

TEACHERS COLLEGE

Building a center of excellence to educate the teachers of tomorrow

Why A New Teachers College?

- We believe that “teachers are the most important actors in the field of education and their work, perspective and competencies define its present state and chances of success” (Učiace sa Slovensko, 2017).
- We dream of having enough teachers in Slovakia once, who are “passionate, qualified and rewarded professionals” (To dá rozum, 2020).
- There is already an extraordinary shortage of such people. In a few years, Slovakia will need 10,000 more teachers (NKU, 2020) and there is no indication that the situation and trajectory should change.
- The OECD 2019 Economic Survey finds that Slovakia’s “teachers need better qualifications, better training and better conditions to improve educational outcomes”. And indeed, the methods to train future teachers at existing pedagogical faculties are outdated. The interpretation of the curriculum from the blackboard prevails (80%), application of theoretical knowledge on practical examples is weak (30%), interactive education is almost never used at faculties (13%). Compared to the other OECD countries, Slovakia lags significantly behind in our ability to learn in context and across disciplines, in our ability to think critically and in motivation and desire to learn and work. (OECD 2019)
- Future teachers do not have sufficient training in pedagogical skills, support in further development, or appreciation of their work, so it is difficult for them to develop the potential of all learners. Students of pedagogical faculties consider the professional knowledge they acquire in schools to be insufficient. They do not always consider the internship they completed as part of their studies to be meaningful. Only 37% of students say that they can choose enough interesting content and 30% of students say that they have no interesting choice of subjects. More than 8,000 teaching students out of a total of 15,000 are trained at non-teaching faculties. Of the 28 faculties in Slovakia, only 7 are pedagogical. (To dá rozum 2020)
- No single policy instrument can improve the quality of education under all circumstances. Yet, some EU countries have been able to improve their PISA performance over time, putting in place structural education reforms, tackling inequalities from early years, investing in teachers and making the teaching profession more attractive; create new competence based curriculum with cross curricular collaboration and to help increase school autonomy with accountability. (OECD 2019)
- Teachers are not often given the chances to develop their leadership potential. In the Slovak Republic, 36% of school leaders have completed a program or course in school administration or training for principals (OECD average 54%) and 35% have completed an instructional leadership training program or course (OECD average 54%), before taking up their position as principal. (TALIS 2018)

Vision and mission

We strive to educate the next generation of servant leaders which will become experts in their field, with the capability to educate and innovate, and the ability to build inclusive communities.

- Our aim is to establish a Teachers College in Slovakia which will provide innovative ways of training the next generation of educators.
- We want to do so by launching a four-year Masters program in Entrepreneurial and Innovative Education, which will be characterized by a unique curriculum.
- The curriculum will offer students the possibility to choose and progressively specialize in a variety of courses chosen from three categories: Arts and Humanities; Social Sciences and Sciences. In addition, all students will be required to follow a “core curriculum” composed of three courses: “Innovation in Teaching Practice”, “Entrepreneurial Education”, and “Character Education”.

Unique Value Proposition

We believe our project is unique for the following reasons:

We want to educate the teachers of tomorrow by:

Equipping our students with a mix of digital, cognitive and non-cognitive skills.

We will do so by offering cross curricular collaboration between Arts and Science disciplines from the beginning of the study. We want to motivate students to think critically in a wider context and across disciplines with focus to think critically and in motivation and desire to learn and work.

Offering a multidisciplinary study program and progressive specialization.

We will offer students the possibility to choose more than one module in their first and second choice, before choosing their topic of specialization in the third and fourth years.

Fostering entrepreneurial thinking.

We will do so by teaching a compulsory core course on entrepreneurship, which will give our students the necessary skills to see gaps as opportunities to create value and the means to successfully implement new, financially sustainable ideas. We cooperate with organizations such as FBE (For Business Excellence) and Agathe Center for Entrepreneurship.

Encouraging innovations in teaching practice.

We will do so by teaching a compulsory core course on innovations in teaching practice, which will tackle questions such as how to capitalize on and adapt to technological developments (e.g. artificial intelligence, machine learning) in the field of education. Our aim is to offer our study programs completely online and in English as well.

Providing immersive learning experiences.

We will do so by requiring students to get practical experiences through placements in our partner schools especially with Association of Schools C.S. Lewis, Teach for Slovakia and Indicia.

