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**Teacher Roles in the Context of Waldorf School**

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## ZADÁNÍ BAKALÁŘSKÉ PRÁCE

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### Z á s a d y p r o v y p r a c o v á n í :

V bakalářské práci se studentka zaměří na role učitele anglického jazyka, a to zejména v kontextu waldorfského vyučování jako jedné z pedagogických alternativ realizovaných v prostředí české školy. Teoretická část stanoví východiska pro vlastní šetření v části praktické, tj. představí klíčového aktéra vzdělávacího procesu - učitele, akcent bude kladen zejména na role učitele anglického jazyka. Autorka se dále zaměří na hlavní principy a filosofii waldorfské pedagogiky a identifikaci možných rolí učitele anglického jazyka v procesech vyučování / učení se anglickému jazyku v souladu s didaktickými principy waldorfského vyučování, a to rovněž v souvislosti se specifiky vyučování zaměřeného na žáka (tzn. learner-centeredness) a vyučování zaměřeného na učitele (tzn. teacher-centeredness). V praktické části budou na základě komparativního přístupu porovnány role učitele anglického jazyka v kontextu (newaldorfských / standardních) hodin anglického jazyka s vyučováním anglického jazyka ve waldorfské škole. Pozorování bude probíhat v prostředí české základní školy.

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**Abstract:**

The aim of this bachelor thesis is to introduce Waldorf School, one of the alternative school operating in the Czech Republic, a teacher, one of the factors of an educational process, and teacher roles at first and subsequently verify whether teaching the English language at the chosen Waldorf primary school is more learner-centred than teaching the English language at the chosen standard primary school. The thesis consists of two parts – theoretical and practical. The theoretical part provided the theoretical basis for the research which had been conducted and subsequently described in the practical part.

**Key words:** alternative schools, Waldorf School, teacher, teacher roles, teacher-centeredness, learner-centeredness

**Abstrakt:**

Cílem této bakalářské práce je nejprve představit waldorfskou školu, což je jedna z alternativních škol působících v České republice, učitele, jednoho z faktorů edukačního procesu a role učitele a poté ověřit jestli je výuka anglického jazyka na vybrané waldorfské základní škole více zaměřená na žáka než výuka anglického jazyka na vybrané standardní základní škole. Tato práce se skládá ze dvou částí – teoretické a praktické. Teoretická část poskytla teoretický základ pro výzkum, který byl nejprve proveden a následně popsán v praktické části.

**Klíčová slova:** alternativní školy, waldorfská škola, učitel, role učitele, vyučování zaměřené na učitele, vyučování zaměřené na žáka

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# 1 INTRODUCTION

This thesis deals with Waldorf School, one of the alternative schools operating in the Czech Republic, a teacher, one of the factors of an educational process, and roles which are performed by teachers in their lessons.

The overall aim is to introduce these three topics at first and then to verify whether teaching the English language at the chosen Waldorf primary school is more learner-centred than teaching the English language at the chosen standard primary school.

The thesis is divided into two parts – theoretical and the practical part. In the theoretical part the position of Waldorf School and other alternative schools in the Czech educational system is solved at first and gradually Waldorf School, together with its specifics, is introduced, namely the principles of Waldorf pedagogy and other departures typical for this alternative school. Other chapters are devoted to a teacher and teacher roles. Teacher-centeredness and learner-centeredness, together with roles representing these two concepts, are specified in the end.

The practical part focuses on the research whose aim was to verify the research hypothesis formulated on the basis of findings from previous study of literature, which was interpreted in the theoretical part. The practical part consists of four major parts. First of these parts introduces the research itself - its aim, plan, samples, hypothesis and other important aspects which had to be considered before data collection. The second part is about data collection itself and the third part deals with the analysis and interpretation of the data. The final part includes the summary of results and clarifies whether the research hypothesis was confirmed or not.

Finally, it is important to mention that a teacher, who is addressed many times in this thesis, is referred to as “he/she” or in case of possession “his/her” or “their” is used. When referring to a pupil, the same labels are used. Moreover, pupils are sometimes called learners and occasionally children.

## THEORETICAL PART

### 2 ALTERNATIVE SCHOOL

Primarily, it is important to take into consideration the Czech educational system and the position of alternative schools in it and this way also clarify the meaning of the term alternative school. According to the Act No. 561/2004 Collection of Law, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education, the Czech educational system consists of schools, which provide education in accordance with Educational Programmes, and schools' facilities (Act No. 561/2004 Collection of Law, p. 5). The same Act also defines the types of schools that operate in the Czech Republic, which are:

nursery schools, basic schools, secondary schools (secondary general schools, secondary technical schools and secondary vocational schools), conservatories, tertiary professional schools, basic artistic schools and language schools authorised to organise state language examinations (Act No. 561/2004 Collection of Law, p. 5).

Unfortunately, any reference concerning the possible division of schools into *standard schools* and *alternative schools* cannot be found in the Act. The reason why the division of schools in these two types is not provided is probably due to the fact that the Act does not list the schools according to the criterion of their alternativeness but according to their hierarchy and founder<sup>1</sup>. The schools, which are not established by public founders,<sup>2</sup> are labelled as private schools and the document defining education at private schools in the Czech Republic is the Regulation<sup>3</sup> No. 353/1991 Collection of Law.

Lack of information about differences between standard and alternative schools in the Act signifies that it is necessary to find the answers in works of leading professionals in pedagogy and didactics. Průcha in his publication *Alternativní školy a inovace ve vzdělávání* clarifies both terms. He defines *standard schools* as “schools that due to their characteristics represent a major established norm, standard, prescribed model” (Průcha, 2004, p. 21, my translation). To define *alternative school* is more difficult,

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<sup>1</sup> The English word *founder* refers to the Czech word *zřizovatel* in this case.

<sup>2</sup> With the acceptance of the Act No. 561/2004 Collection of Law, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education, the founder of public schools became: *a Ministry* (The Ministry of Education, Youth and Sports; The Ministry of Defence; The Ministry of the Interior; The Ministry of Justice and the Ministry of Foreign Affairs), *a region*, *a municipality* or *a union of municipalities* (Act No. 561/2004 Collection of Law, p. 6 - 7).

<sup>3</sup> Regulation No. 353/1991 Collection of Law is a document which is available only in the Czech language under the title *Vyhláška MŠMT ČR č. 353/1991 Sb. o soukromých školách*.

mainly because there is “terminological chaos caused by different understanding of the term” (Průcha, 2004, p. 17, my translation). This claim is also confirmed by other writers, for example Tvrzová (in Vališová; Kasíková, 2007, p. 95). As a solution, Průcha offers three major aspects which reflect the most common understanding of the term. These aspects are:

- a school-political aspect,
- an economic aspect,
- a pedagogical and didactic aspect (Průcha, 2004, p. 18, my translation).

**The school-political aspect**, which is closely interrelated with the economic aspect, is defined by Průcha as an aspect in which the schools are divided into *public* or *non-public schools* (2004, p. 18). The founder of these schools is the key factor within this aspect. Průcha states that **the economic aspect** deals with the way of funding of public and non-public schools (2004, p. 19).

The third of the aspects, **the pedagogical and didactic aspect**, is most important for purposes of this thesis. Průcha uses terms *standard schools* and *non-standard (alternative) schools* within this aspect and characterizes non-standard (alternative) schools as schools that they all have a pedagogical particularity which differentiates them from standard schools (2004, p. 21). The founder and the way of funding are not important determinants within this aspect apart from previous two, which means that alternative schools can be both public and non-public even though at the beginning alternative schools, for example Waldorf schools, were usually funded from other sources than the public ones. The fact that first Waldorf schools were not financed from public sources is even clear from Rýdl’s publication from 1994 dealing with alternative schools in which there is stated that Waldorf schools are financed from specific funds<sup>4</sup>, “which are formed by membership fees, tuition fees and profit from various cultural and socially beneficial events” (Rýdl, 1994, p. 142, my translation). This fact is in most cases no longer true because the majority<sup>5</sup> of contemporary Czech Waldorf primary

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<sup>4</sup> These specific funds are labelled as “spolkové fondy“ in Rýdl’s publication (1994, p. 142).

<sup>5</sup> The fact that the majority of contemporary Czech Waldorf primary schools are financed from public sources is clear from the articles describing organizational issues of individual Czech Waldorf primary schools on the websites of these schools that are available on the website of the Association of Czech Waldorf Schools – iwaldorf.cz. Nowadays there are only two private Waldorf primary schools in the Czech Republic.

schools are financed from public sources. According to Průcha, differentiation of alternative schools can be grounded in different:

- ways of organization of education [...];
- curricular programmes (changes in content or in educational aims or in both);
- parameters of an educational environment (for example, non-standard architectural arrangement of classrooms [...]);
- ways of evaluation of pupils' performance (for example, oral evaluation);
- relationships of a school with parents, [...], etc. (Průcha, 2004, p. 20, my translation).

It is clear that specific pedagogical particularities are the key factors which make these schools alternative within this aspect.

Generally, it is possible to say that Průcha provided the view on the schools both from the sociological perspective (the perspective including political and the economic aspect that is offered by the legal documents) and also from the pedagogical perspective.

## **2.1 WALDORF SCHOOL**

Waldorf School (or Free School) is one of the alternative schools which successfully operate in the Czech Republic and in other countries. The first Waldorf School was established by an Austrian philosopher and pedagogue Rudolf Steiner during the era of the reform pedagogy movement<sup>6</sup>. According to Grecmanová and Urbanovská, the first Waldorf School was established in Stuttgart in 1919 and it was attended by 252 pupils whose parents were often workmen of Waldorf Astoria, which was a cigarette factory (1997, p. 6). Waldorf schools were initially established as twelve-year schools providing basic education. According to Rýdl, reform attempts were done only with primary schools even though they were not intended only for them (Rýdl, 1994, p. 17). According to Tvrzová, the first Waldorf schools started to occur in the Czech Republic

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<sup>6</sup> Rýdl defines the reform pedagogy movement as a movement which started to occur primarily in the world from 1880 and which expressed its critical reaction to some aspects in pedagogy, namely schools which were conservative, preferring teachers and intellectualism and schools of didactic materialism, etc. (Rýdl, 1994, p. 6 – 19). Alternative schools, which started to occur during the era of the movement, tried to eliminate these imperfections by introducing various innovations into education. One of the major changes was the new perception of a pupil. According to Rýdl, a child stopped to be perceived as an adult and pedagogues, physicians and others started to search for new effective ways of education of children (ibid, 1994, p. 24). It was no longer a teacher who was seen to be the most important factor in an educational process as it was typical in previous decades.

in 1990s (in Vališová; Kasíková, 2007, p. 96). Nowadays there exist also some nursery and secondary Waldorf schools in the Czech Republic.

Waldorf School was created according to Rudolf Steiner's thoughts and his spiritual philosophy. "Philosophical opinions of Dr. Rudolf Steiner came out of anthroposophy (from Greek "anthropos" = a human being and "sofia", which means wisdom) – the philosophy which progresses from the observation of the world and a human being to bases of human existence and consciousness of real essence of a human being." (Grecmanová; Urbanovská, 1997, p. 6, my translation)

### **2.1.1 PRINCIPLES OF WALDORF PEDAGOGY**

Each alternative school enforces certain principles according to which education is realized at these schools. One of the most important features of Waldorf pedagogy is the fact that it is pedagogy which takes into consideration a pupil and their (learning) needs. This fact is confirmed by Průcha who states that education at Waldorf schools is realized in such a way to instigate and develop a child's activity, his needs and interests (Průcha, 2004, p. 39). The Association of Czech Waldorf Schools<sup>7</sup> then even states the view on a child and the approach to him/her as the major internal difference of Waldorf schools in the article "Často kladené otázky" (AWŠ ČR, 2008a, internet source). Rýdl states that both Waldorf schools and other alternative schools enforcing anti-authoritative pedagogy:

are trying to change the authoritative relationship of a teacher and a pupil, and a pupil is understood chiefly as the subject of education and both conceptions find close the idea of the maximal development of abilities of all the pupils on the basis of the free choice and methodical freedom (Rýdl, 1994, p. 12, my translation).

