professional identity in the first two years of study have been described above. As for the portfolio, at the very beginning of the first year a workshop is held where students obtain basic information about the conception, objectives and content of the portfolio and are introduced to methods of reflection and self-reflection. In the second year, as part of a didactics seminar, another workshop is held, this time aimed at creating the portfolio. Students think about selecting materials from the first two years of study which they consider important for personal reasons and their professional development and which they would include in their portfolios with an explanatory comment.

In the third and fourth years, an elective course is offered which is aimed both at creating a final student portfolio (presentational, representative) and its defence during the final state examination, and also at work with a pupil portfolio at a primary school. The final year provides room for the summarization of partial reflections, looking back at the studies as a whole after pedagogical practice. Creating a professional CV under the title "My path to the teaching profession" plays an important role. This is where students think about their development in the course of their studies: How did my conception of teaching, my professional "self" develop? – In what areas were my opinions reinforced? Which opinions, ideas and attitudes did I change or abandon completely? Why? What influenced me most in the course of the study? (What? Who? Why?)

We attach great significance to the final reflection on the question "What kind of teacher am I?" – What am I leaving the faculty with? What is my conception of

teaching? Where are my strengths and weaknesses? – What do I want to work on further and how? The starting point for a student´s self-assessment is the Framework of a Teacher´s Professional Qualities, which delimits the demands on practice of the teaching profession in a high-quality way (Spilková, Tomková, et al., 2010).

In the last couple of years, the defence of the portfolio has been an alternative to the traditional final state examination in pedagogy. The so-called representative, structured portfolio is the subject of the defence. Its content is delimited generally; however, binding elements are combined with the principle of individual creation and electiveness (what is significant for me). The portfolio contains mainly: (a) selected works, predominantly from the area of pedagogical-psychological disciplines and subject didactics, together with a comment on why they were chosen, in what respects they influenced professional development (seminar, end-of-year papers, project, making a teaching aid, didactic material); (b) documents from pedagogical practice (reflective diary, lesson plans, photo and video documentation, reflections of fellow students and mentors from training schools); (c) an autobiographical description of professional development – essays, stories, mind maps, professional CV – My path to the teaching profession. Primary criteria for assessing the portfolio are: quality of documentation (selection of materials), presentation and assessment of progress and results of professional qualifications, and ability to reflect theoretically on practical experience. The results of analysis of the portfolios and their defence during the final state examination have been published (Tomková, 2008).

Nowadays, we concentrate on developing student´s professional identity throughout the course of study, and on examining "critical stages, periods" and "critical events, turning points" (Sikes, Measor, & Woods, 1985). The terms 'critical events' and 'turning points' denote situations which represent for a student a considerable change in how he views things and his approach to them and a certain turning point in his overall development. A critical period or stage means a greater likelihood of the occurrence of critical events, but this does not mean that a particular critical event will actually happen during this period.

We are preparing a research design whose objective is to find out whether it is possible to identify, in the course of a five-year study programme of teacher education, some significant, critical stages in the development of a student´s professional identity. We are focusing on stages we presume to be critical:

- the decision to become a teacher, entering the faculty and the first collision of expectations vis-a-vis the study and even of the teaching profession with reality
- the gaining of practical experience in the role of teacher in the course of the clinical day and practice within the subject of didactics, including systematic reflection on these
- the culmination of the process of becoming a teacher, attempts at synthesizing theoretical knowledge and practical experience in the final year of study, in particular after continuous pedagogical practice, which is,

in fact, a doorway to the reality of present-day demands on the teaching profession

The basic source of data will comprise analyses of portfolios and in particular reflective diaries and essays they contain. We attach great significance to research reflection on students´ essays (Tomková, Chvál, & Hejlová, 2010). In the course of their studies, students are asked three times to write an essay on the topic "What kind of teacher am I?; in the first semester (I, a future teacher), after the fourth semester (I am becoming a teacher – What am I like?), and at the end of the studies (What kind of teacher am I?). The comparative analysis of essays is a valuable source of data for an investigation of the development of students´ professional identity. It enables the observing of whether and how their perception of school and pupils, their conception of the teaching profession, and their self-perception in the role of teacher have changed. Also, analysis of essays by various students at the same stage of their studies enables an investigatation of general and specific (individual) characteristics in the development of a student´s professional identity.

