

Table 2: Educational strategy and planning in visited schools in the school year 2007/2008

Monitored indicator	Kindergartens	Basic schools	Secondary schools
School management evaluates education strategies and plans and implements innovations	84 %	92 %	95 %
Education objectives are in compliance with national and regional priorities	92 %	92 %	96 %
Planning corresponds to actual conditions of a school	87 %	95 %	96 %
School provides information on strategic objectives to:			
- parents	96 %	96 %	94 %
- adult students	-	-	92 %
- founder(s)	98 %	98 %	99 %
- School Board	-	96 %	97 %

Inspections evaluated the aforementioned activities as above-average in less than one-third of kindergartens. These schools managed to develop the education strategy towards Health very well and they had very good plans of how to support the optimal development of children's psychology. As regards basic schools, 38% of schools were evaluated as being excellent. These schools had drawn up very good strategies for the education of pupils about health and healthy life styles as well as plans for functional literacy, in particular reading literacy and literacy in natural sciences. As regards secondary education, 39% of secondary schools achieved above-average results in this area. Among them were especially secondary technical schools which had prepared plans for the development of literacy in natural sciences and mathematics very carefully. All levels of education have demonstrated apparently low rates of experience in developing social literacy.

1.2 Head Teachers and Education Process Management

In almost all the monitored schools (99%) head teachers performed their functions on the basis of a certificate of appointment; the others were managing head teachers authorised to perform the office by a school founder. In the school year 2007/2008 in total 462 selective interviews (tenders) for the office of head teacher were held in the Czech Republic (see Table 3).

Directors of legal entities carrying out activities of more than one school designated managers to manage education in individual schools belonging to one legal entity. Inspections evaluated the capabilities of pedagogical management staff to use managerial skills in practice with a view to contributing to the further development of schools and to education enhancement (see Table 4).