It is clear from this statement that pupils are not passive elements in an educational process any longer and that they are given more freedom over their process of learning. The key aspects of Waldorf pedagogy are "*the principle of equal opportunities, the principle of integration of social groups and the principle of cooperation of pupils with different talent and abilities*" (Rýdl, 1994, p. 133, my translation). The last principle points to the fact that the most common type of organizational forms used in the lessons of Waldorf schools will probably be pair work or group work, which is also confirmed by Grecmanová and Urbanovská. According to them, the lessons in which general

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<sup>7</sup> The English equivalent "the Association of Czech Waldorf Schools" that is frequently used in this thesis refers to the Czech title – Asociace waldorfských škol České Republiky (AWŠ ČR).

subjects are taught are realized in the form of group work and in the lessons of other subjects, pupils work in smaller groups (1997, p. 22). Waldorf schools emphasize mainly collegial work because they believe that “strength of the collective should strengthen social relationships among members of the collective, [...]” (ibid, p. 23, my translation). Collegial work is not valuable only for its social purposes but it also helps to give pupils greater control over their learning process. The principle of integration of social groups and the principle of cooperation of pupils with different talent and abilities come out of the fact that children at Waldorf schools are divided into classes “regardless of their talent, social or national origin of parents and their property” (Rýdl, 1994, p. 133, my translation). When pupils of different talent and abilities are divided into groups according to these differences and work together, so-called cooperative learning is realized. Even though pupils work in groups when cooperative learning is realized, Kasíková emphasizes that cooperative group work is not identical with simple dividing pupils into groups because it has a deeper purpose - to strengthen an individual learner through cooperation (Vališová; Kasíková, 2007, p. 184). “Cooperative organization of education is based on the principle of cooperation during reaching aims; results of an individual are supported by the activity of the whole group of pupils and the whole group benefits from the activity of an individual.” (Vališová; Kasíková, 2007, p. 183, my translation) Cooperative group work has according to Kasíková several basic components, which are “positive mutual dependence, face-to-face interaction, personal responsibility, appropriate use of interpersonal and group skills and the reflection on group processes” (Vališová; Kasíková, 2007, p. 184, my translation). What is then the role of a teacher when cooperative learning is realized? Kasíková admits that a teacher does not get rid of their controlling role because they have to divide pupils into groups, state and explain the instructions, etc. but when pupils start to work the role of a teacher changes into less controlling and becomes more assisting because the teacher observes how pupils work, provides a sort of guidance if needed and lets pupils work, finally he or she summarizes the results and provides feedback on work done (ibid, p. 185 – 188).

It is undeniable that pupils work also individually, together with their teacher and occasionally also listen to the teacher’s monologue but it is clear that previously mentioned organizational forms which come out of the principles of Waldorf pedagogy are used in the lessons most frequently. Such principles and interrelated organizational

forms tell us a lot about the approach of Waldorf pedagogy to pupils. These schools do not endeavour only to transmit knowledge from teachers to their pupils so that their pupils would be able to prove their encyclopaedic knowledge of a particular phenomenon with little or no understanding of it but they try to understand their pupils and provide them with an opportunity to acquire knowledge through specific organizational forms which enable them to have more control over their process of learning, and which also teach them to be responsible and tolerant to others.

### **2.1.2 OTHER DEPARTURES OF WALDORF PEDAGOGY AND THEIR VALIDITY AT CONTEMPORARY CZECH WALDORF SCHOOLS**

The principles of Waldorf pedagogy and specific organizational forms used in education are not the only departures of Waldorf pedagogy. The organization of education is also completely different. Older literary sources state that major external differences in which Waldorf schools differ from standard schools are the division of school years and the structure of lessons. Průcha states that “fully organized Waldorf Primary School is a twelve-year school of an integrated type” (Průcha, 2004, p. 39, my translation). Rýdl, whose claim is in accordance with Průcha’s, states that the way how pupils are educated at twelve-year Waldorf schools comes out of previous Steiner’s observations of children’s evolution (Rýdl, 1994, p. 135).

Unfortunately, contemporary Czech Waldorf primary schools are no longer twelve-year schools but pupils are educated traditionally from first to the ninth grade there. According to the article called “Stručně o Waldorfské pedagogice” created by the Association of Czech Waldorf Schools, education at Czech Waldorf primary schools is realized according to the standards established by the Ministry of Education, Youth and Sports (AWŠ ČR, 2008b, internet source). Moreover, education is not realized according to previous observations of children’s evolution and plans or outlines that were created on the basis of these findings but according to school educational programmes.

According to the Association of Czech Waldorf Schools, there are nine Waldorf primary schools in the Czech Republic and two primary schools in which some grades apply principles of Waldorf pedagogy (AWŠ ČR, 2008c, internet source). All these Waldorf schools have in common the fact that education is realized at these schools



according to school educational programmes created by them individually even though some of these schools openly admit on their websites that education is still realized according to previous outlines in some grades. School educational programmes which these schools use were created in accordance with so-called framework educational programme for basic education created by the Research Institute of Education in Prague. The problem that some critics frequently address is the fact that

even though a new educational programme is called framework and for this reason it should provide enough space for various educational alternatives, its boundaries are too narrow in case of Waldorf School and the document does not respect the specifics of an alternative school (Dvořáková, internet source, my translation).

Another still valid departure is the specific structure of lessons. The Association of Czech Waldorf School states in the article “Stručně o Waldorfské pedagogice” that teaching of general subjects at Waldorf primary schools is not realized in traditional forty-four-minute lessons but in so-called epochs which usually last two hours (AWŠ ČR, 2008b). There is also added that each epoch is divided into three parts – rhythmical, teaching and a story-telling part and it is monothematic, which means that one specific theme is developed by a teacher for several weeks (ibid, 2008b). According to Rýdl, the reason why general subjects are taught this way is clarified by his claim that Steiner wanted to substitute the traditional schedule which forced a pupil to pay attention to several distinct problems during one day (Rýdl, 1994, p. 140). It is clear from such a division of lessons that pupils’ differentiation is taken into account and that it allows pupils to understand the subject matter deeply and more properly. The Association of Czech Waldorf Schools states in the previously mentioned article that other subjects such as foreign languages, physical education and others are taught in traditional forty-five minute lessons but the teacher keeps the division of lessons into three parts (AWŠ ČR, 2008b). This claim is also confirmed by Rýdl (1994, p. 140).

And what is the view on textbooks at Waldorf schools? Unfortunately, at many standard schools textbooks are frequently used as primary sources for the preparation of lessons and then they are also used in lessons. The view on traditional textbooks is different at Waldorf schools. Grečmanová and Urbanovská in their publication state that traditional textbooks are perceived to be secondary sources and passive teaching aids at Waldorf schools (1997, p. 25). In the article “Stručně o Waldorfské pedagogice” there is also stated that there is the absence of textbooks at Waldorf schools and that teaching

materials are created entirely by the teacher (AWŠ ČR, 2008b). According to Rýdl, pupils record the subject matter, their ideas and drawings during epochs in so-called epoch exercise books, which later substitute textbooks (1994, p. 140). This fact is also confirmed by Grecmanová and Urbanovská in their publication (1997, p. 22).

Another well-known departure is the stress which Waldorf schools put on cooperation of parents with the school. Such cooperation means the cooperation in the broadest sense. According to Rýdl, parents of future pupils very often helped to build Waldorf schools (1994, p. 134). Even though many contemporary Czech Waldorf schools are established and financed by public founders, the parents are still expected to take part in the organizational matters. It is clear from the websites of contemporary Czech Waldorf schools that some of these schools still endeavour to have a close relationship with parents because class meetings are held every month at these schools.

The last departure which is worth mentioning, even though some standard schools also use it, is oral evaluation. According to the article of the Association of Czech Waldorf Schools called “Často kladené otázky”, pupils are not given marks; they receive the school report in the form of oral evaluation which tells them more about their progress, achievements and failures (AWŠ ČR, 2008a). This claim is in agreement with Rýdl’s claim who also adds that such a form of evaluation provides pupils further advice on what to improve and how to do it (Rýdl, 1994, p. 141).

All these interesting departures, which meet Průcha’s factors reflecting basic particularities of alternative schools formulated in the first chapter, tell us a lot about the particularity of Waldorf schools.

### **3 TEACHER – ONE OF THE FACTORS OF EDUCATIONAL PROCESS**

An educational process is very complex and complicated mainly because there are many factors which influence it. As a result, many writers attempted to depict various models showing relations among these factors. One of these models, which was quite frequently used in many pedagogical works, was so-called didactic triangle created by J. F. Herbart. According to Průcha, this model depicts the relations among three basic elements, which are *teacher*, *pupil* and *content* (2002, p. 81 - 82). With the development

of pedagogy and other interrelated disciplines, it was found out that not only these factors influence an educational process. As a result, other detailed models were created, for example Příhoda's model of four factors (in Choděra, 2001, p. 119 – 120), Hendrich's model of factors (Hendrich, 1988, p. 17) or Mothejzíková's model (in Černá; Píšová, 2002, p. 12).

These models have in common the fact that a teacher as the factor is displayed in them all, which tells us a lot about the importance of this factor.

### **3.1 EDUCATOR, TEACHER OR PEDAGOGICAL WORKER**

It is quite an interesting fact that it is possible to meet various terms which label a person who educates others, such as: *educator*, *teacher*, *pedagogical worker*, *pedagogue* or even *professor*<sup>8</sup>, which is often incorrectly associated. What is then the most suitable term? Generally, it is possible to say that the term *teacher* is the most widespread. It is the term that is used by a great majority of people. This term can be frequently seen in the publications of leading professionals in pedagogy, didactics and other associated sciences and this is also the reason why in this thesis the term is used. But how can we define a teacher?

*A teacher*, who is understood as a subcomponent of a wider group called pedagogical workers by the legal documents, is defined as

a person who performs direct teaching, direct educational function, or direct special educational needs activities or direct pedagogical-psychological activities directly affecting learners thus implementing education and training pursuant to the special legal regulation (hereinafter referred to as "direct educational function") who is an employee of a legal person carrying out the activities of a school, or an employee of the state, or a head teacher unless such a person is in a labour-law relation to a legal person carrying out the activities of a school or who is not an employee of the state (Act No. 563/2004 Collection of Law, on Pedagogical Staff and on the Amendment to Some Other Acts, p. 1).

Unfortunately, such a definition is also valid for other pedagogical workers. The Act No. 563/2004 Collection of Law states that this function is performed not only by teachers but also by educators, special educational needs teachers and psychologists, teachers responsible for leisure activities, teacher's assistants, coaches and other pedagogical workers (p. 1 - 2). Such a definition is too general and for this reason it is

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<sup>8</sup> *Pedagogický slovník* defines the term "professor" as a kind of a title which is given exceptionally to university teachers by the president of the Czech Republic according to the proposal submitted by the Council of a certain university (Průcha; Walterová; Mareš, 2003, p. 181).

necessary to find a more specific definition in literary sources. In *Pedagogický slovník*, for example, a teacher is described as “one of the basic elements of an educational process; a professionally qualified pedagogical worker who is co-responsible for the preparation, management, organization and results of such a process” (Průcha; Walterová; Mareš, 2003, p. 261, my translation). Such a definition prompts that not only teachers but also learners have partial control over their learning. But the perception of a teacher as a person supporting learner autonomy was not always the same.

### **3.2 CHANGING PERCEPTION OF TEACHER**

The perception of a teacher and their competences was changing together with newly introduced theories of education. While some writers deal with individual theories of education and innovations which they introduced into education, for example Kalhous; Obst (2002, p. 19 – 30), Skalková talks exactly about theories interpreting relations of teachers and pupils in education and adds that it is possible to say with certain simplification that there appeared two completely different approaches (2007, p. 130). The first of these approaches places a teacher to the central position in an educational process and Skalková states that this approach comes out of theories highlighting external action (effect) on a pupil (2007, p. 130). Unfortunately, Skalková also admits that these theories whose roots can be found in traditionalism, a school routine and 19<sup>th</sup> century Herbaritanism<sup>9</sup> still influence common school practice (ibid, p. 130). The second approach, on the other hand, places a pupil to the centre while a teacher is understood only as an “assisting” element. Skalková states that this opposite view started to be emphasized from the beginning of the 20<sup>th</sup> century (2007, p. 130). She also mentions the influence of so-called Dewey’s progressive pedagogy which apart from traditional school where the process of education focuses around a teacher, comes out of a pupil and their internal interests and needs (Skalková, 2007, p. 130 – 131). The idea to

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<sup>9</sup> According to Encyclopaedia Britannica, Herbartianism is the term referring to the pedagogical system of J. F. Herbart, the German educator (britannica.com, 2012a). Skalková states that Herbart’s theory of education was very influential in his era but after being spread to schools, the stereotypical and mechanical application of this system to every lesson occurred, which caused monotony of school work and proved that a pupil is a passive element in such an educational process while a teacher is in the centre of this process (2007, p. 111 – 112).

educate pupils according to their needs and interests is common to all alternative schools which attempted to change the traditional view on a child and a teacher.

Contemporary perception of a teacher and their competences should be somewhere between previous two approaches or at least it is reflected this way in some contemporary literary sources (Průcha; Walterová; Mareš, 2003, p. 261) or in current educational policy. This policy is reflected in so-called curricular reform which according to MŠMT enforces to teach pupils to work with new information and develop so-called key competences in pupils which should make their future life easier (Školská reforma, msmt.cz, 2006). Such a claim prompts that teachers should be more assistants to pupils rather than strict controllers who exactly determine their activities. Whether the curricular reform has really changed the traditional controlling roles of teachers to less controlling roles, as it comes out of its policy, remains unproved. Moreover, some authors are still convinced about teacher-centeredness at standard schools or at least they express such claims in their publications, namely Skalková (2007, p. 130) or Vorlíček (2000, p. 105).