We consider narrative methods a promising tool for the developing of a student´s professional identity and a source of new knowledge about the process of professionalization in the course of teacher education, which has not yet been made use of fully. They are based on the narrating or writing of stories which include experiences from the past and reflections on the future. The method of so-called critical stories is specific: these describe an extraordinary event representing a certain turning point, namely a critical event, for my attitudes, opinions and perception. The method of critical storytelling makes possible a return to past experiences and a revealing of their meaning for present-day thinking, experience, decision-making and behaviour.

Conclusion

The results of research have proved that the systematic application of specific teaching strategies, in particular systematic reflection on one´s own experience in the role of pupil and even teacher, and constructivist approaches to teaching pedagogical disciplines, form a significant tool for the developing of a student´s professional identity and for influencing his conception of teaching. Despite confirmation of the prospects of these approaches for teacher education, it is also necessary to consider the critical points or limitations of these approaches. Questions which can be formulated in terms of polarities are asked urgently: (a) normative vs. creative, discursive mastering of the teaching profession; this means to what extent it is good to provide students with support, algorithms, "knacks" as a certain centre of professional security, and on the other hand, what extent of diversification and incongruity is reasonable in the plurality of theories and conceptions; (b) individualization of teacher education (influence of personality, constructivist and reflective conceptions) vs. its standardization (influence of tendencies to define the professional standard); (c) influencing of the student´s

conception of teaching vs. authenticity of student teacher´s actions, which is, according to Rogers, one of a teacher´s fundamental qualities; this queries to what extent we should guide and rectify the conception of teaching and to what extent enable and help student teachers to be themselves in the role of teacher.

The most important critical point in the systematic application of constructivist and self-reflective approaches is probably given by the fact that permanent critical examination of one´s own activities, problematization, constantly asking new questions, and a tendency to look for better procedures can all fuel a teacher´s insecurities, weaken his overall professional stability, and have a negative influence on the creation of professional identity and self-confidence. This can be a high-risk factor for certain personality types in particular, e.g., those subject to increased anxiety or with an extremely strong sense of professional responsibility. In order to create a student´s professional identity, it is important to encourage his self-confidence, to support the feeling of certainty that I am doing things well, that I am competent, that I will accomplish what I am trying to do as a teacher, and to support what I care about. To find a balance between the need for certainty and a healthy amount of doubt in the teaching profession is an important but very complicated task.

In all of the cases mentioned, it is mainly a question of looking for a reasonable extent and a balance between approaches that are polar opposites. A priority is the promotion of a tendency to defuse the tension that exists between the academic conception (the universitarization of teacher education entails a stress on the academic as it is traditionally understood), the competence conception (accentuated by the needs of school practice) and the personality, constructivist and reflective conception (which emphasizes individualization and authenticity in the process of becoming a teacher).

References

Bird, T., Anderson, L. M., & Swidler, S. A. (1993). Pedagogical balancing acts / attempts to influence prospective teachers' beliefs. *Teaching and Teacher education*, *9*, 253–267.

Calderhead, J. (1989). Reflective teaching and teacher education. *Teaching and Teacher education, 5*, 43–51.

Clarke, D. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher education, 18*(8), 947–967.

Coolahan, J. (Ed.). (1991). *Teacher education in the nineties: Towards a new coherence.* Limerick: College of Education.

Goodman, J. (1986). Making early field experience meaningful – A critical approach. *Journal of Education for Teaching*, *12*, 109–122.

