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Teacher Students´ Views on the Anchoring of the Shoah into the Czech Normative Educational Curriculum

Mgr. Milan Mašát, Ph.D., MBA

Palacký University Olomouc, Faculty of Education, The Deparment of Czech Language and Literature, Žižkovo náměstí 5, 771 40 Olomouc, Czech Republic

milan.masat@upol.cz

ORCID 0000-0001-8602-3059

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Introduction

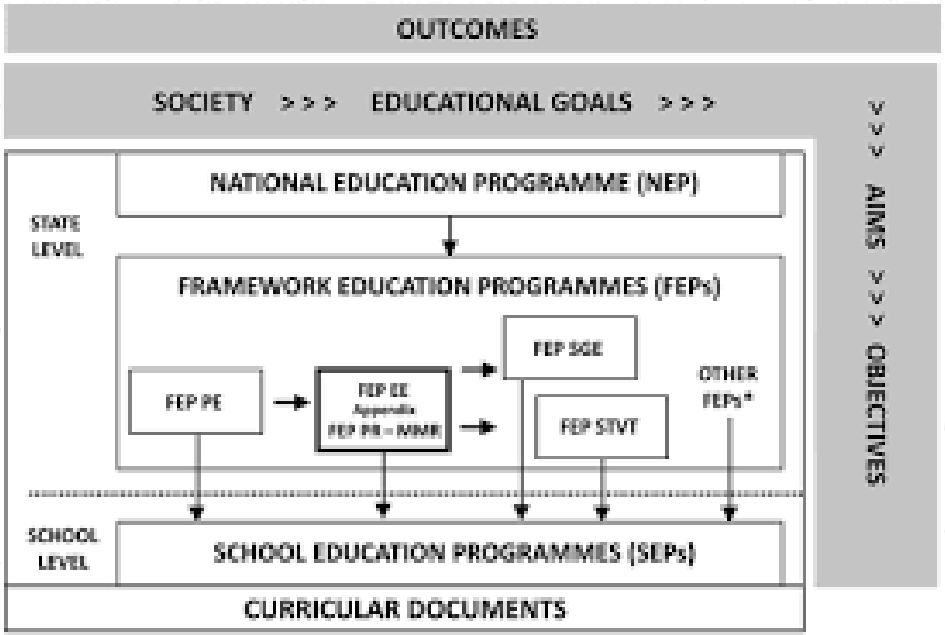
- aim: present partial results of two research surveys conducted through the same research instrument, a questionnaire
  - (1.): opinions of practicing teachers on the implementation of the Shoah (Holocaust) theme into the teaching of literature education
  - (2.): experience of students of teacher study programs with the integration of the Shoah (Holocaust) phenomenon into the teaching
- the results of a questionnaire item in which we investigated whether the respondents would welcome a normative anchoring of the concept of the Shoah in the Czech normative curricular educational document, the *Framework Educational Program*
  - comparing our findings it will be possible to predict the development of the situation in the given area in a certain way and possibly undertake appropriate intervention to improve it

the difference between the *Shoah* and the *Holocaust* lies in the connotations and representations of these terms, with Shoah emphasizing the catastrophic nature of the events and the difficulty of fully comprehending them

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System of Czech Educational Documents

Figure 1: System of Czech curricular educational documents.



Source: Svobodová, Durna, Mísařová, Hofmann, 2021.

System of Czech Educational Documents

Czech Schools Autonomy

- school heads: full responsibility for the quality of the educational process, for financial management of the school, for appointing and dismissing teachers and for relations with their local community and the general public
- the school organising body must establish a School Council enabling parents, pupils, teaching staff

Teacher Training

- *Act on Educational Staff*
- National Institute for Further Education
- higher education institutions: training courses for teachers returning to the profession after a long interval, qualification training courses providing upgrading of educational qualifications, specialised courses, and educational studies for graduates from non-teacher training faculties

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Research Methodology

A.

