

Subjective Evaluation of Demands on Performance of Teacher Professional Activities

Abstract

The paper presents partial results of the research identifying demands on the performance of professional competences in the school practice in teachers¹ with various length of practice and in student teachers. Results are compared with the findings and results of the national report in the OECD international report TALIS 2008.

Keywords: *professional standard, functional literacy, professional competences, educational activities, subjective demands on performance, international research studies*

Introduction

In the 90^s of the 20th century the essence of teacher professionalism in the creation of school curricula began to be identified through *key competences*. We perceive them as the means and goals of education, enabling individuals to successfully involve in social interactions while preserving their own independence in a familiar environment, but also in new unforeseen situations. Today, current preparation of future teachers accentuates a shift from the traditional model of *minimum competence* (transfer of content to pupils) to the model of broad professionalism (*the reflective practitioner*), considering the teacher as the basis

¹ Due to the common use of the terms pupil, student and teacher in the masculine gender also to designate female teachers, pupils and students, we do not use a gender-sensitive language.