### **3.3 TEACHER ROLES IN EDUCATIONAL PROCESSES**

It is clear that each teacher performs some roles in their lessons. Many writers attempted to describe these roles from various points of view. One of these writers is Jeremy Harmer, an ELT professional and author of many well-known ELT books. Harmer created these roles on the basis of teacher/learner-centeredness, more specifically some of these roles represent teacher-centred education and others represent learner-centred education. But there are also other professionals who created their roles according to the same or different aspects. One of these writers is John Scrivener, another ELT professional, who divided teacher roles into three broadly different categories according to teachers' knowledge of the subject matter, methodology and their approach towards people (Scrivener, 1994, p. 6 - 7). Even though Scrivener also indicates which roles (do not) take into consideration pupils and their needs and (do not) enable them to be active and have partial control over their learning, such categories are really too broad to be used for purposes of this thesis. Moreover, Scrivener does not specify determinants which can help us to identify such roles within a lesson. Another author of teacher roles is for example, D. Barnes who introduced two major teacher roles which are

transmission teachers and interpretation teachers (in Wright, 1987, p. 62 - 63). One of the Czech authors who occupied herself with teacher roles is for example J. Vašutová (2004, p.68 - 83).

### **3.3.1 TEACHER ROLES ACCORDING TO HARMER**

For purposes of this thesis teacher roles according to Harmer will be introduced and later used for the identification in the practical part, especially because Harmer created not only enough number of possible teacher roles but also specified determinants which help to identify a particular role exactly. Moreover, these roles were designed to be applied especially to teachers of the English language.

It has been already stated that Harmer distinguished teacher roles according to learner and teacher-centeredness, which are terms which have been briefly introduced but what is the major difference between these two terms and which roles represent learner-centred or teacher-centred education?

Kathy Laboard Brown, the author of a journal article called “From Teacher-Centered to Learner-Centered Curriculum: Improving Learning in Diverse Classrooms”, claims:

Learner-centered classrooms place students at the center of classroom organization and respect their learning needs, strategies, and styles. In learner-centered classrooms, students can be observed working individually or in pairs and small groups on distinct tasks and projects. (Brown, 2003, internet source)

Harmer clarifies learner-centred teaching as “teaching which makes the learners’ needs and experience central to the educational process” and he also claims that in learner-centred classrooms “the teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and a resource for the students to draw on” (Harmer, 2001, p. 56 -57). Such a claim signifies that pupils are given more freedom over their process of learning but at the same time become more responsible.

It has been already mentioned in the previous part of this thesis that education at Waldorf schools comes out of specific pedagogical principles which are reflected in specific organizational forms which are frequently used in the lessons, namely individual work, pair work or cooperative group work. The frequent use of such organizational forms in education and Waldorf principles supporting pupils’ individuality and their learning needs confirm the fact that pupils are most likely educated in learner-centred classrooms.

Teacher-centeredness, on the other hand, “is associated chiefly with transmission of knowledge”, which means that pupils are educated in lessons based on frontal teaching (Brown, 2003, internet source). Not students but a teacher is in the centre of the classroom. “Student achievement is at the forefront of teacher centered curriculum, but teachers are driven to meet accountability standards and often sacrifice the needs of the students to ensure exposure to the standards.” (Brown, 2003, internet source) According to Václavík, whole class teaching is the most wide-spread organizational form in lessons (in Kalhous; Obst, 2002, p. 295). The same claim expresses Vorlíček who states that a teacher works frontally with whole class in traditional education (2000, p. 105). Václavík also states that pupils, who are lead by a teacher in such a process, proceed step by step one by one and pupils beyond the average are supposed to conform to this procedure and if not, they are forced to do it (in Kalhous; Obst, 2002, p. 295). It has been already stated that Waldorf schools and other alternative schools take into consideration individual differences among learners and educate learners according to their needs and interests, which signalizes that such an organizational form would not be most wide-spread in lessons of alternative schools.

It is clear that organizational forms influence the occurrence of teacher roles in the lessons but Harmer also states that teacher roles change “from one activity to another, or from one stage of an activity to another” (2001, p. 57). *Controller, organiser, assessor, prompter, participant, resource, tutor* and *observer* are the roles which were distinguished by Harmer.

### **3.3.1.1 CONTROLLER**

Teachers performing the role of controllers are according to Harmer in charge of the class similarly as in charge of the activity which takes place in a different way than the activity when students work on their own in groups (2001, p. 58). Harmer’s claim signalizes that a teacher performing this role will be most likely in front of the pupils transmitting knowledge from themselves to their pupils, while pupils will be rather passive elements in such a process. Harmer states that “controllers take the roll, tell students things, organise drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom” (Harmer, 2001, p. 58). Controllers also call a pupil’s name so that they make them read or translate something or to make them

answer teacher's questions during whole-class teaching. Even though sometimes it is very important to explain some rules clearly and sometimes it is really necessary to perform this role, for example "when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer session" but to be a controller for a majority of time has some disadvantages (Harmer, 2001, p. 58). Harmer, who states that it is possible that such a role, if it is performed by teachers who have a special gift for it so that they inspire their pupils through their knowledge and charisma, is effective for these pupils but admits that if it is performed by less charismatic teachers, it "denies students access to their own experiential learning by focusing everything on the teacher; in the second place it cuts down on opportunities for students to speak because when the class is acting as a whole group, fewer individuals have a chance to say anything at all, [...]" (Harmer, 2001, p. 58). The most suitable solution is probably to combine several roles and not perform only this one even though Harmer also confirms the fact that this role is unfortunately the most common teacher role in many educational contexts (2001, p. 58).

### **3.3.1.2 ORGANISER**

The main activity of an organiser is to organise students in order to do some activities correctly. It is not easy to perform this role because everything must be done precisely so that the aim of the activity would be reached. An organiser performs several important activities. "The first thing we need to do when organising something is to get students involved, engaged and ready." (Harmer, 2001, p. 58) According to Harmer, it is vital to motivate pupils for the activity (ibid, p. 58). We can for example state the reasons why the activity is important for them or that it will be enjoyable, etc. The second step to do when pupils are ready for the activity is "to give any necessary instructions, saying what students should do first, what they should do next, etc." (Harmer, 2001, p. 59). It is important to make sure that students understood the instructions correctly, which is also confirmed by Harmer (2001, p. 59). Harmer states that organisers also put students into pairs, groups so that chaos could not break out (2001, p. 58). According to Harmer, organisers also initiate the activity, state the exact time for it and finally they also stop it (ibid, p. 59). He also states that a teacher as the organiser should organise some kind of feedback on the activity (Harmer, p. 59). A



teacher may for example ask students whether the activity was enjoyable, easy or difficult for them.

#### **3.3.1.3 ASSESSOR**

To be an assessor is a role that is performed very often. According to Harmer, assessors offer feedback and correction and grade students in various ways (2001, p. 59). The difference between providing feedback as an organiser and providing feedback as an assessor is that the organiser gives feedback on an activity, most frequently in a form of questions asking about pupils' feelings associated with the activity or in the form of a more detailed discussion, while the assessor gives feedback on pupils' performance. According to Harmer, it is vital to inform pupils how and for what they are being assessed and if this role is performed, teachers should be always fair and bear in mind that they "must always be sensitive to the students' possible reactions" because "a bad grade is a bad grade, however it is communicated" (Harmer, 2001, p. 60). To perform this role is important because pupils need to know whether their English is right or not.

#### **3.3.1.4 PROMPTER**

It is clear that pupils are sometimes unable to express some foreign words or phrases due to lack of knowledge. At that time, a teacher becomes a prompter. Harmer claims that in such situations teachers want to help their pupils but at the same time they do not want to take charge mainly because they are keen to encourage their students to think creatively (2001, p. 60). Prompters "will occasionally offer words or phrases, suggest that the students say something [...], or suggest what could come next in a paragraph a student is writing, for example" (Harmer, 2001, p. 60). According to Harmer, prompters also have to encourage pupils to speak English during lessons of the English language and he also states that teachers should prompt sensitively and encouragingly but with discretion (ibid, p. 60). This role is performed mainly during whole-class teaching.

#### **3.3.1.5 PARTICIPANT**

Being a participant in an activity with students is not so frequent in lessons of the English language but a teacher can also perform this role. Harmer states that

there are good reasons why we might want to take part in a discussion. For example, it means that we can enliven things from the inside instead of always having to prompt or organise from outside the group. When it goes well, students enjoy having the teacher

with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource. (Harmer, 2001, p. 61)

If a teacher performs this role, it is also good for satisfying social needs and it is incredibly useful when a teacher is new in a class and wants to know more their pupils. This role has also some disadvantages. According to Harmer, the danger of this role is that teachers may tend to dominate the proceedings and it is very likely that they will use their English more frequently than pupils; moreover, pupils may still perceive the teacher as an authority (ibid, p. 61).

#### **3.3.1.6 RESOURCE**

Not all activities in a lesson require a teacher as a leader. Sometimes students work on their own but still there can be situations in which they need teacher's help. In such situations, a teacher performs the role of a resource. The basic difference between a resource and a prompter is in the type of an activity and in the fact that the resource is asked for advice by pupils while the prompter gives advice when he/she sees that a pupil needs it. When performing this role, "students are involved in a piece of group writing, or [...] they are involved in preparation for a presentation they are to make to the class" (Harmer, 2001, p. 61). According to Harmer, there may appear situations when students might ask about something when they work on their own or in groups, for example, they want to know how to say or write something and even though no teacher knows everything about the language, teachers should be able to offer guidance as to where students can look up particular information (2001, p. 61). Harmer states that it is possible "instead of answering every question about what a word or phrase means, we can instead direct students to a good monolingual dictionary, [...]" (Harmer, 2001, p. 61). Generally, it is possible to say that it depends mainly on teachers how much they will allow their learners to be or not to be independent.

#### **3.3.1.7 TUTOR**

Harmer in his publication claims that if teachers combine the roles of a prompter and a resource, they act as a tutor (2001, p. 62). It probably means that this role similarly as the role of the prompter is also based on guidance which is offered to students by their teacher but on the other hand pupils are involved in such organizational forms in which typically occurs the role of the resource (individual, pair or group work not whole class teaching). According to Harmer, this role is performed when pupils work on longer

projects either individually or in small groups and it is based on pointing pupils in directions they have not yet thought of talking (Harmer, 2001, p. 62). He also adds that it is important for teachers to pay their attention equally to all pupils and realize that when performing this role, they should not “intrude either too much (which will impede learner autonomy) or too little (which will be unhelpful)” (Harmer, 2001, p. 62).

### **3.3.1.8 OBSERVER**

An observer is a name of a role that is performed by teachers when they observe how students work in a lesson. “When observing students we should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time.” (Harmer, 2001, p. 62) Even though this is a role during which teachers are rather passive because they pay their attention to their pupils and sometimes they take notes on what has been said, it is the role that is important for several reasons. According to Harmer, teachers do not only observe in order to give feedback but also to judge the success of activities or materials so that they could make some necessary changes in the future (ibid, p. 62) This is also the role that is performed within other roles, which is also confirmed by Harmer who states “even when we are acting as controllers, giving feedback or organising students, we need to be observing at the same time too, [...]” (Harmer, 2001, p. 62).

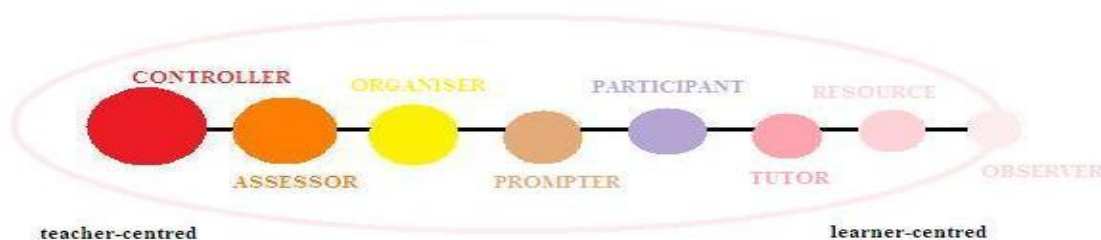
Harmer also uses the term *facilitator* and states that this is a term that is frequently used to indicate the role which a teacher adopts in learner-centred lessons (2001, p. 57).