Grimmett, P. P. & Erickson, G. L. (1988). *Reflection in teacher education*. New York: Teacher College Press.

Havlík, R. (2001). Reflexe vysokoškolské přípravy studenty PedF UK [Reflection on university courses of students of faculty of Education, Charles University]. In

Nové možnosti vzdělávání a pedagogický výzkum. Sborník příspěvků IX. celostátní konference ČAPV. Ostrava: PedF OU, 15–38.

Hejlová, H. (2004). Příprava studentů učitelství na práci s právy dítěte [Preparing teacher students for the work with childrens' rights]. In V. Spilková et al., *Současné proměny vzdělávání učitelů* (pp. 190–200). Praha: Paido.

Helus, Z. (2008). Teoretická východiska pojetí učitele v době měnících se nároků na školu a vzdělávání [Theoretical background of the conception of the teacher in times of the changing demands on the school and education]. In V. Spilková, J. Vašutová, *Učitelská profese v měnících se požadavcích na vzdělávání* (pp. 11–28). Praha: PedF UK.

Helus, Z. (2010). Personalizace v pedagogice – nový pohled na starý problém? [Personalisation in pedagogy – a new view on an old problem?]. *Pedagogika, 60*(3–4), 209–222.

Hrabal, V. & Pavelková, I. (2010). *Jaký jsem učitel* [Whan kind of teacher am I]. Praha: Portál.

Hustler, D. & Intyre, D. (1996). *Developing competent teachers*. London: David Fulton Publishers.

Janík, T. (2005). *Znalost jako klíčová kategorie učitelského vzdělávání* [Knowledge as a key category of teacher education]. Brno: Paido.

Janík, T., Mužík,V., & Šimoník, O. (Eds). (2004). *Oborové didaktiky v pregraduálním učitelském studiu* [Field didactics in preservice teacher education]. Brno: MU.

Kelchtermans, G. & Ballet, K. (2002). The micropolitics of teacher induction. A narrative biographical study on teacher socialisation. *Teaching and Teacher Education, 18*(1), 105–120.

Kincheloe, J. L. (1993). *Toward a critical politics of teacher thinking. Mapping the postmodern*. Westport: Bergin & Garvey.

Kohonen, V. (2002). The European language portfolio: from portfolio assessment to portfolio-oriented language learning. In V. Kohonen & P. Kaikkonen, *Quo vadis foreign language education?* Tampere: University of Tampere.

Korthagen, F. & Vasalos, A. (2005). Levels in reflection: Core reflection as a means to enhance professional development. *Teachers and Teaching: Theory and Practice 11*(1). 47–71.

Koťátková, S. (2004). Osobnostní a sociální rozvoj studentů učitelství pro primární školu prostřednictvím kurzu Osobnostní a sociální výchova [Personal and social development of primary teacher students through the course Personal and social education]. In V. Spilková et al., *Současné proměny vzdělávání učitelů* (pp. 154–162). Brno: Paido.

Korthagen, F. (1992). Techniques for stimulating reflection in teacher education seminars. *Teaching and Teacher Education*, *8*(3), 265–274.

Korthagen, F. (2004). In search of the essence of a good teacher: toward a more holistic approach in teacher education. *Teacher and Teacher Education, 20*(1), 77–97.

Lasley, T. J. (1992). Promoting Teacher Reflection. *Journal of Staff Development, 13*(1), 24–29.

Lindberg, O. (1998). *Alternative Metaphors in Teacher Education.* Paper presented at the conference "Teachers and Their University Education at the Turn of the Millenium", Prague, p. 4.

Lukášová-Kantorková, H. (2003). *Učitelská profese v primárním vzdělávání a pedagogická příprava učitelů (teorie, výzkum, praxe)* [The teaching profession in primary education and pedagogical teacher education]. Ostrava: PedF OU.

