

Editorial

Dear readers,

the fourth and final issue of the 2025 volume presents a thematically diverse collection of studies in which the authors reflect on current challenges in educational theory and practice. Specifically, the individual articles focus on the development of critical thinking in the professional training of future teachers in healthcare disciplines, on the implementation of an adaptation period for novice foreign language teachers, on teaching English spelling to Czech pupils, and, in the review, on inclusive education from the perspective of Universal Design for Learning (UDL). This diversity of content reflects the authors' endeavour to focus their research on topics where trends towards systematic change in education are evident, ensuring that education aligns with the current state of society whilst comprehensively developing the professional competences of those involved in educational practice.

In the first article, the authors demonstrate the crucial role of critical thinking in medical education and the professional training of teachers at healthcare schools. They argue that strategies such as problem-based learning or reflective practice are essential not only for clinical expertise but also for ethical decision-making and professional responsibility. The theme of critical thinking intertwines all areas of education: it shows that specialist knowledge alone is not enough — it is effective only when embedded in an environment that supports interpretation, analysis and reflection.

A study focusing on the **adaptation period of new teachers following their entry into the profession** reaches similar conclusions. Although schools should provide systematic support to new teachers, the research reveals considerable variability in school practices. The experiences of novice teachers confirm that the key factors in professional development are high-quality mentoring, regular feedback, the sharing of practice, and a safe environment that provides sufficient opportunities for reflection and self-reflection. Support for novice teachers is shown here to be more structural than an individual issue and is considered an indicator of a positive professional culture within the school.

The third article focuses on the teaching of **English spelling to Czech pupils**. It places the issue of spelling instruction within a historical and linguistic context, explains the irregularities of English orthography, and demonstrates that one cannot rely on Czech pupils intuitively transferring strategies from their mother tongue. It emphasises the importance of explicit teaching of spelling and pronunciation rules, which can improve not only writing accuracy but also comprehension and reading fluency. The study makes a significant contribution to the debate on how best to respond to the needs of non-native English-speaking pupils in a globalised linguistic environment.

This issue concludes with a review of a publication on **Universal Design for Learning (UDL)**, which presents inclusion not as an add-on to the curriculum, but as the foundational framework for instructional design. The concept of 'designing to the edges' emphasises that the quality of education is not judged by how well it suits the average pupil, but by how it opens up opportunities for those on the margins of educational needs. The study highlights the importance of careful pedagogical planning, teamwork and the long-term cultivation of the teaching environment for truly inclusive schools.

The common thread running through all the published studies is the conviction that **the quality of the educational process does not arise by chance**. It requires well-thought-out approaches to the curriculum and the supporting professional structure, teachers who are prepared to reflect on their own practice, and institutions founded on a culture of collaboration.

We would therefore welcome the continuation of this discussion in the forthcoming academic year, with particular emphasis on identifying the competences, processes, and conditions required to achieve and sustain the desired quality of education within the context of a rapidly changing global environment. By systematically integrating theoretical knowledge and practical experience, it is

possible to develop an educational institution that effectively responds to the diverse needs of pupils while supporting their holistic development and preparation for practical life. Concurrently, this approach supports teachers' ongoing professional development, whose expertise, commitment, and sustained efforts are fundamental to the effective functioning and advancement of the school.

We would like to thank all the authors whose contributions help ensure the high quality of our journal, and we also thank all the reviewers who have undertaken the assessment of the articles submitted to the editorial board.

*On behalf of the editorial board,
Alena Jůvová and Ondřej Duda*



The Faculty of Education at Palacký University Olomouc cordially invites you to the final multiple event of the *Active Citizen Compass* (ACC) project.

The ACC project connects universities and schools from six European countries – Belgium, Czech Republic, Greece, the Netherlands, Spain, and Turkey and aims to systematically support the development of active citizenship among students.

A key outcome of the project is the digital *Active Citizen Compass* (ACC) tool, designed to help schools assess and develop students' knowledge, skills, and attitudes related to active citizenship.

**Venue: Faculty of Education, Palacký University Olomouc,
Žižkovo nám. 5, 779 00 Olomouc, Czech Republic**

Date: 29th of May 2026

Participation: Free of charge

Link to registration: <https://forms.gle/H97gK4K3An2MBmSv5>

