

## **F.2.7 Liberec Region**

### **Curricular Reform**

The instruction in 1st and 6th grades of basic schools in the Liberec Region was performed in compliance with SEPs. The structure of SEPs usually conformed to FEP but in several cases CSI found some deficiencies concerning predominantly the inclusion of cross-subject topics, information on international cooperation and the description of sanitary facilities of schools. Two very small incomplete schools (with several classes only) had not drawn up SEPs for all grades since their head teachers were removed from office before or during the summer holidays. Schools still do not make their best efforts to use innovative teaching methods and forms of work. There are also some deficiencies in the area of pupils' assessment and self-evaluation. Projects of environmental education range from activities concerning waste sorting and collecting secondary waste and care for green areas in the neighbourhood of schools to drawing up projects aimed at getting money from the ESF – the Operational Programme Human Resources Development regarding environmental issues focused on public green areas and sports facilities in the Liberec Region. A healthy life style and primary prevention is applied in the whole spectrum of the visited schools. Head teachers meet their obligation to ensure the further education for teachers dealing with prevention issues. Schools used creative forms when addressing prevention.

### **Enhancing and Extending Foreign Language Teaching**

CSI registered a persistent lack of qualified teachers of foreign languages, in particular teachers of English. Teaching methods, organisational forms and teaching activities which teach pupils more about a language and less to use it as a tool of communication in model authentic situations still prevail.

### **Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy**

As regards the availability of information and communication technologies the gaps between schools are getting wider. The differences are in the number of PCs and classrooms as well as in the quality of hardware and software. This situation is a result of the financial possibilities of founders. Schools' own initiatives play a very important role in this area. Some schools had problems paying fees for internet connections.

### **Equal Opportunities of Education**

Schools reported actual numbers of integrated pupils and developed individual education plans for them. Inspection findings demonstrated problems with regular evaluations of plans and with a differentiated approach towards integrated pupils. None of the visited schools identified and reported exceptionally gifted pupils. However, some schools had some experience with talented pupils (classes with extended teaching of some subjects, participation in competitions and the Olympics, free time activity classes, a wide provision of optional subjects)

### **Increasing Professional Competences of Teachers within FEPS**

Head teachers of basic schools developed plans for the further education of their staff. Teachers made use of an offer of accredited centres as an opportunity for personal development and then exchanged the gained experiences with their colleagues. Further education of teachers from very small schools remains a problem. Difficulties were caused by finance, transport and standing in for colleagues. A subsidy from the Development