Mareš, J., Slavík, J., Svatoš, T., & Švec, V. (1996). *Učitelovo pojetí výuky* [Teaches' conception of instruction]. Brno: MU.

Marková, K. (2007). Potenciál portfolia jako nástroje hodnocení a reflexe studentské pedagogické praxe [Portfolio as a tool for assessing and reflecting upon students' teaching practice]. In M. Píšová (Ed.). *Portfolio v profesní přípravě učitele* (pp. 109–114). Pardubice: Univerzita Pardubice.

McNeil-Turner, L. (1992). *Educating the reflective practitioner: Preparation for the 21st century*. Ontario: Faculty of Education, 1992.

Mojžíšová, J. (2004). Klinický semestr – specifická podoba pedagogické praxe [Clinical semester – a specific form of teaching practice]. In V. Spilková et al., *Současné proměny vzdělávání učitelů* (pp. 236–242). Brno: Paido.

Nezvalová, D. (1994). Reflexe v pregraduální přípravě učitele [Reflection in preservice teacher education]. *Pedagogika*, *44*(3), 241–245.

Nezvalová, D. (1995). Některé trendy v přípravě učitelů základních a středních škol [Trends in primary and secondary teacher education]. *Pedagogika*, *45*(1), 30–37.

Píšová, M. (2005). *Klinický rok: procesy profesního rozvoje studentů učitelství a jejich podpora* [Clinical year: processes of professional development of student teachers and their supporting]. Pardubice: Univerzita Pardubice.

Píšová, M. & Černá, M. (2002). Klinický rok. In V. Švec (Ed.), *Profesní růst učitele* [Teacher's professional development] (pp. 187–192). Brno: Konvoj.

Píšová, M. (2007). Portfolio v profesní přípravě učitele – otazníky, naděje, nebezpečí [Portfolio in teacher education – questions, hopes, dangers]. In M. Píšová (Ed.), *Portfolio v profesní přípravě učitele* (pp. 39–52). Pardubice: Univerzita Pardubice.

Pollard, A. & Tann, S. (1987). *Reflective teaching in the primary school*. London: Cassel.

Pollard, A. (2001). *Reflective teaching.* London: Cassel.

Schön, D. (1983). *The reflective practitioner*. London: Temple Smith.

Sikes, P. J., Measor, L., & Woods, P. (1985). *Teacher career. Crises and continuities.* London: The Palmer Press.

Slavík, J. (2001). La pratique réflexive dans la formation des enseignants d'arts plastiques: phénomène pédagogique dans un contexte politique (expérience tchèque). Recherche et *Formation: pour les professions de l' éducation, 10*, 36, 113–130.

Slavík, J., Dytrtová, K., & Fulková, M. (2010). Konceptová analýza tvořivých úloh jako nástroj učitelské reflexe [Concept analysis of creative tasks as a tool for teacher reflection]. *Pedagogika, 60*(3–4), 223–241.

Spilková, V. (2001). Professional development of teachers and student teachers through reflection on practice. *European Journal of Teacher Education, 24*(1), 59–66.

Spilková,V. (2007). Význam portfolia pro profesní rozvoj učitelů [Portfolio in professional development of teachers]. In M. Píšová (Ed.), *Portfolio v profesní přípravě učitele* (pp. 7–20). Pardubice: Univerzita Pardubice.

Spilková, V. et al. (2004). *Současné proměny vzdělávání učitelů* [Current changes in teacher education]. Brno: Paido.

Spilková, V. & Hejlová, H. (Eds.) (2010). *Příprava učitelů pro primární a preprimární vzdělávání v Česku a na Slovensku. Vývoj po roce 1989 a perspektivy* [Primary and preprimary teacher education in the Czech Republic and Slovakia. The development after 1989 and the perspectives]. Praha : PedF UK.

Spilková, V., Tomková, A. et al. (2010). *Kvalita učitele a profesní standard* [Teacher quality and the professional standard]. Praha: PedF UK.