Harmer also adds that

roles such as prompter, resource, or tutor may well fulfil this concept. Yet in one sense any role which the teacher adopts – and which is designed to help students learn – is to some extent facilitative. (Harmer, 2001, p. 57)

Previously mentioned teacher roles from the most controlling to the least controlling are depicted in Picture 1. The role of the controller is depicted as the biggest spot with the loudest colour which signalizes that it is the role that is the most controlling one while the spot symbolizing the role of the observer is the smallest in size and also the lightest of all, which means that the role is the least controlling (the most common one in learner-centred classrooms). The circle that goes from the spot symbolizing the role of the observer indicates, as it has been already stated, that this role frequently occurs in the lessons as a part of other roles (for example, within the role of an assessor,

controller, etc.). It is important to mention that the roles can occupy a different position because their position is influenced by a type of an activity.



**Picture 1 – Teacher Roles**

Regardless of their position on the continuum, the roles can be divided into two main groups – those representing teacher-centred education like a controller, assessor, organiser and prompter and those representing learner-centred education like a participant, tutor, resource and observer.

#### **4 CONCLUSION OF THEORETICAL PART**

If we consider that Waldorf pedagogy comes out of pedocentric ideas where a pupil is in the centre of an educational process, whose needs and interests determine the way how (s)he is educated and also out of specific principles supporting the collegiality of pupils, it is clear that pupils should be educated in learner-centred classrooms in which the most common organizational forms would be individual, pair or cooperative group work. It is undeniable that one of the frequently performed roles in lessons of the English language at Waldorf schools is an organiser because a teacher frequently explains the instructions to an activity at the beginning, checks their understanding, states time for an activity, limits it and organises feedback on it but if we consider teacher roles within individual activities, the most common ones should be a tutor, resource or observer because these are the roles which frequently occur in learner-centred classrooms. Teacher roles at the standard schools should reflect previously mentioned current educational policy which is reflected in the curricular reform whose main aim, as it has been already stated, is to teach pupils to work with information that is provided them at schools, develop key competences in them and prepare them better for their future life. Such a finding signifies that pupils should not be any longer passive elements of an educational process, which is based on mere transmission of knowledge from teachers to them, and that they should be given partial freedom over their learning.

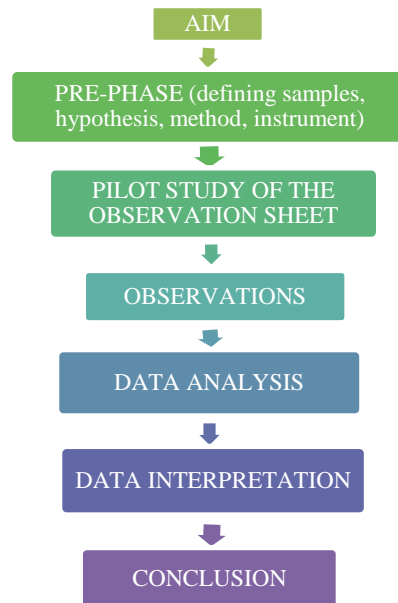
Current educational policy is then very similar to policy of alternative schools because Rýdl in his publication claims that alternative schools must both free pupils and allow them to gain new experience, which should help them to be self-confident, responsible and adaptable in the sense of the ability to act in their future lives (Rýdl, 1994, p. 28). Teacher roles at standard schools should be almost same as those at alternative schools in that case and even if they are slightly different, it is clear that they should not be controlling, representing teacher-centred education, according to this policy. But is it true if we consider previously mentioned Skalková's claim that common school practice is still influenced by teacher-centred education coming out of practices whose roots can be found in tradicionalism and 19<sup>th</sup> century Herbartianism (2007, p. 130) or Vorlíček's claim that in traditional education, whose theoretical bases were created by J. F. Herbart, a teacher who works frontally with whole class should hand over their knowledge to pupils (2000, p. 105 – 106). Some writers even admit that pair or group work facilitating pupil's control over the learning process, are only supplements of traditional frontal teaching at standard schools (for example, Václavík in Kalhous; Obst, 2002, p. 298), apart from alternative schools whose education should be based on such organizational forms of education. Remembering my school years at standard primary school confirms Skalková's and other writers' claim about teacher-centred education and for this reason the purpose of the practical part is to identify the most frequent roles of teachers teaching the English language at the chosen standard and Waldorf primary school, compare findings and prove or disprove that teaching the English language at the chosen primary Waldorf school is more learner-centred than teaching the English language at the chosen standard primary school. It is undeniable that all Waldorf teachers should perform less controlling roles because it comes out of principles of their pedagogy but for this thesis only English language teachers were chosen because roles created by Harmer were designed mainly for English language teachers.

## PRACTICAL PART

### 5 RESEARCH

The main motive for this research to be carried out was that I wanted to verify whether teacher roles at the chosen Waldorf primary school still reflect principles of Waldorf pedagogy and the different approach to a child as it is stated in literary sources. I also wanted to find out whether the claims of some authors about teacher-centred education at standard schools are still true. This motive gave rise to the aim of the research which has been slightly introduced in the introduction and then in the last chapter of the theoretical part. The main aim of the research itself was to find out whether teaching the English language at the chosen Waldorf primary school is more learner-centred than teaching the English language at the chosen standard primary school.

Solving such a research problem must be done systematically, which means that it must go through several phases, which are shown in Diagram 1 and which will be dealt with in details on the following pages.



**Diagram 1 – Research Plan**

#### 5.1 PRE-PHASE OF RESEARCH

Before launching the research, it had been important to decide on the research background and samples that were finally used for the research, the research hypothesis reflecting the opinion of the author formulated on the basis of findings interpreted in the

theoretical part, and the research method and the associated instrument used for data collection and other necessary aspects that had to be taken into account at first.

### **5.1.1 RESEARCH BACKGROUND & SAMPLES**

The research was carried out at two primary schools which are situated in Pardubice. One of these schools was the standard primary school and the second one was the Waldorf primary school. I found out during my first visit to the chosen schools that the English language is taught from the first grade in the Waldorf primary school while pupils attending the standard primary school start with English from the third grade. This fact influenced the choice of grades for observations. I intended to observe fourth, sixth and the ninth grade at first but finally I decided to change the fourth grade for the third grade so that the number of observed teachers would be the same because the chosen Waldorf primary school has only two teachers of the English language at its disposal. Moreover, these grades represent proportionate stratification and the results can be applied to the whole school.

The entire sample became teachers of the English language at two chosen primary schools. From the total number of English teachers were chosen teachers who teach the English language in third, sixth and the ninth grade as a sample. It has been already stated that the English language is taught by two teachers in these grades at the chosen Waldorf primary school. The number of the teachers of the English language at the chosen standard primary school is the same in these grades. One of the teachers at the standard primary school (labelled as S2) teaches both third and the sixth grade and the second one (labelled as S1) teaches the ninth grade only, while at the chosen Waldorf primary school one Waldorf teacher (labelled as W2) teaches the third grade, while the second one teaches sixth and the ninth grade (labelled as W1).

### **5.1.2 RESEARCH HYPOTHESIS**

It has been already stated that my opinion is in accordance with claims of professionals in pedagogy and didactics about teacher-centred education at standard schools, not only because of their experience or because their claims come out of researches which have been done on this and similar topics but also because I believe that Waldorf schools still reflect principles of their pedagogy, which support pupils' autonomy in an educational process. This conviction is reflected in the research hypothesis. According to Gavora, a

research hypothesis is a scientific assumption which expresses a relationships between variables (2000, p. 50 - 52). Gavora also adds that hypotheses can express differences, relationships or results between variables and they are formulated in the form of a statement (ibid, p. 52 – 53). My research hypothesis is formulated as a statement reflecting two variables which are in contradiction, which means that this hypothesis expresses the difference between these variables. The hypothesis “Teaching the English language at the chosen Waldorf primary school is more learner-centred than teaching the English language at the chosen standard primary school.” had to be tested.

### **5.1.3 RESEARCH METHOD & INSTRUMENT**

According to Gavora, “a research method is the general title for a procedure which is worked with during the research” (2000, p. 70, my translation). He also adds that “it is possible to create a concrete research instrument within each research method” (Gavora, 2000, p. 70, my translation). The research method used in this research was so-called structured observation. Gavora states that structured observation is based on observing and recording previously determined categories to the prepared observation sheet (2000, p. 76). Structured observation apart from the unstructured one was decided to be more suitable for purposes of this thesis because the occurrence of a teacher role is influenced by many factors that must be taken into account. It has been stated that Harmer created teacher roles according to learner- and teacher-centeredness and determinants which help us to identify the roles representing these two concepts are mainly teacher’s and pupils’ behaviour (more appropriately activities<sup>10</sup>) within individual activities, their stages or in transitions between main activities and associated organizational forms of education used in lessons of the English language (frontal teaching, whole class teaching, individual, pair or group work). These factors were taken into account during creating my own observation sheet. The observation sheet, which can be seen in Appendix 1, consists of six columns into which time, a type of the main activity, activities of a teacher in individual stages of the main activity or in transitions between main activities, activities of pupil(s) in individual stages of the main activity or in transitions between main activities, organizational forms used in individual stages of a particular activity or in transition between main activities were recorded and according to these aspects teacher roles were finally identified and recorded to the column called

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<sup>10</sup> The word *activities* collocates with the Czech word *činnosti* in this context.



identified teacher role. The same observation sheet was used in lessons of the English language at both chosen schools. To avoid mistakes, each observation sheet was labelled with the type of a school, grade, teacher who was observed and with the date. At the end of the observation sheet there is a space for researcher's comments related to the observed lesson and a chart to which the frequency of occurrence of individual roles is recorded.

#### **5.1.3.1 PILOT STUDY OF RESEARCH INSTRUMENT**

According to Gavora, each research instrument has two basic properties, which are called validity and reliability (2000, p. 71). Gavora explains the validity of the research instrument as its ability to obtain those data for which it has been designed (2000, p. 71). Validity of my own observation sheet was tested twice and in two different ways. Primarily, I was given feedback on the observation sheet from my supervisor, an expert on didactics, and later on 13<sup>th</sup> February 2012 I piloted it in one lesson of the English language at the standard primary school. It was found out during the pilot study of the research instrument that there were relatively many things to observe, which made data collection quite difficult. Nevertheless, all the data were considered important for the subsequent analysis of teacher roles. Time and the type of a main activity were important mainly for clarity, while remaining three columns were important for the identification of teacher roles even though I started to think over the importance of the column "activities of pupil(s) in individual stages of the main activity [...]" after the pilot study. Sometimes it was not necessary to fill in this column especially because pupils' activities did not tell me much about the role of a teacher but in some cases it was important to fill in this column especially because it helped me to clarify a particular role, for example the role of a resource or the role of a tutor, which are the roles which differ in providing guidance. While the resource is asked for advice, the tutor offers it when students are involved in individual, group or pair work. In such a case it was important to record such information in this column. The major change which was done after the pilot study of the research instrument was the change of the sequence of individual columns so that it would be better arranged and faster for the researcher to record the data in the lesson. The headings were also slightly modified in the observation sheet.

## 5.2 DATA COLLECTION

It has been already stated that samples used for the research were two teachers of the English language at the chosen standard primary school teaching in third, sixth and the ninth grade and two teachers of the English language at the chosen Waldorf primary school teaching in the same grades. One of the teachers teaches only one grade, while the second one teaches two different grades. Each teacher was observed three times in the lessons of these three grades, which means that one teacher was observed three times and the second one was observed six times. It is important to realize that the occurrence of individual teacher roles is also influenced by the age of pupils, which means that it does not matter that one teacher was observed six times while the second one only three times, because different activities corresponding with the age of pupils and their language level were included to the lessons and their variability ensured different variations of teacher roles.

The observed phenomena were recorded to the pre-prepared observation sheet which was slightly modified after its pilot study. Data collection was firstly realized at the chosen standard primary school from 13<sup>th</sup> February to 23<sup>rd</sup> February 2012 and then from 5<sup>th</sup> March to 9<sup>th</sup> March the data were collected at the chosen Waldorf primary school. One of the observation sheets filled during data collection in the third grade at the Waldorf primary school can be seen in Appendix 2. The reason why the data were collected firstly at the chosen standard primary school came out of the fact that teaching the English language at the chosen Waldorf primary school alternates with teaching the German language every month - the English language is taught every odd month while the German language is taught every even-numbered month and for this reason data collection had to be realized later at the chosen Waldorf primary school. Nevertheless, the procedure of collecting the data was the same.

During each observed lesson, I filled in previously mentioned columns of the observation sheet - time, a type of the main activity, activities of a teacher and activities of pupil(s) in individual stages of the main activity or in transitions between main activities, organizational forms used in individual stages of a particular activity or in transition between main activities. Immediately after the end of each lesson, teacher roles were identified. All the roles mentioned in the theoretical part were recorded to the

observation sheet in case that they occurred but the role of an observer was recorded only in case that the teacher performed it in order to monitor pupils during their individual, pair or group work, not when it was a part of some other roles (for example – the part of the role of an assessor, etc.). Researcher’s comments or findings related to an individual lesson were also occasionally recorded to the space at the end of the observation sheet.

