

Table 1: Management at Inspected Kindergartens

Selected Management Skills	Rating (in %)		
	Above-Average	Average	Below Average
Development of a Communication System	54.8	43.4	1.8
Utilization of Motivational and Incentive Tools	42.5	50.0	7.5
Delegation of Implementing Powers, Enabling Others to Participate in the Management Process	41.0	50.7	8.3
Setting and Implementing the Evaluation Criteria	36.6	54.0	9.4
Action Taking (Based on Prior Analysis and Evaluation)	36.2	50.1	13.7

Based on the results of the evaluations, the kindergartens have primarily focused on the quality of their internal communications and on their ability to work as a team. School administrators who have already completed their education for the position of school administrator or their school management studies (32.6%) have been seeing very positive results in their management efforts. Their decisions are based on a more thorough analysis of the existing conditions for providing educational services and on a greater ability to effectively take action when it comes to both improving the school's educational services as well as organizational matters, based on the results of their own internal evaluation processes.

The inspectorate looked at the qualifications and the skills of the teaching staff, in accordance with Act No. 563/2004 Coll. on academic staff and on changes to certain laws (as last amended). 90.2% of the teachers at the inspected schools met the professional qualifications required under the act and this includes those teachers who fall within the exemption applicable under Section 32 (a) of the act. In relation to this data, the inspectorate sees the high average age of a kindergarten teacher (44.5 years – a year increment over the prior school year) as a potential risk. Another possible risk identified by the inspectorate is the low number of teachers with teaching experience of 3 years or less (10.7% at the inspected schools), which has been a problem for a long time.

The inspectorate evaluated teacher hiring conditions and the support provided to teachers until they obtain their first three years of practical experience. Less than two-thirds of school administrators have established criteria for selecting and hiring new teachers. The schools pay an adequate level of attention to the initial training of newly hired teachers who are just starting out. The inspectorate was able to determine that 56% of the schools' training programmes were prepared and implemented at least at the standard level of quality. 35% of these programmes were rated by the inspectorate as above-average or exemplary. The dominant feeling of young teachers was that they were getting below-average financial compensation for their work and that their profession has a low level of prestige.