Promoting an international outlook.

We will aim to have teaching staff with expertise from Czech Republic, United Kingdom, USA, Austria, Hungary and Ukraine and encourage our students to study in other countries as well.

We want to build communities in a fragmented world by:

Creating new and unique Residential learning communities (RLCs)

RLCs are educational programs that integrate academic and/or co-curricular experience with living together on campus or in a dedicated space and are “the pedagogical embodiment of the belief that teaching and learning are relational processes, involving co-creating knowledge through relationships among students, between students and teachers, and through the environment in which these relationships operate”.

Forming a strong on-campus community

We will offer our students the possibility to get involved in the College life next to their core contact hours and to have a variety of extracurricular activities. We put special emphasis on artistic activities such as building a choir, chamber orchestra and experimental ensemble of new music. Those ensembles will contribute to a good reputation of the Teachers College and build relationships between students and teachers.

Offering learning opportunities for all and being inclusive

We want to educate teachers who will be able to educate kids from a variety of backgrounds, including disadvantaged ones, and we want to offer access to education for students from all types of backgrounds. We will cooperate with Non-governmental organizations focused on inclusion such as Superar Slovakia, EduRoma, Návrát and Socia. Our online curriculum will be accessible to students from disadvantaged groups who can not financially afford to study full-time in Bratislava. Online courses will bring more students to Teachers College.

Cooperating with Faculties of Comenius University

We want to cooperate with experts from the Faculty of Mathematics, Physics and Informatics, Faculty of Arts and Faculty of Natural Science to help us form our unique curriculum. We also want to share teachers between the modules to make study more attractive and innovative for all our students.

We want to educate servant leaders by:

Placing explicit emphasis on character

We will do so by teaching a compulsory core course on character education with emphasis on how to develop as a practitioner and how to create developmental environments in classrooms and schools.

Allowing them to grow through mentoring

We will strive to offer students the opportunity to reflect about their lives through regular one-on-one and/or group mentoring sessions. We as well offer our students individual supervision from managing teachers from our partner Elementary and High schools.