- 1) to find out what is the opinion of teachers of Czech language and literature professionally working at the lower-secondary schools in the Vysočina Region on the implementation of the Shoah theme in the teaching of Literature Education
- 2) to provide a comprehensive description of the integration of the Shoah phenomenon into the educational process at the lower-secondary school education with a focus on teachers of Czech Language and Literature
- 114: the sum was obtained by estimating the sample size in the case of nominal or ordinal data at the required relative precision of 4%, at a confidence level of 95 % and at a relative frequency of 0.05

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Research Methodology

B.

Table 1: The age distribution of respondents.

Age of respondents	Frequencies	
	absolute	relative
19 years	16	5,0 %
20 years	52	16,3 %
21 years	45	14,1 %
22 years	37	11,6 %
23 years	49	15,4 %
24 years	27	8,5 %
25 years	18	5,6 %
26 years	8	2,5 %
27 years and more	67	21,0 %
Total	**319**	**100 %**

Table 2: The level of study of the respondents.

	Frequencies	
Answers	absolute	relative
Bachelor´s degree program (BA)	151	47,3 %
Master´s degree program (MA)	102	32,0 %
Postgraduate Master´s degree program (MA)	54	16,9 %
Doctoral study program (Ph.D.)	5	1,6 %
Lifelong learning	5	1,6 %
Other	2	0,6 %
Total	**319**	**100 %**

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Results and Discussion

Figure 3: Would you welcome the anchoring of the term Shoah *Framework Educational Programme*?

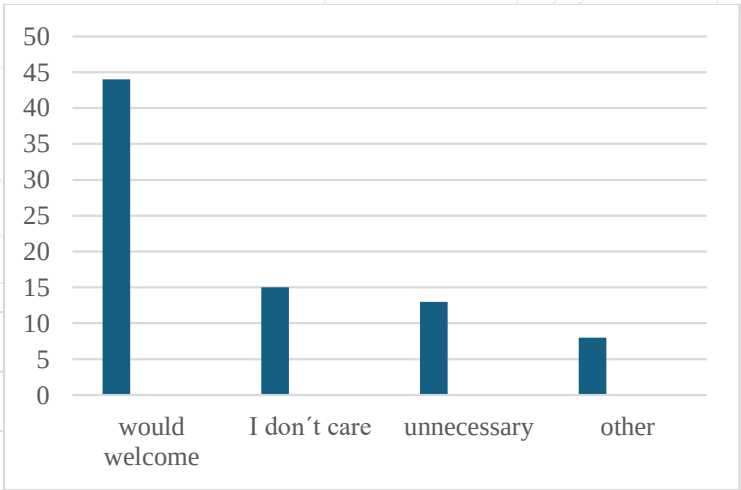
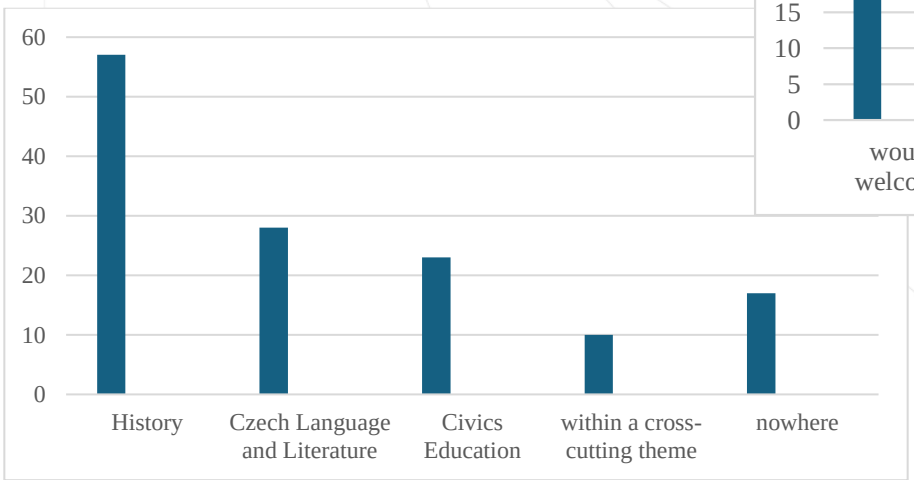


Figure 2: Anchoring the term Shoah within subjects.