### **5.3 DATA ANALYSIS AND INTERPRETATION**

When the data were collected, they had to be analyzed. It has been stated that data collection was realized at the chosen standard primary school at first. After each observed lesson it was vital to analyze individual teacher roles that occurred in the forty-five minute lesson to the column “identified teacher role” in the observation sheet. These roles were identified according to three filled columns - activities of a teacher and activities of pupil(s) in individual stages of the main activity or in transitions between main activities and organizational forms used in individual stages of a particular activity or in transition between main activities. To avoid the bad identification of teacher roles, I created a table describing activities typical for individual teacher roles, which was used during the identification. The same procedure was implemented during the period of data collection at the Waldorf primary school.

As soon as teacher roles were identified, it was time to verify the claim that teaching English at the chosen Waldorf primary school is more learner-centred than teaching English at the chosen standard primary school. To compare the identified roles would not be the right solution how to verify such a claim especially because each lesson was completely different and as a result there occurred a different amount of identified roles in each observation sheet and for this reason it was important to decide on more appropriate way how to analyze the data so that the number of the identified roles would be the same at both schools and the results could be compared. The decision to record time to each teacher’s and pupils’ activity<sup>11</sup> in the observation sheets and also the decision to record teacher’s and pupils’ activity not only in individual stages of the main activities but also in transitions between main activities enabled me to analyze the data with the help of the frequency of occurrence. Gavora states that recording the frequency

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<sup>11</sup> The word activity again collocates with the Czech word činnost.

of occurrence is based on making tallies when a particular phenomenon is observed (Gavora, 2000, p. 80). As a result of this finding the table which consists of three columns – the column with individual teacher roles, the column in which the tallies representing the frequency were recorded and the column for the total number of tallies was attached at the end of each observation sheet. This table can be seen at the end of two attached observation sheets in Appendices 1 and 2. The selected time interval for the record was every third minute. First of all, nine observation sheets from the standard primary school were analyzed one by one. If a teacher role in the table at the end of the observation sheet occurred in a particular third minute, the tally to the column next to the role was recorded. Occasionally it happened that several different roles occurred in particular third minute and for this reason only the first of these roles was recorded to the table so that the results gained from both schools would be comparable. Finally, the tallies recorded to the column next to the roles were added and the total number of these tallies was recorded to the third column. When all observation sheets from the standard primary school were analyzed this way, the same procedure was implemented with nine observation sheets from the Waldorf primary school. All the tables were finally rewritten to one big table arranged hierarchically from the third grade to the ninth grade for better clarity and following analysis. This table can be seen in Appendix 3.

The next important step was to count the total number of occurrences of individual teacher roles at both schools and express these findings as a percentage. Firstly, already recorded frequencies of individual teacher roles in all grades at the standard primary school were added. It was found out that the role of the controller was recorded fifty-seven times in total (twenty-two times in the third grade, twenty-one times in the sixth grade and fourteen times in the ninth grade). The role of the assessor was recorded twelve times in total (three times in the third grade, twice in the sixth grade and seven times in the ninth grade). The role of the organiser was recorded thirty-eight times in total (twelve times in the third grade, thirteen times in the sixth grade and thirteen times in the ninth grade), the role of the prompter was recorded eight times in total (three times in the third grade, three times in the sixth grade and twice in the ninth grade). The role of the participant was not recorded at all. The role of the tutor was recorded seven times in total (three times in the third grade, once in the sixth grade and three times in the ninth grade), the role of the resource was recorded nine times in total (twice in the

third grade, twice in the sixth grade and five times in the ninth grade) and the role of the observer was recorded four times in total (three times in the sixth grade and once in the ninth grade). These results were immediately analyzed in percentage terms and they can be seen in Table 1.

STANDARD PRIMARY SCHOOL												
TEACHER ROLE	FREQUENCY OF OCCURRENCE (in 9 observation sheets)									TOTAL NUMBER	%	
	3 <sup>rd</sup> grade			6 <sup>th</sup> grade			9 <sup>th</sup> grade					
CONTROLLER	9	6	7	9	6	6	4	5	5	57	42,22	
ASSESSOR	1	1	1	-	-	2	3	3	1	12	8,88	
ORGANISER	2	4	6	2	7	4	3	5	5	38	28,14	
PROMPTER	1	2	-	3	-	-	2	-	-	8	5,92	
PARTICIPANT	-	-	-	-	-	-	-	-	-	0	0	
TUTOR	-	2	1	-	-	1	1	1	1	7	5,18	
RESOURCE	2	-	-	-	1	1	2	1	2	9	6,66	
OBSERVER	-	-	-	1	1	1	-	-	1	4	2,96	

**Table 1 – Total Number of Occurrences of Individual Teacher Roles at the Standard Primary School**

When the results from the standard primary school were counted and recorded to the table, already recorded frequencies of individual teacher roles in all grades at the Waldorf primary school were also added. It was found out that the role of the controller was recorded thirty-seven times in total (ten times in the third grade, nine times in the sixth grade and eighteen times in the ninth grade). The role of the assessor was recorded seventeen times in total (four times in the third grade, eight times in the sixth grade and five times in the ninth grade), the role of the organiser was recorded thirty-eight times in total (seventeen times in the third grade, twelve times in the sixth grade and nine times in the ninth grade). The role of the prompter was recorded nine times in total (three times in the third grade, once in the sixth grade and five times in the ninth grade), the role of the participant was recorded six times in total (three times in the third grade and three times in the sixth grade), the role of the tutor was recorded once in total (only in the sixth grade). The role of the resource was recorded twenty times in total (six times in the third grade, nine times in the sixth grade and five times in the ninth grade) and the

role of the observer was recorded seven times in total (twice in the third grade, twice in the sixth grade and three times in the ninth grade). These results similarly as the results from the standard primary school were immediately analyzed in percentage terms and they can be seen in Table 2.

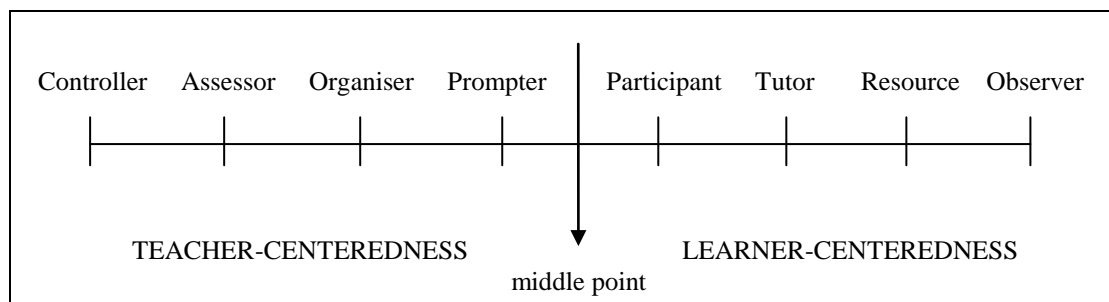
WALDORF PRIMARY SCHOOL												
TEACHER ROLE	FREQUENCY OF OCCURRENCE (in 9 observation sheets)									TOTAL NUMBER	%	
	3 <sup>rd</sup> grade			6 <sup>th</sup> grade			9 <sup>th</sup> grade					
CONTROLLER	3	6	1	3	2	4	4	8	6	37	27,40	
ASSESSOR	1	-	3	3	2	3	4	-	1	17	12,59	
ORGANISER	7	4	6	3	5	4	2	4	3	38	28,14	
PROMPTER	-	1	2	-	-	1	4	1	-	9	6,66	
PARTICIPANT	-	3	-	1	2	-	-	-	-	6	4,44	
TUTOR	-	-	-	-	1	-	-	-	-	1	0,74	
RESOURCE	3	1	2	4	2	3	-	1	4	20	14,81	
OBSERVER	1	-	1	1	1	-	1	1	1	7	5,18	

**Table 2 – Total Number of Occurrences of Individual Teacher Roles at the Waldorf Primary School**

As soon as the data were analyzed this way, it was important to compare the results depicted in tables above so that the research hypothesis would be confirmed or not. The comparison of the analyzed data was done with the help of the weighted mean<sup>12</sup>.

First of all, it was important to create a line, more appropriately a continuum, depicting individual teacher roles from those representing teacher-centeredness to those representing learner-centeredness and decide on the middle point, the point which would be in the middle of the continuum so that it would divide teacher-centeredness and learner-centeredness. The continuum can be seen in Picture 2.

<sup>12</sup> Encyclopaedia Britannica states that “for a system of particles having unequal masses, the centre of gravity is determined by a more general average, the weighted arithmetic mean” (britannica.com, 2012b). There is also specified the calculation itself: “If each number ( $x$ ) is assigned a corresponding positive weight ( $w$ ), the weighted arithmetic mean is defined as the sum of their products ( $wx$ ) divided by the sum of their weights.” (britannica.com, 2012b)



**Picture 2 – A Continuum Displaying Teacher Roles**

It is important to mention that distances between individual roles are not the same because some roles can occupy a different position, which means that they can be closer or more remote to the middle point, namely the role of an assessor. Their position on the continuum is influenced by the type of an activity. Nevertheless, the first step of the calculation of the weighted mean is based on assigning a corresponding positive weight to each role as it has been already stated and for this reason it was necessary to arrange the roles from the most controlling to the least controlling so that this step could be done. Unfortunately, Harmer does not explicitly state how these roles could possibly go from the most controlling to the least controlling and for this reason the final decision on their sequence was up to me and my own judgement.

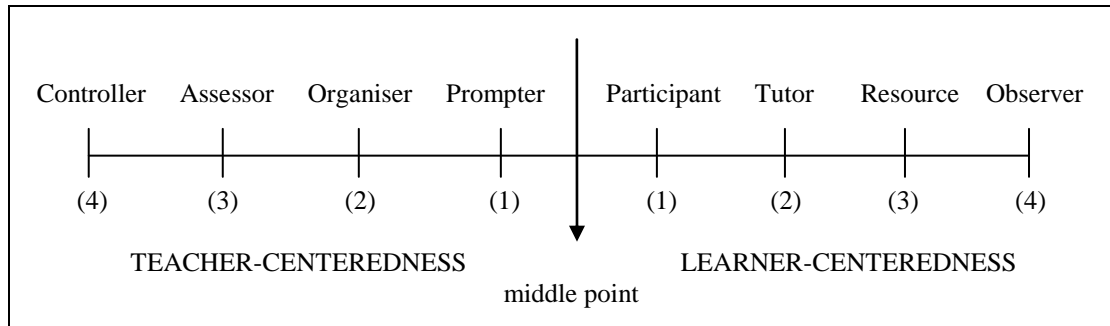
It is clear that the role of the controller was considered to be the most controlling role of the roles representing teacher-centeredness, which is also obvious from its position on the continuum. It is the role that is based mainly on transmission of knowledge, which puts the teacher to the centre of educational processes, while pupils are rather passive. The role of the assessor also represents teacher-centeredness but it is less controlling than the role of the controller. It is clear that the position of this role can change. It can be either closer to the role of the controller, especially if teacher's correction of pupils is accurate, or closer to the middle point if teacher's correction is more gentle. The role of the organiser is then less controlling than the role of the assessor because the organiser may only say "Create groups" to pupils and pupils are those who will decide on the size and the way how the groups will be organized but if pupils are corrected by their teacher for example for not saying -s in the sentence "He works", there is no other way than to correct themselves and add the inflectional ending -s. The role of the prompter was considered to be the least controlling of the previously mentioned roles but still

represents teacher-centeredness. The middle point represents the transition from teacher-centeredness to learner-centeredness and vice versa. The continuum was divided between the role of the prompter and the role of the participant because the role of the prompter is still slightly controlling because it is a teacher who offers advice to pupils without being asked for it and this way the teacher may limit the possibility that pupils themselves will come up with a word or phrase similar to the unknown one. The participant, on the other hand, is included in the activities together with pupils and it can be said that when performing this role, teachers are “equal” to pupils in the way that they participate in the same activity as their pupils and they do not limit them so much and for this reason it was labelled as the role representing learner-centeredness. Nevertheless, while performing this role, still there is danger that a teacher will tend to dominate the proceedings and this is also the reason why the role of the participant was considered to be the least learner-centred role of the roles representing learner-centeredness and was placed to the middle point. The role of the tutor is the role which is not so close to the middle point, which means that it is the role representing learner-centeredness more than the role of the participant. This role is based on providing guidance to pupils during their individual, pair or group work only in case that a teacher sees that pupils need his/her help. The role of the resource is the role that is closer to the end of the continuum and for this reason it is the role that is more learner-centred than the role of the tutor because the resource provides guidance to pupils only if he/she is asked for it. Finally, the role of the observer represents the least controlling role of all the roles, which means that it is the most learner-centred role. The only activity of the observer is to monitor pupils during their individual, pair or group work, which signalizes that the teacher does not intervene in pupils’ work.