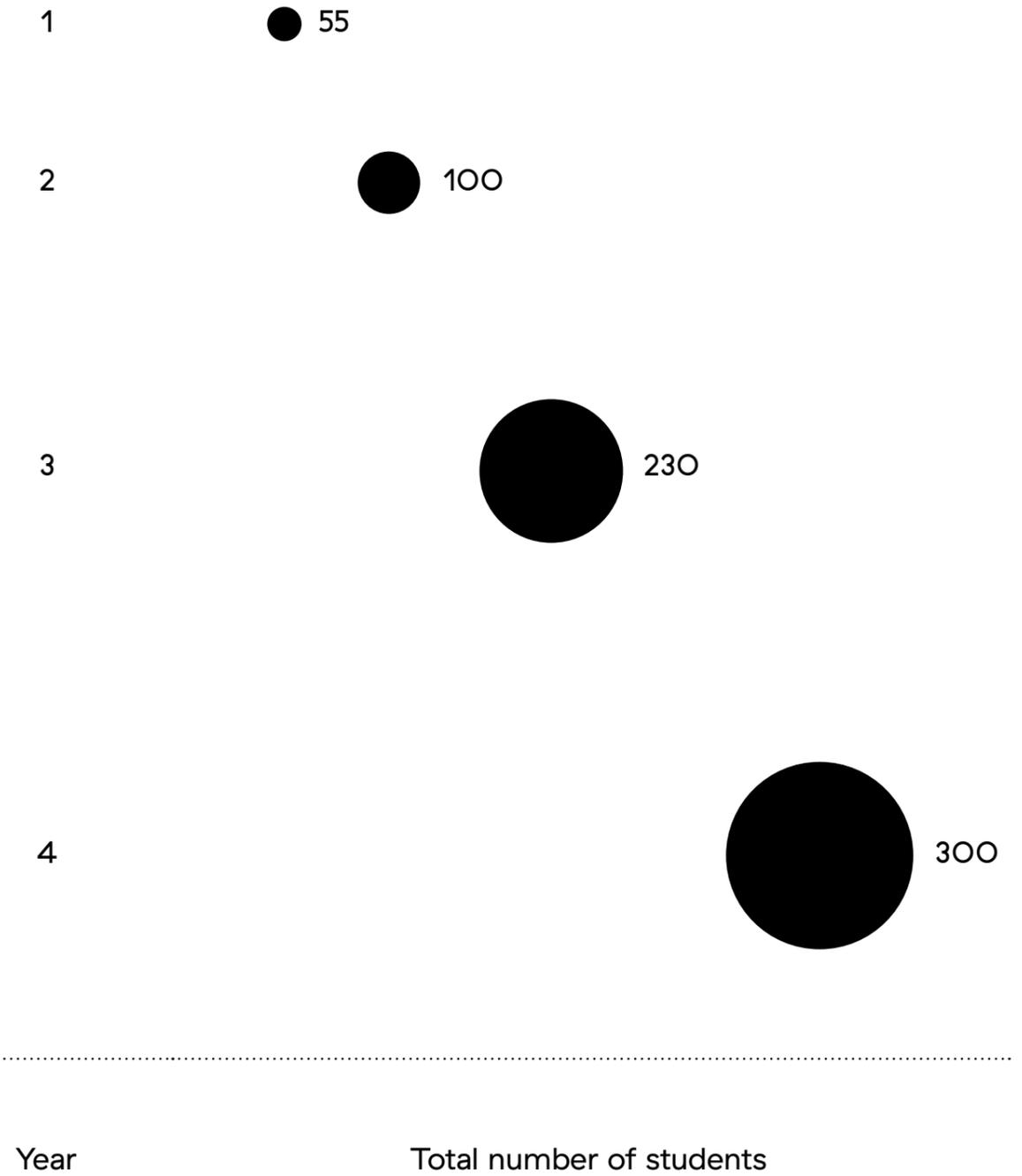
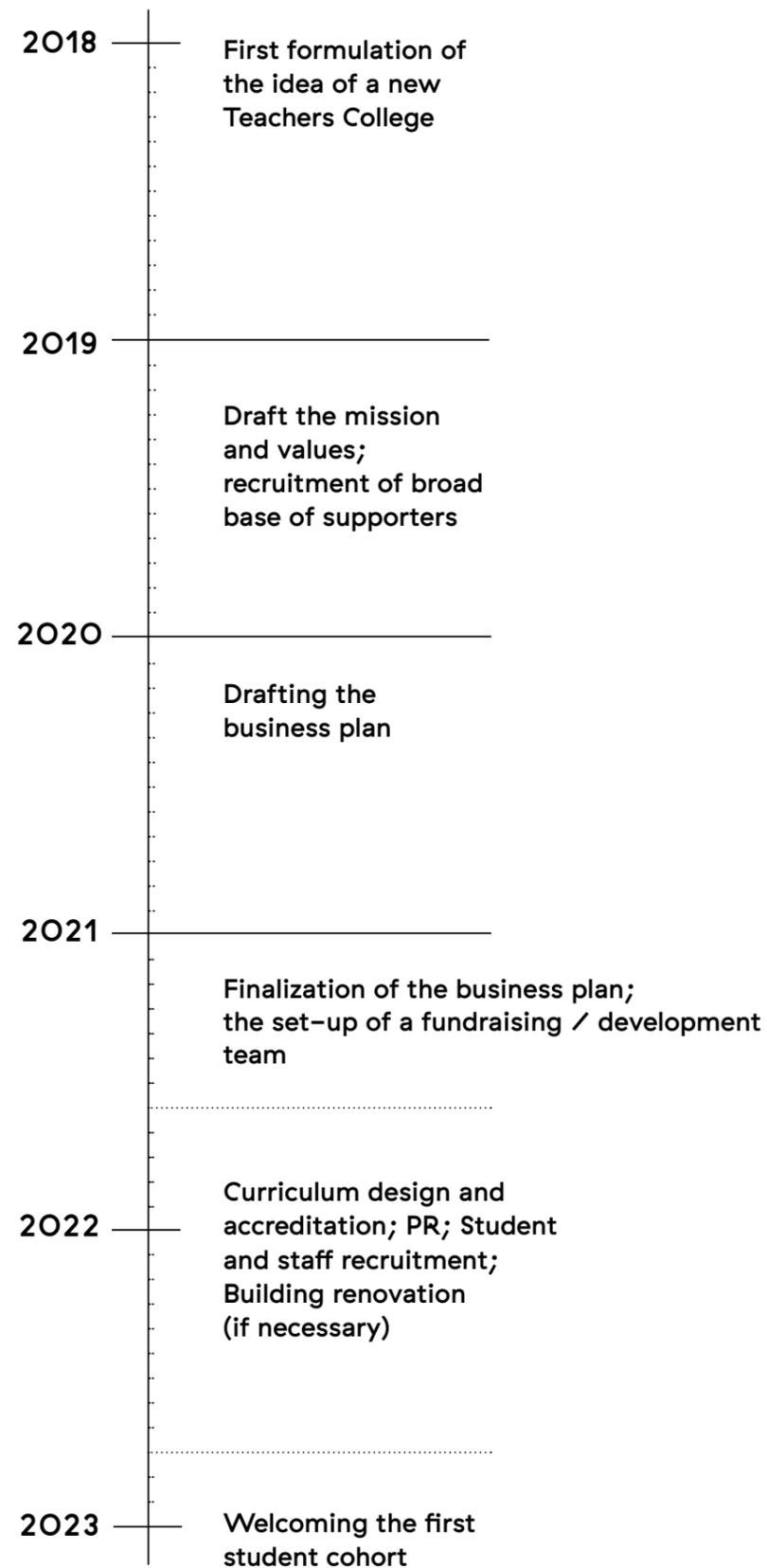
Promoting service learning and charity work

