

Name of university, Name of faculty: Trnava University
Faculty of Education

INFORMATION SHEET OF THE SUBJECT

Code: YPEM304_A		Name: Professional development of a teacher of pre-primary education	
Cover: Department of School Education			
Type of educational activity: Lecture		Number of credits: 3	Recommended semester: WT
Scope of educational activity (in hours): Weekly: 2 For term of study: ZS 46			Study grade:
Method of educational activity: Combined			
Recommended semester	Study programme		
1.year WT	Pre-School Pedagogy (DPP_E2) Pre-School Pedagogy (YPP_D2) Pre-School Pedagogy (YPP_E2)		
Underlie subjects:			
Conditions for passing the course: Method of evaluation: Completion by taking an examination			
Continuous evaluation: Final evaluation: Final evaluation: In the exam period, a final test for 100 points. Finished: The course is completed by a written examination. Credit will not be awarded to a student who scores less than 51 points. At least 91 points are required for an A grade, at least 81 points for a B grade, at least 71 points for a C grade, at least 61 points for a D grade and at least 51 points for an E grade. Finished: Final evaluation: In the exam period, a final test for 100 points. Finished: The course is completed by a written examination. Credit will not be awarded to a student who scores less than 51 points. At least 91 points are required for an A grade, at least 81 points for a B grade, at least 71 points for a C grade, at least 61 points for a D grade and at least 51 points for an E grade.			
Learning outcomes: VV1 Explain the reasons for the professionalization of the preschool teacher. VV2 Identify professional development tools for preschool teachers (both mandatory and voluntary). VV3 Justify the importance of professional development. VV4 Identify current professional development issues and propose a research project that offers solutions. VV5 Express a positive attitude towards the teaching profession, motivation for self-development and identification with the role of the professional teacher in terms of the requirements of the profession's code of ethics.			
Schedule of subject: Theory of professional development of teachers (subject, content, place in the system of educational sciences). Research on the teaching profession (frequent topics, results). Teachers' professional career (professional development, motivation and needs in professional development) Teacher professional development and its support (objectives, principles, models, institutional foundations) Teachers' professional competences (background, models, critique). Standardisation of teachers' professional competences (functions of standards, contexts and concepts of implementation) Forms and methods of teacher professional development (quality teacher, effective development, learning school) Current model of support for teachers' professional development in Slovakia (legislative, financial, and other contexts)			
Recommended reading: PAVLOV, I. 2012. Model profesijného rozvoja učiteľov na Slovensku. (Model of professional development of teachers in Slovakia). In: KOHNOVÁ, J., ed. Profesní rozvoj učitelů: sborník příspěvků z konference [CD-ROM]. Praha: Univerzita Karlova v Praze, Pedagogická fakulta, 2012, s. 55 - 63. PAVLOV, I. , ŠNÍDLOVÁ, M. 2013. Profesijný rozvoj učiteľov – podnety pre modely podpory. (Teacher professional development - suggestions for models of support). Praha: Agentura 3p spol. s r. o., 90 s. ISBN 978-80-260-4014-9. PAVLOV, I. 2014. Kurikulum učiteľskej andragogiky. (Curriculum for teacher andragogy). Prešov: Škola plus s.r.o. 2014, 158 s. PÍŠOVÁ, M.- NÁJVAR, P. – JANÍK T. a KOL. 2011. Teorie a výzkum expertnosti v učitelství profesii. (Theory and research on expertise in the teaching profession). Brno: Masarykova univerzita, 2011, 154 s. PRŮCHA, J. 2002. Učitel: současné poznatky o profesi. (Teacher: current knowledge of the profession). Praha: Portál, 2002. 154 s. STARÝ, K. a kol. 2012. Profesní rozvoj učitelů. Podpora učitelů pro zlepšování výsledků žáků. (Teacher professional development. Supporting teachers to improve student achievement). Praha: Karolinum, 2012. 188 s. ŠTECH, S. 2008. Úpadek profesionality. (The decline of professionalism). In Pedagogika. ISSN 0031-3815, 2008, roč. 58, č. 3, s. 219-221. ŠVEC, V. 2005. Pedagogické znalosti učitele. (Teacher's pedagogical knowledge). Praha: ASPI, 2005. 136 s. VAŠUTOVÁ, J. 2007. Být učitelem. Co by měl učitel vědět o své profesi. (Being a teacher. What a teacher should know about their profession). Praha: Pedagogická fakulta UK, 2007. 76 s. VALENT, M. 2019. Plán profesijného rozvoja podľa novej legislatívy. (Professional development plan under the new legislation). Bratislava: MPC. VALENT, M. nedatované. Profesijný štandard v školstve. (Professional standards in education). Dostupné na: https://archiv.mpc-edu.sk/sk/pedagogicke-rozhlady/clanky/profesijny-standard-v-skolstve			
Act on Teaching and Professional Staff and on Amendments and Additions to Certain Acts (č. 138, 2019 Zb.z.).			
Language requirements: Slovak, English			

Notes:					
Course evaluation: Assessed students in total: 283					
A	B	C	D	E	FX
54%	26%	9%	5%	1%	6%
Lecturers: PaedDr. Jaroslava Magulová, PhD., lecturer, examiner, instructor, seminary supervisor					
Date of last change: 01.09.2026					
Approved by: prof. PhDr. Branislav Pupala, CSc.					