Spilková, V. & Vašutová, J. (Eds.) (2008). *Učitelská profese v měnících se požadavcích na vzdělávání* [The teaching profession and the changing demands on education]. Praha: PedF UK.

Staněk, A. (2010). Konstrukce profesní identity učitele výchovy k občanství [The construction of perofessional identity of civics teachers]. In H. Krykorková & R. Váňová (Eds), *Učitel v současné škole* (pp. 263–269). Praha: Karolinum.

Stuchlíková, I. (2006). Role implicitních procesů při utváření profesní identity budoucích učitelů [The role of implicit processes in developing professional identity of future teachers]. *Pedagogika, 56*(1), 31–44.

Svatoš, T. (1997). Studentské představy, prožívání a hodnocení učitelské profesionalizace [Teacher students' conceptions, experiences and assessing of teacher professionalisation]. *Pedagogika, 47*(2), 150–162.

Svatoš, T. (2000). *Individuálně orientovaná pregraduální učitelská příprava* [Individual-oriented preservice teacher education]. Habilitation thesis. Brno: MU.

Štech, S. (1999). Teoretické přístupy k vysokoškolské výuce [Theoretical approaches to university teaching]. In J. Vašutová et al., *Vybrané otázky vysokoškolské pedagogiky* (pp. 157–166). Praha: PedF UK.

Švec, V. (1995). K některým zdrojům inovací pedagogické přípravy budoucích učitelů [Some sources of innovations in preservice teacher education]. *Alma Mater, 5*(5–6), 331–334.

Švec, V. (1996). Sebereflexe studentů v pregraduální didaktické přípravě [Self-reflection in preservice teacher education]. *Pedagogika, 46*(3), 266–276.

Švec, V. (1999). *Pedagogická příprava budoucích učitelů: Problémy a inspirace* [Preservice teacher education: problems and inspirations]. Brno: Paido.

Švec, V. (2001). Zdokonalování přípravného vzdělávání učitelů [Improving preservice teacher education]. In E. Walterová (Ed.), *Učitelé jako profesní skupina, jejich vzdělávání a podpůrný systém* (pp. 47–63). Praha: PedF UK.

Tomková, A. (2004). Portfolio v přípravě učitelů primární školy [Portfolio in preservice primary teacher education]. In V. Spilková,V. et al., *Současné proměny vzdělávání učitelů* (pp. 180–189). Brno: Paido.

Tomková, A. (2008). Práce s portfoliem – podpora tvořivosti budoucího učitele [Working with portfolio – supporting the creativity of future teachers]. In J. Bednářová (Ed.), *Tvořivost učitele v primárním vzdělávání* (pp. 207–211). Liberec: FP TU.

Tomková, A., Chvál, M., & Hejlová, H. (2010). Pedagogický a výzkumný rozměr studentských esejů v přípravě studentů učitelství pro primární školu [Pedagogical and research dimension of student essays in preservice primary teacher education]. *Pedagogika*, 60(3–4), 314–328.

Valli, L. (1997). Listening to other voices: A description of teacher education in the United States. *Peabody Journal of Education*, *72*(1), 67–88.

Vašutová, J. (2004). *Profese učitele v českém vzdělávacím kontextu* [The teaching profession in Czech educational context]. Brno: Paido.

Wildová, R. (2004). Model proměny oborové didaktiky v přípravě učitelů primární školy [The model of changing field didactics in preservice primary teacher education]. In V. Spilková et al., *Současné proměny vzdělávání učitelů* (pp. 174–179). Brno: Paido.

Zuzovsky, R. (2001). *Professional development of student teachers during preservice training: A follow-up study.* Paper presented at the ATEE Conference, Stockholm.

Contact information
Vladimíra Spilková
Department of Primary Education
Faculty of Education
Charles University
M. D. Rettigové 4
Praha 1, 116 39
Czech Republic
vladimira.spilkova@email.cz