

7.2 Secondary Education

The staff and the material conditions for teaching mathematics and the ability of the schools' administrators to provide mathematics programmes of an adequate quality level, which includes the possession and implementation of internal evaluation mechanisms for teaching mathematics, were rated as slightly 'above-average' at the inspected secondary schools. None of the inspected schools was given a 'high risk' rating in this area and two schools were rated as 'exemplary'.

Half of the inspected secondary schools have an existing strategy plan for improving the quality of their mathematics programmes and in all of the inspected schools, there was some type of cooperative effort going on between mathematics teachers and the teachers of other subjects. All of the schools are getting ready for the new graduation model and 57% of the schools were offering their students the option of participating in additional after-school activities designed to help improve mathematics skills. The methods used by the school administrators to monitor and evaluate their mathematics programmes varied from school to school. 71% of the inspected secondary schools had developed their own comparison tests. One-fifth of the inspected schools hadn't utilized the data on their students' level of knowledge in order to implement improvements.

At 57% of the schools, the staffing conditions were rated as 'excellent' and in one of the schools, these conditions were rated as 'unacceptable'. 89% of all math teachers possessed the requisite professional qualifications. The continuing education programmes in which mathematics teachers were enrolled most frequently focused on the current curricular reforms, an expansion of their professional knowledge and implementing more effective teaching methods.

The material conditions available for mathematics classes varied from school to school. Although the inspected schools were able to use IT equipment for their mathematics programmes, only 57% of them had access to adequate software.

All of the inspected secondary schools were adhering to the existing teaching plans and curricular guidelines. In most of the schools, the ability to organize the teaching process and choose appropriate teaching methods and procedures was rated as 'very good'. In 64% of the inspected classes, the teaching methods used focused on problem-solving and the tasks assigned to students allowed them to choose between different solution procedures and they were designed to promote logical thinking and reasoning by the students. In 39% of the