It is clear then that each role has a different weight. The role of the controller was considered to be the most controlling and for this reason its weight was labelled with 4, the role of the assessor was considered to be less controlling than the role of the controller and for this reason its weight was labelled with 3, the role of the organiser was labelled with 2 and the role of the prompter, because it was considered to be the least controlling of roles representing teacher-centeredness, was labelled with 1. The roles which represent learner-centeredness were labelled in a similar way. The role of the participant, because it was considered to be the least learner-centred role of roles

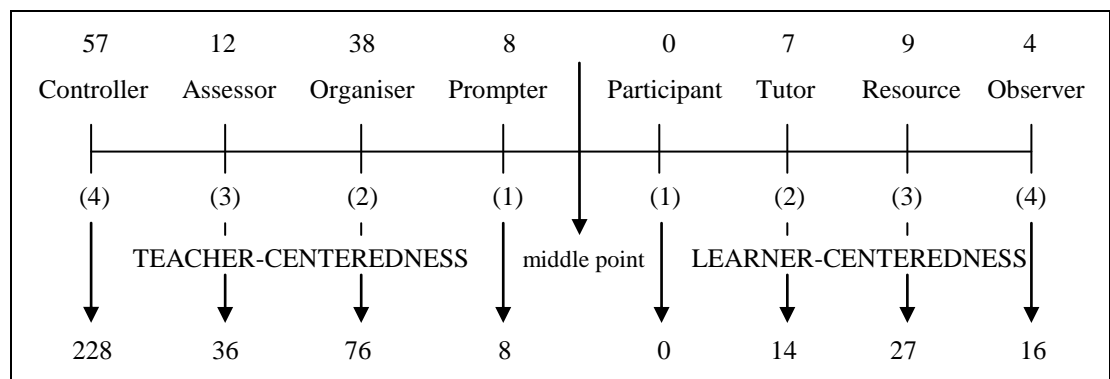


representing learner-centeredness, was given the weight 1, the role of the tutor was labelled with 2, the role of the resource was labelled with 3 and the role of the observer was labelled with 4 because it is the most learner-centred role of all the roles. The roles with their weights can be seen in Picture 3.



**Picture 3 – Teacher Roles and Their Weights**

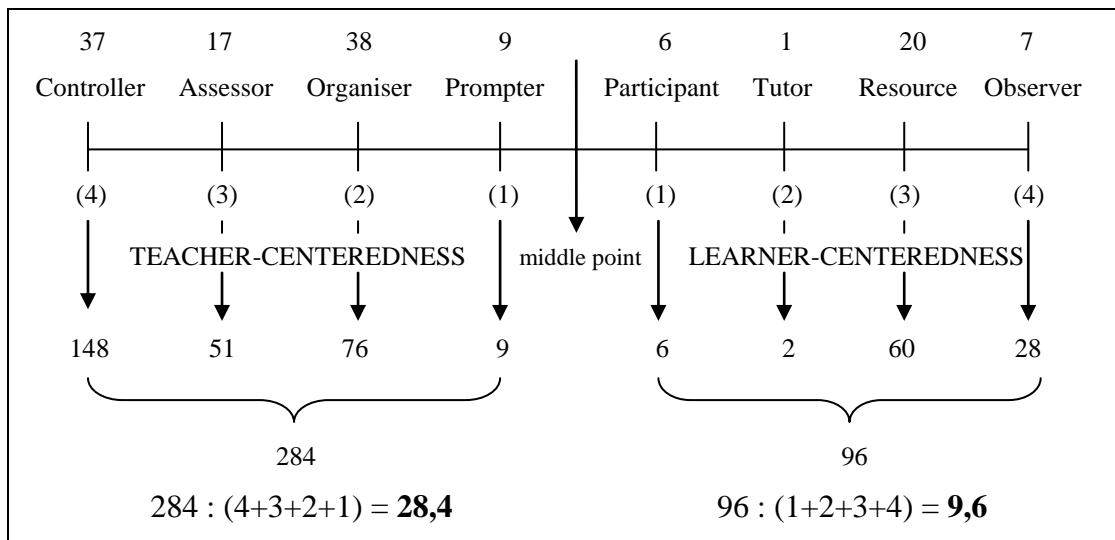
When the weight was given to individual roles, it was vital to count the weighted mean. Firstly, the weighted mean was counted from the analyzed data from the standard primary school. The total number of occurrences of individual roles at the standard primary school was multiplied by weights given to individual roles. It means that the role of the controller which occurred at the standard primary school fifty-seven times in total was multiplied by 4 (the given weight). The same procedure was done with remaining roles. The results can be seen in Picture 4.



**Picture 4 – Multiplying the Total Number of Occurrences by Weight**

When multiplying was done, numbers were added. Firstly, the counted numbers of roles representing teacher-centeredness were added and the result (348) was divided by the added number of weights given to individual roles (10). The weighted mean of roles

representing teacher-centeredness at the standard primary school equalled 34,8. Secondly, the counted numbers of roles representing learner-centeredness were added and the result (57) was divided by the added number of weights given to individual roles (10). The weighted mean of roles representing learner-centeredness at the standard primary school equalled 5,7. When the weighted mean of roles representing teacher- and learner-centeredness at the standard primary school was counted, the same procedure was implemented with the analyzed data from the Waldorf primary school. The total number of occurrences of individual roles at the Waldorf primary school was multiplied by weights given to individual roles. When multiplying was done, the numbers at both sides were added. Firstly, the weighted mean of roles representing teacher-centeredness was counted. The added number (284) was divided by the added number of weights of individual roles (10) and the weighted mean of roles representing teacher-centeredness at the Waldorf primary school equalled 28,4. Secondly, the weighted mean of roles representing learner-centeredness was counted. The added number (96) was divided by the added number of weights of individual roles (10) and the weighted mean of roles representing learner-centeredness at the Waldorf primary school equalled 9,6. The complete procedure of counting the weighted mean from the analyzed results from the Waldorf primary school can be seen in Picture 5.



**Picture 5 – The Weighted Mean of Roles Occurred at the Waldorf Primary School**

The last important thing which had to be done was the comparison of the obtained results. The analysis of the data obtained from the observations of the lessons of the

English language at the standard primary school proved that teaching the English language is more teacher-centred than learner-centred there because the roles representing teacher-centeredness occur more frequently than roles representing learner-centeredness. The weighted mean of roles representing teacher-centeredness was 34,8 while the weighted mean of roles representing learner-centeredness was 5,7 at the chosen standard primary school. It can be said on the basis of these findings that the organizational forms as individual, pair or group work and interrelated teacher roles supporting learner autonomy are still only supplements in the lessons of the English language at the chosen standard primary school. The analysis of the data obtained from the observations of the lessons of the English language at the Waldorf primary school proved that teaching the English language is also more teacher-centred than learner-centred because the roles representing teacher-centeredness also occur more frequently than roles representing learner-centeredness in the lessons of English at this school. The weighted mean of roles representing teacher-centeredness was 28,4 while the weighted mean of roles representing learner-centeredness was 9,6 at the chosen Waldorf primary school. Generally, it can be said that the organizational forms as individual, pair or group work are used in the lessons of the English language at the chosen Waldorf primary school more frequently than at the chosen standard primary school but these organizational forms and interrelated roles supporting learner autonomy are also only occasional supplements in the lessons of the English language at the chosen Waldorf primary school. Teaching the English language at this school is similarly as at the standard primary school more teacher-centred.

## **6 CONCLUSION OF PRACTICAL PART**

Unfortunately, the findings gained from the analysis of the data are not in accordance with the research hypothesis formulated in the way that “teaching the English language at the chosen Waldorf primary school is more learner-centred than teaching the English language at the chosen standard primary school” and for this reason it is necessary to state that the research hypothesis was not confirmed. Teaching the English language at the chosen Waldorf primary school is similarly as teaching the English language at the chosen standard primary school more teacher-centred. It was found out during data analysis that teachers of the English language from the chosen Waldorf primary school include more organizational forms supporting learner autonomy into lessons but the

difference between the weighted mean of roles representing learner-centeredness at the Waldorf primary school and the weighted mean of roles representing learner-centeredness at the standard primary school was not so noticeable and maybe it is possible that the weighted mean of roles representing learner-centeredness would have been completely different if I had come to collect the data at the chosen Waldorf primary school at the end of the chosen month, especially due to the specific way of language teaching (teaching the English language alternates with teaching the German language every month) and it is possible that at the end of such “a one-month epoch” pupils are more autonomous. But this is only my conjecture. There are even more factors which could have influenced the results of the research, notably teaching experience of individual teachers. It is possible that some of the observed teachers were novice teachers who frequently perform the role of the controller because they feel safe or comfortable with. Or what if the framework educational programme, which is frequently criticised by Waldorf school supporters and professionals in Waldorf pedagogy for not respecting specifics of Waldorf pedagogy, changed the way how pupils are educated and also teacher roles at the chosen Waldorf primary school? It is clear that more researches in this field would have to be carried out so that these questions would be answered. Even though the research proved that teaching the English language at the chosen Waldorf primary school is more teacher-centred, it cannot be said that these findings are applicable to all Waldorf schools in the Czech Republic.

## 7 CONCLUSION

The purpose of this thesis was to introduce Waldorf School together with its specifics, a teacher, one of the factors of an educational process, and also teacher roles and introduce my research project whose main aim was to verify the research hypothesis reflecting differences in teaching at two chosen schools.

The thesis, which is divided into two parts, enters with the theoretical part whose main aim was to introduce key topics as Waldorf School, a teacher and teacher roles but not only on a descriptive level as completely valid facts but also with an occasional critical view. In the theoretical part I firstly occupied myself with the position of alternative schools in the Czech educational system and it was found out that the position of these schools is not explicitly defined in legal documents and for this reason it was important to search for answers in literary sources, which also clarified possible meanings of the term itself. In another chapter introduced principles of Waldorf pedagogy specified the organizational forms which should be frequently used in the lessons of many subjects at Waldorf schools and the study of other departures of Waldorf schools revealed which of these departures are still valid at Waldorf schools. Immediately after the introduction of Waldorf School, chapters which focus on a teacher and teacher roles were added. The chapter called “Changing Perception of Teacher” clarified that there exist two approaches reflecting changing perception of a teacher and their competences in education. The first approach is based on theories of education which put teachers to the centre of an educational process and this tendency is according to some writers still valid in common school practice. The second approach, which puts a pupil to the centre, is typical mainly for alternative school but deeper study of this issue proved that current educational policy which is reflected in so-called curricular reform enforces to change controlling roles of teachers to more supporting roles and this way it is closer to the second approach. Nevertheless, the leading professionals in pedagogy and didactics are still convinced that the first approach still influences common school practice. Other chapters dedicated to teacher roles clarified the terms teacher- and learner-centeredness and individual teacher roles. In the conclusion of the theoretical part, there were presented general findings based on previous study of literature and its following analysis in the theoretical part, namely that Waldorf schools, which attempt to educate pupils according to their needs and interests, should educate pupils in such an

environment which supports both their autonomy and collegiality, which means the environment in which the organizational forms such as individual, pair or cooperative group work, together with teacher roles supporting pupils' independence and collegiality, namely the role of the participant, tutor, resource and observer are used most frequently. Even though teacher roles should be also more supporting than controlling at standard schools, because it comes out of current educational policy, I decided to agree with claims of experts on pedagogy and didactics about teacher-centred education at standard schools and this opinion was also reflected in the research hypothesis.

The practical part describes my research project whose aim was to verify whether teaching the English language at the chosen Waldorf primary school is more learner-centred than teaching the English language at the chosen standard primary school. The research project was realized in several steps. Firstly, it was important to decide on samples, the research method and instrument, and other important aspects which had to be taken into account before the research was carried out. Data collection was realized at two chosen schools – at standard primary school and at Waldorf primary school. As soon as the research instrument was piloted and the data collected it was vital to analyze and interpret the data in an appropriate way so that the research hypothesis would be confirmed or disproved. The research proved despite my own confidence that teaching the English language at the chosen Waldorf primary school is similarly as teaching the English language at the chosen standard primary school teacher-centred. This finding was not in accordance with the research hypothesis, which means that the research hypothesis was not confirmed. As a result of such a finding, I tried to search for possible reasons of it, which gave rise to other questions which can become the subject of other researches. It is important to mention that the research was realized only at two chosen schools and for this reason the results cannot be generalized.

Even though the research proved that teaching the English language at the chosen Waldorf primary school is more teacher-centred, other departures of Waldorf pedagogy are still valid for this school, notably teaching general subjects in epochs, the absence of textbooks, oral evaluation of pupils and two foreign languages taught since the first grade with the alternation of odd and even-numbered months, etc.