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Results and Discussion

Figure 4: Would you like to see the term Shoah anchored in the *Framework Educational Program for Primary Education?*

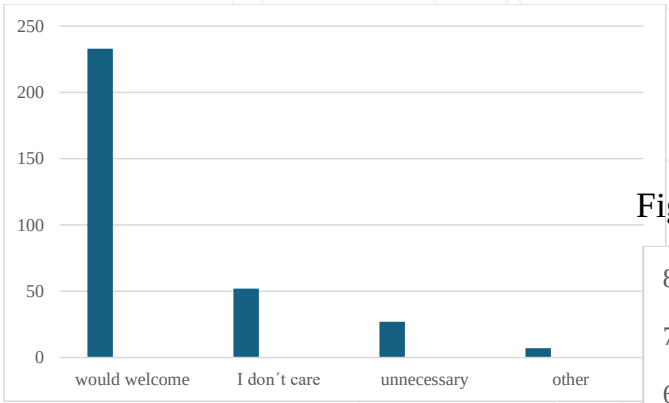
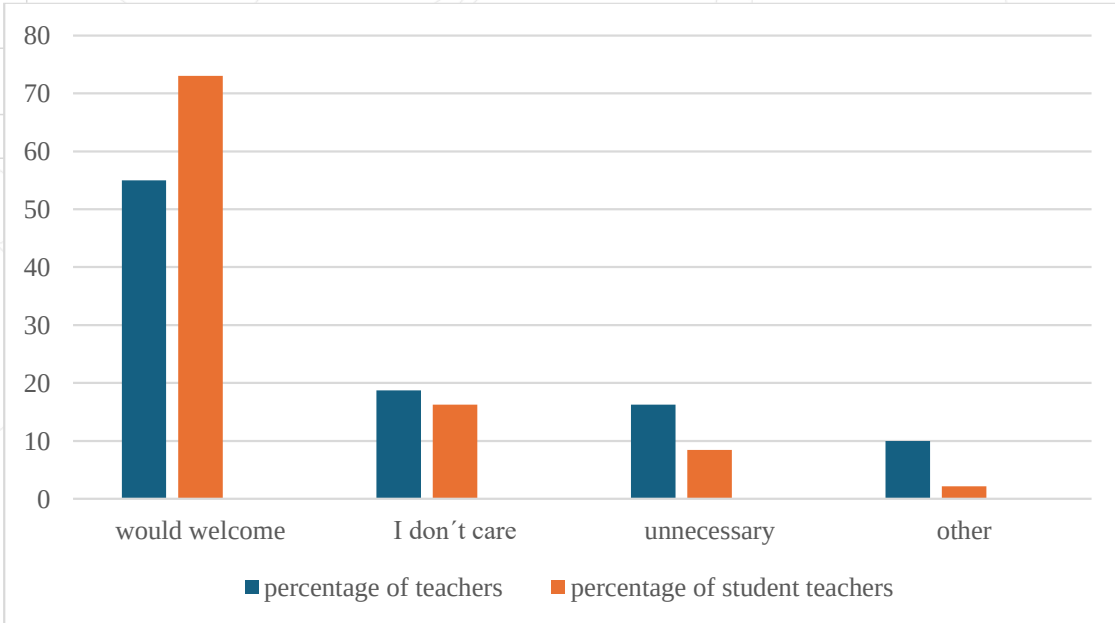


Figure 5: A percentage comparison of the results.



Conclusion

- a comparison of partial results of quantitative research investigations, in which we focused on the findings of practicing teachers on their experiences with the implementation of the Shoah into teaching at the lower-secondary schools and on the findings of the experiences of students of the teaching degree programs
- both groups of respondents would have welcomed the normative framing of the concept of the Shoah in *Framework Educational Program for Primary Education*
- even practicing teachers are aware of the need to acquaint pupils with the warnings that the events of the Shoah present to us, they are of the opinion that this topic can be implemented in the curriculum without explicitly introducing the concept of the Shoah into the content of the curriculum, based on the considerable educational autonomy of school institutions
- first step towards a possible targeted intervention in the field of teacher training in possible work with the topic of the Shoah and its possible cross-cutting inclusion in the educational process
  - student teachers, are aware of the necessity to apply the problems of the contemporary world to teaching, with or without the support of its curricular anchoring

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