We will do so by requiring all students to do a minimum amount of volunteering with local or international charities.

The graduate of the Teachers College will perceive that the pupil with his/her needs is at the center of the educational process, will have the basic knowledge, skills, and attitudes necessary to be able to pursue the profession of teacher or educator in different types of schools and in cooperation with different partners, in individual interactions with students and within the dynamics of the group will be able to effectively use forms, methods and tools that lead to the holistic growth of each child and young adult.

Project milestones/timeframe

Building an international center of excellence to educate the teachers of tomorrow



Core Team

Ivan Šiller

Founder and chairman of the InMusic, pianist and educator, artistic director SUPERAR Slovakia

Tomáš Boroš

Broadcast journalist, composer, expert in didactics SUPERAR Slovakia

Pavel Kailing

Consultant and mentor, expert in education

Preparatory Team

Kristína Uhlíková

Mentor and Team Senior Manager, Teach for Slovakia

Jonáš Boroš

Student at University of Amsterdam, producer of the InMusic Organization

Daniel Nagaj

Expert in Physics, Teacher at Slovak Academy of Sciences

Helene Pfeil

Director of Agathe Center for Entrepreneurship

David Laco

Teacher at CS Lewis Bilingual High School

Jakub Uhlík

Consultant at Agathe Center for Entrepreneurship

Advisory Board

Professors and Academics

Vladimír Šucha

Professor of Environmental Geology, Associate Professor of Deposit and Economic Geology, Senior Policy Advisor at UNESCO

Daniel Matej

Composer, Performer and Professor at Janáček Music Academy Brno (Czech Republic)

Ján Hábl

Professor at Department of Pedagogy and Psychology, University of Hradec Králové (Czech Republic)

Dušan Velič

State Secretary, Professor of Physical Chemistry at Comenius University, Bratislava

Pavel Hošek

Professor at Evangelical Theological Faculty, Charles University (Czech Republic)

Jana Klagová

Dean of Studies at LEAF Academy, Co-Founder of C. S. Lewis Bilingual High School

Advisory Board

Social Entrepreneurs

Daniel Laco

Managing Partner at FBE (For Business Excellence), Chairman of the Board of the CS Lewis school Association

Daniel Bútorá

Lecturer, Coach, Project Manager; FBE, Narnia & C.S Lewis High School, Teach for Slovakia

Marek Markuš

Senior Consultant at Agathe Center for Entrepreneurship

Miro Jurík

Fundraiser and Project Manager, Depaul Slovakia

Tomáš Hasala

CEO, Nexteria

Milan Číčel

Senior Consultant Coach and mentor to enterprise leaders at Agathe Center for Entrepreneurship

Carolina Herrera

Deputy Director of Agathe Center for Entrepreneurship

Martin Poliačik

CEO, Managing Partner at ACT (Academy of Critical Thinking)

Marek Kapusta

Executive Director Superar Slovakia

**WE LOOK
FORWARD
TO HEARING
FROM YOU**