## RESUMÉ

Tato bakalářská práce pojednává o waldorfské škole, jedné z alternativních škol působících v České republice, o učiteli a také o rolích učitele. Je rozdělena do dvou hlavních částí – teoretické a praktické. Teoretická část začíná představením Waldorfské školy a jejích specifík, dále je pozornost věnována učiteli, jednomu z faktorů edukačního procesu a v neposlední řadě jsou představeny role učitele. Cílem praktické části je představit a popsat výzkum realizovaný na základě východisek teoretické části.

Teoretická část začíná úvahou nad tím, jaké je místo alternativních škol v českém vzdělávacím systému a jak vůbec chápat pojem *alternativní škola*. Cílem této části je poukázat na to, že pojem *alternativní škola* je definován pouze v literárních pramenech, nikoliv v právních dokumentech. Zajímavý je však fakt, že pojem alternativní škola není literaturou přesně vymezen a tak se nabízí několik možných perspektiv, jak tento pojem chápat. Pro účely této práce je však nejdůležitější tzv. „pedagogický a didaktický aspekt“, který pojednává o alternativních školách, jako o školách s jistými pedagogickými či didaktickými specifiky, které jsou nakonec představeny.

Kapitola nazvaná v překladu Waldorfská škola už pojednává o waldorfské škole samotné a zabývá se jejím vznikem, zakladatelem, první waldorfskou školou v České republice a v neposlední řadě také filosofií, ze které waldorfské školy vychází.

Na kapitolu Waldorfská škola navazuje kapitola pojednávající o principech waldorfské pedagogiky. Je zde zmíněna hlavní myšlenka společná všem alternativním školám, to je ta, že všechny usilují o změnu tradičního postavení učitele ve výuce jako elementu ovládajícího edukační proces tím, že staví do centra edukačního procesu žáka, kterému má být výuka podřízena. Hlavními principy waldorfské pedagogiky, jak uvádí Rýdl, jsou „princip rovnosti šancí, princip integrace sociálních skupin a princip spolupráce žáků různého nadání a schopností“ (Rýdl, 1994, s. 133). Takovéto principy by pak měly odrážet specifické formy výuky, jako jsou individuální, skupinová či kooperativní výuka.

Nakonec jsou představeny další odlišnosti waldorfské pedagogiky, které se stále na waldorfských školách dodržují, jmenovitě je to výuka hlavních předmětů v tzv. epochách a dodržování specifických fází hodin, absence učebnic, slovní hodnocení,

úzká spolupráce školy s rodiči, apod. Řeší se také otázka školních a rámcových vzdělávacích programů v souvislosti se specifiky waldorfských škol.

Další hlavní kapitolou je kapitola 3 pojednávající o učiteli samotném, který je zprvu představen jako jeden z faktorů edukačního procesu. Následující kapitola se však zabývá, tím kdo učitel vlastně je a objasňuje možná označení.

V kapitole 3.2 nazvané v překladu „Mění se pohled na učitele“ je možné vidět návaznost na předešlou problematiku waldorfské školy, jelikož jsou představeny dva hlavní přístupy. První staví učitele do centra edukačního procesu, zatímco druhý, jak je typické pro alternativní školy, staví do centra tohoto procesu žáka, přičemž učitel je chápán pouze jako element podporující žákovu autonomii, takový, který žákovi pouze asistuje. Dále se řeší otázka současného pohledu na učitele.

Následující kapitola je věnována rolím učitele a představuje různé modely rolí prezentované různými autory. Na základě tohoto „výčtu“ je vybrán jeden model – model Jeremyho Harmera a to z důvodu propracovanosti jednotlivých rolí.

Role vytvořené na základě tzv. „teacher-centeredness“ a „learner-centeredness“, což jsou pojmy, kterým by asi nejlépe odpovídaly české ekvivalenty – „vyučování zaměřené na učitele“ a „vyučování zaměřené na žáka“, jsou rozpracovány v další kapitole. Nejprve se však vysvětlují oba již zmíněné pojmy a poté jsou představeny jednotlivé role reprezentující „teacher-centredness a learner-centeredness“. Ty jsou pak zobrazeny na kontinuu, tak jak by eventuelně mohly jít za sebou, i když se připouští fakt, že pozice každé role na kontinuu je ovlivněna především typem aktivity a dalšími faktory.

Poslední kapitolou teoretické části je potom její samotný závěr, v němž jsou poznatky shrnuty a interpretovány společně s autorovými vlastními zkušenostmi. Studium literatury a následnou analýzou je zjištěno, že z principů waldorfské pedagogiky vyplývá, že by měl být v centru edukačního procesu žák a podle toho by se také měly ve výuce vyskytovat takové organizační formy výuky, které podporují žákovu autonomii. Role učitele by pak měly být spíše podpůrné, jako zmíněný tutor, resource a nebo observer. Otázka ovšem je, jestli by takovéto role neměly být časté i v hodinách standardních škol, zvážíme-li současnou „kurikulární“ reformu, jejímž cílem je nejenom naučit žáky s naučenou informací pracovat ale rozvinout v nich klíčové kompetence,



kteří by jim měli usnadnit život v 21. století. Autor se však nakonec přiklání k názorům odborníků v oblasti pedagogiky a didaktiky a důvěřuje jejich tvrzení, že role učitele na waldorfských školách jsou více podpůrné než kontrolní a tím pádem je výuka více zaměřená na žáka na waldorfské škole, než na standardní škole.

Cílem praktické části je pak představit výzkum realizovaný na základě zjištění formulovaných v závěru teoretické části. Úvodní část kapitoly věnované výzkumu pojednává o cíli výzkumu a o plánu jeho realizace. Cílem výzkumu bylo zjistit, jestli je výuka angličtiny na vybrané waldorfské základní škole více zaměřená na žáka než výuka angličtiny na vybrané standardní základní škole, a potvrdit či vyvrátit tak předem formulovanou výzkumnou hypotézu.

První kapitola se svými dalšími podkapitolami je věnována přípravné fázi výzkumu, při níž bylo důležité určit školy, kde bude výzkum probíhat a určit také zkoumané vzorky. Pozorování byli dva učitelé angličtiny na obou školách, kteří učí ve 3., 6. a 9. ročníku. Dalším důležitým krokem bylo formulování výzkumné hypotézy, která byla formulována jako tvrzení zobrazující rozdíly: „Výuka anglického jazyka na vybrané waldorfské základní škole je více zaměřená na žáka než výuka anglického jazyka na vybrané standardní základní škole.“ Dále bylo potřeba vybrat vhodnou výzkumnou metodu a vytvořit výzkumný nástroj, který následně prošel pilotáží. Výzkumnou metodou pro tento výzkum se stalo strukturované pozorování. Jako výzkumný nástroj byl zvolen observační arch, který byl vytvořen autorem samotným, následně konzultován s vedoucím práce a poté ještě pilotován, tak aby byla zajištěna jeho validita. Jakmile byl arch modifikován, mohl začít sběr dat.

Kapitola 5.2 pojednávající o sběru dat explicitně popisuje, jak sběr dat probíhal, kde probíhal nejprve, v jakém období a proč. V Příloze 2 (Appendix 2) je přiložen k náhledu jeden observační arch vyplněný během jedné pozorované hodiny na waldorfské škole.

„Analýza a interpretace dat“ je název další kapitoly popisující způsob, jakým byla data následně analyzována a interpretována. Nejprve bylo důležité identifikovat jednotlivé role, které se vyskytly v pozorovaných hodinách. Je důležité zmínit, že do observačního archu byly zaznamenávány činnosti učitele a žáka jak v jednotlivých stádiích hlavní aktivity, tak i v přechodech mezi těmito aktivitami. Do archu byly zaznamenávány i

formy výuky v jednotlivých stádiích či v přechodech mezi jednotlivými aktivitami. Tyto tři kolony napomohly k identifikaci rolí. Jakmile byla tato identifikace hotová, bylo třeba analyzovat data takovým způsobem, aby byla porovnatelná. Jedinou možností bylo analyzovat data s pomocí četnosti výskytu a jako interval záznamu byla zvolena každá třetí minuta. Tyto výskyty byly zaznamenány do tabulek připojených k jednotlivým observačním archům a nakonec byly výskyty sečteny a přepsány do tabulky (Appendix 3), ze které se pak přepsaly do jiných tabulek (Table 1, Table 2), které byly vloženy do textu práce. Takto získaná data však musela být nějakým způsobem porovnána a proto byla zvolena metoda výpočtu váženého průměru, který spočíval v tom, že byly nejprve na kontinuum zakresleny jednotlivé role (k vidění na Obrázku 2 – Picture 2) od nejvíce kontrolních po nejméně kontrolní a byla jim přidělena určitá váha (Picture 3). Tato váha se pak násobila celkovým počtem výskytů jednotlivých rolí (k vidění na Obrázku 4 – Picture 4) a poté se výsledky sečetly na obou stranách a vydělily sečteným počtem vah. Na základě dvou zjištěných vážených průměrů (jeden zastupující teacher-centeredness a druhý learner-centeredness), které se porovnaly, bylo zjištěno, zda je výuka na dané škole více zaměřená na žáka či na učitele.

V poslední kapitole praktické části se data získaná z výpočtu vážených průměrů porovnala a výzkum prokázal, že výuka anglického jazyka na vybrané waldorfské škole není zaměřená na žáka, ale na učitele stejně jako výuka anglického jazyka na vybrané standardní základní škole, z čehož vyplývá, že výzkumná hypotéza nebyla potvrzena. Bylo však také zjištěno, že na vybrané waldorfské škole jsou do výuky zařazovány organizační formy výuky podporující žákovu autonomii o něco častěji než na vybrané standardní základní škole, přesto jsou však tyto formy a s nimi i role učitele podporující žákovu autonomii pouze doplňkem vyučovacího procesu na obou školách.

V úplném závěru teoretické i praktické části pak byl znovu nastíněn účel této práce, zjištění vzešlá z teoretické části této práce a také výzkumná zjištění v kontrastu s očekávanými výsledky. I přesto že se výzkumná hypotéza nepotvrdila, výsledky vzešlé z výzkumu daly za vznik dalším otázkám, které by se mohly stát předmětem dalších výzkumů.

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## **APPENDICES**

A list of Appendices:

Appendix 1 – Observation Sheet

Appendix 2 – Observation Sheet – Waldorf School

Appendix 3 – A Table of Frequencies of Individual Teacher Roles

## Appendix 1 – Observation Sheet

OBSERVAČNÍ ARCH č.

Typ školy:

Ročník:

Učitel:

Datum:

<b>Čas</b>	<b>Hlavní aktivita</b>	<b>Činnosti učitele v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami</b>	<b>Činnosti žáka (žáků) v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami</b>	<b>Forma výuky v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami (hromadná, individuální skupinová, párová, aj.)</b>	<b>Identifikovaná role učitele</b>

OBSERVAČNÍ ARCH č.

Komentáře:

Tabulka - „ČETNOST VÝSKYTU JEDNOTLIVÝCH ROLÍ“ – role zaznamenávaná každou třetí minutu<sup>1</sup>:

<b>ROLE UČITELE</b>	<b>ČETNOST VÝSKYTU</b>	<b>CELKOVÉ ČÍSLO</b>
CONTROLLER		
ASSESSOR		
ORGANISER		
PROMPTER		
PARTICIPANT		
TUTOR		
RESOURCE		
OBSERVER <i>(only as an individual role monitoring Ps during individual, pair or group work)</i>		

Analýza observačního archu č. :

<sup>1</sup> V potaz je brána celá vyučovací hodina – tzn. 45 minut včetně hlavních aktivit a jejich stádií společně s přechody mezi jednotlivými aktivitami.





OBSERVAČNÍ ARCH č. 14

Čas	Hlavní aktivita	Činnosti učitele v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami	Činnosti žáka (žáků) v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami	Forma výuky v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami (hromadná, individuální skupinová, párová, aj.)	Identifikovaná role učitele
11:41 ↓ 11:42	uč. monitoruje žáky při práci do učebn. uč. čtení žáků.	uč. čtení žáků.	uč. monitoruje žáky při práci do učebn. uč. čtení žáků.	INDIVIDUÁLNÍ V. FRONT. V. FRONT. V.	OBSERVER ANALYST CONTROLLER
11:42 ↓ 11:43	uč. nepomáhá ž. uč. monitoruje žáky nepohodl. ž.	uč. čtení žáků.	uč. nepomáhá ž. uč. monitoruje žáky nepohodl. ž.	FRONT. V.	ORGANISER
11:43 ↓ 11:44	uč. monitoruje žáky nepohodl. ž.	uč. čtení žáků.	uč. nepomáhá ž. uč. monitoruje žáky nepohodl. ž.	INDIVID. V. FRONT. V.	OBSERVER PROMPTER
11:44 ↓ 11:45	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	uč. čtení žáků.	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	FRONT. V. FRONT. V.	ANALYST ORGANISER
11:45 ↓ 11:46	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	uč. čtení žáků.	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	FRONT. V.	ANALYST
11:46 ↓ 11:47	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	uč. čtení žáků.	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	FRONT. V. INDIV. V.	ORGANISER OBSERVER
11:47 ↓ 11:48	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	uč. čtení žáků.	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	FRONT. V.	ANALYST ORGANISER
11:48 ↓ 11:49	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	uč. čtení žáků.	uč. čtení žáků. uč. rytmizuje čtení žáků. "Write 54."	FRONT. V. FRONT. V. HROM. V.	PROMPTER RESOURCE

Čas	Hlavní aktivita	Činnosti učitele v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami	Činnosti žáka (žáků) v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami	Forma výuky v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami (hromadná, individuální skupinová, párová, aj.)	Identifikovaná role učitele
11:50		Uč. vyvolává ž. a z. má přijít napřít mezinov 19. Uč. opakuje 19 a pod počtem 19 ž.	— Učeb. 19a.	FRONTÁLNÍ V. FRONT. V.	ORGANIZER PROMPTER
11:51		Uč. čtení ž.	Učeb. např. 19.	FRONT. V.	ANSWOR
11:51		Uč. vyvolává deskov ž. a z. např. 256.	—	FRONT. V.	ORGANIZER
11:52		Uč. : "Excellent!"	Uč. např. 256.	FRONT. V.	ANSWOR
11:52		Uč. instruuje deskov ž. a z. např. 42 omenitku ž.	—	FRONT. V.	ORGANIZER
11:53		Uč. opakuje: "42" nov "192"	Učeb. př. 142. → ž. a z. opovrže	FRONT. V.	PROMPTER
11:53		Uč. čtení žab.	—	FRONT. V.	ANSWOR
11:54		Uč. žab. deskov ž. a z. aby např. 55.	—	FRONT. V.	ORGANIZER
11:55		Uč. napovrže.	Uč. např. 65. → ž. a z. opovrže.	FRONT. V.	PROMPTER
11:56	Učení se nového přímce ne oceňuje 11, H <sup>10</sup>	Uč. instruuje ž. a z. v. učení ústně na straně ž.	—	FRONT. V.	ORGANIZER
11:56		Uč. chce, aby žab. deskov např. 42 "H <sup>10</sup> "	—	FRONT. V.	ORGANIZER
11:56		Uč. monitoruje	žab. deskov ž.	HROM. V.	OBSERVER



Čas	Hlavní aktivity	Činnosti učitele v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami	Činnosti žáka (žáků) v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami	Forma výuky v jednotlivých stádiích hl. aktivity či v přechodech mezi jednotlivými aktivitami (hromadná, individuální skupinová, párová, aj.)	Identifikovaná role učitele
12:08		uč. řídit, aby mohl zabít.			ORGANIZER
12:09		uč. připravit, aby v úvodu mohl řídit, aby byl.			TUTOR
12:09-12:10		uč. motivovat, aby pracoval s úlohou.			GENERER
12:11		uč. připravit.			RECOUER
12:11-12:12		uč. motivovat s.			GENERER
12:12-12:13		uč. připravit.			RECOUER
12:14		uč. řídit, aby v úvodu mohl řídit, aby byl s úlohou.			ORGANIZER
12:15		uč. připravit.			RECOUER
12:16-12:17		uč. motivovat s.			GENERER
12:18		uč. připravit, aby mohl řídit, aby byl s úlohou.			ORGANIZER
12:19		uč. řídit, aby mohl řídit, aby byl s úlohou.			RECOUER
12:19		uč. připravit.			GENERER
12:19		uč. řídit, aby mohl řídit, aby byl s úlohou.			ORGANIZER
12:19		uč. připravit, aby mohl řídit, aby byl s úlohou.			RECOUER
12:20	KONEC VÝUKY	uč. řídit, aby mohl řídit, aby byl s úlohou.			ORGANIZER

OBSERVAČNÍ ARCH č. 14

- Komentáře:
- absence učitelů (nová společná úvaha)
  - propojení AJ v notaeinotním (Normova archa)

Tabulka - „ČETNOST VÝSKYTU JEDNOTLIVÝCH ROLÍ“ – role zaznamenávaná každou třetí minutu<sup>1</sup>:

ROLE UČITELE	ČETNOST VÝSKYTU	CELKOVÉ ČÍSLO
CONTROLLER	1 (11:38)	1
ASSESSOR	1 (11:59), 1 (12:08), 1 (12:14)	3
ORGANISER	1 (11:49), 1 (11:49), 1 (11:50), 1 (11:56), 1 (12:14), 1 (12:20)	6
PROMPTER	1 (11:44), 1 (11:53)	2
PARTICIPANT		
TUTOR		
RESOURCE	1 (12:02), 1 (12:11)	2
OBSERVER (only as an individual role monitoring Ps during individual, pair or group work)	1 (12:05)	1

Analýza observačního archu č. 14:

ORGANISER 6x  
 ANSWER 3x  
 PROMPTER 2x  
 REVUANCE 2x  
 CONTROLLER 1x  
 OBSERVER 1x

<sup>1</sup> V potaz je brána celá vyučovací hodina – tzn. 45 minut včetně hlavních aktivit a jejich stádií společně s přechody mezi jednotlivými aktivitami.

### Appendix 3 – A Table of Frequencies of Individual Teacher Roles

STANDARD PRIMARY SCHOOL		
<i>3<sup>rd</sup> grade</i>		<i>1<sup>st</sup> observed lesson</i>
TEACHER ROLE	FREQUENCY	TOTAL NUMBER
CONTROLLER	////////	9
ASSESSOR	/	1
ORGANISER	//	2
PROMPTER	/	1
PARTICIPANT		
TUTOR		
RESOURCE	//	2
OBSERVER		
<i>3<sup>rd</sup> grade</i>		<i>2<sup>nd</sup> observed lesson</i>
TEACHER ROLE	FREQUENCY	TOTAL NUMBER
CONTROLLER	//////	6
ASSESSOR	/	1
ORGANISER	////	4
PROMPTER	//	2
PARTICIPANT		
TUTOR	//	2
RESOURCE		
OBSERVER		
<i>3<sup>rd</sup> grade</i>		<i>3<sup>rd</sup> observed lesson</i>
TEACHER ROLE	FREQUENCY	TOTAL NUMBER
CONTROLLER	////////	7
ASSESSOR	/	1
ORGANISER	////////	6
PROMPTER		
PARTICIPANT		
TUTOR	/	1
RESOURCE		
OBSERVER		
<i>6<sup>th</sup> grade</i>		<i>1<sup>st</sup> observed lesson</i>
TEACHER ROLE	FREQUENCY	TOTAL NUMBER
CONTROLLER	////////	9
ASSESSOR		
ORGANISER	//	2
PROMPTER	///	3
PARTICIPANT		
TUTOR		
RESOURCE		
OBSERVER	/	1
<i>6<sup>th</sup> grade</i>		<i>2<sup>nd</sup> observed lesson</i>
TEACHER ROLE	FREQUENCY	TOTAL NUMBER
CONTROLLER	//////	6
ASSESSOR		
ORGANISER	////////	7
PROMPTER		
PARTICIPANT		
TUTOR		
RESOURCE	/	1
OBSERVER	/	1
<i>6<sup>th</sup> grade</i>		<i>3<sup>rd</sup> observed lesson</i>
TEACHER ROLE	FREQUENCY	TOTAL NUMBER
CONTROLLER	//////	6
ASSESSOR	//	2
ORGANISER	////	4
PROMPTER		
PARTICIPANT		
TUTOR	/	1
RESOURCE	/	1
OBSERVER	/	1

<i>9<sup>th</sup> grade</i>		<i>1<sup>st</sup> observed lesson</i>	
TEACHER ROLE	FREQUENCY	TOTAL NUMBER	
CONTROLLER	////	4	
ASSESSOR	///	3	
ORGANISER	///	3	
PROMPTER	//	2	
PARTICIPANT			
TUTOR	/	1	
RESOURCE	//	2	
OBSERVER			
<hr/>			
<i>9<sup>th</sup> grade</i>		<i>2<sup>nd</sup> observed lesson</i>	
TEACHER ROLE	FREQUENCY	TOTAL NUMBER	
CONTROLLER	////	5	
ASSESSOR	///	3	
ORGANISER	////	5	
PROMPTER			
PARTICIPANT			
TUTOR	/	1	
RESOURCE	/	1	
OBSERVER			
<hr/>			
<i>9<sup>th</sup> grade</i>		<i>3<sup>rd</sup> observed lesson</i>	
TEACHER ROLE	FREQUENCY	TOTAL NUMBER	
CONTROLLER	////	5	
ASSESSOR	/	1	
ORGANISER	////	5	
PROMPTER			
PARTICIPANT			
TUTOR	/	1	
RESOURCE	//	2	
OBSERVER	/	1	
<hr/>			
<b>WALDORF PRIMARY SCHOOL</b>			
<i>3<sup>rd</sup> grade</i>		<i>1<sup>st</sup> observed lesson</i>	
TEACHER ROLE	FREQUENCY	TOTAL NUMBER	
CONTROLLER	///	3	
ASSESSOR	/	1	
ORGANISER	///////	7	
PROMPTER			
PARTICIPANT			
TUTOR			
RESOURCE	///	3	
OBSERVER	/	1	
<hr/>			
<i>3<sup>rd</sup> grade</i>		<i>2<sup>nd</sup> observed lesson</i>	
TEACHER ROLE	FREQUENCY	TOTAL NUMBER	
CONTROLLER	////	6	
ASSESSOR			
ORGANISER	///	4	
PROMPTER	/	1	
PARTICIPANT	///	3	
TUTOR			
RESOURCE	/	1	
OBSERVER			
<hr/>			
<i>3<sup>rd</sup> grade</i>		<i>3<sup>rd</sup> observed lesson</i>	
TEACHER ROLE	FREQUENCY	TOTAL NUMBER	
CONTROLLER	/	1	
ASSESSOR	///	3	
ORGANISER	////	6	
PROMPTER	//	2	
PARTICIPANT			
TUTOR			
RESOURCE	//	2	

OBSERVER	/	1
<i>6<sup>th</sup> grade</i>		<i>1<sup>st</sup> observed lesson</i>
<b>TEACHER ROLE</b>	<b>FREQUENCY</b>	<b>TOTAL NUMBER</b>
CONTROLLER	///	3
ASSESSOR	///	3
ORGANISER	///	3
PROMPTER		
PARTICIPANT	/	1
TUTOR		
RESOURCE	////	4
OBSERVER	/	1
<i>6<sup>th</sup> grade</i>		<i>2<sup>nd</sup> observed lesson</i>
<b>TEACHER ROLE</b>	<b>FREQUENCY</b>	<b>TOTAL NUMBER</b>
CONTROLLER	//	2
ASSESSOR	//	2
ORGANISER	////	5
PROMPTER		
PARTICIPANT	//	2
TUTOR	/	1
RESOURCE	//	2
OBSERVER	/	1
<i>6<sup>th</sup> grade</i>		<i>3<sup>rd</sup> observed lesson</i>
<b>TEACHER ROLE</b>	<b>FREQUENCY</b>	<b>TOTAL NUMBER</b>
CONTROLLER	////	4
ASSESSOR	///	3
ORGANISER	////	4
PROMPTER	/	1
PARTICIPANT		
TUTOR		
RESOURCE	///	3
OBSERVER		
<i>9<sup>th</sup> grade</i>		<i>1<sup>st</sup> observed lesson</i>
<b>TEACHER ROLE</b>	<b>FREQUENCY</b>	<b>TOTAL NUMBER</b>
CONTROLLER	////	4
ASSESSOR	////	4
ORGANISER	//	2
PROMPTER	///	4
PARTICIPANT		
TUTOR		
RESOURCE		
OBSERVER	/	1
<i>9<sup>th</sup> grade</i>		<i>2<sup>nd</sup> observed lesson</i>
<b>TEACHER ROLE</b>	<b>FREQUENCY</b>	<b>TOTAL NUMBER</b>
CONTROLLER	////////	8
ASSESSOR		
ORGANISER	///	4
PROMPTER	/	1
PARTICIPANT		
TUTOR		
RESOURCE	/	1
OBSERVER	/	1
<i>9<sup>th</sup> grade</i>		<i>3<sup>rd</sup> observed lesson</i>
<b>TEACHER ROLE</b>	<b>FREQUENCY</b>	<b>TOTAL NUMBER</b>
CONTROLLER	////	6
ASSESSOR	/	1
ORGANISER	///	3
PROMPTER		
PARTICIPANT		
TUTOR		
RESOURCE	///	4
OBSERVER	/	1