C.2.2 Secondary Education

As in basic schools support of ICT development was usually defined in their strategic objectives in all types of secondary schools and it was reflected also in planning. ICT hardware as well as software were apparently better in secondary schools than in basic schools. ICT development and their utilisation in teaching were mostly affected by the quality of conceptual steps incorporated in ICT plans or in the strategic planning of schools and by work with self-evaluation results. CSI also found that the methodological skills of teachers are irreplaceable when applying ICT in teaching.

Material conditions, the size of school and size of a school building were other factors influencing the use of ICT. In almost 36% of SSs in 2007/2008 students' work with ICT was very beneficial for the development of their personalities. Only about 16% of SSs used ICT very effectively and nearly 35% of SSs used such technologies in a perfect way for the assessment of students and for getting relevant feedback. In almost 47% mathematics lessons students effectively worked with ICT and used appropriate software. Teachers in more than 46% of SSs in 2007/2008 completed a basic ICT module and almost 43% of teachers completed an extended module. ICT coordinators were available only in 3% of secondary schools.

C.2.3 ICT Impact on the School Climate

It is clearly apparent that the school climate is influenced by the introduction of new information and communication technologies in our schools. This situation was confirmed by observations, interviews and some other experiences gained within long-term monitoring of the school climate carried out by the Czech School Inspectorate. However, it is important to realise that implementation of state-of-the-art ICT does not have a direct impact but rather its influence is indirect.

Challenging influence of ICT:

- A high level of material and technical background including implementation of state-of-the-art ICT increases the overall prestige and image of a school
- Implementation of state-of-the-art ICT as an important manifestation of customer orientation of a school is not purposeless but it means using such educational methods which are closely related to the young generation. At the same time it represents new challenges for educational work concerning the development of key competences of students, such as work with technologies (the second literacy) and work with information (the third literacy).
- Implementation of state-of-the-art ICT strengthens the controlling function of an organisation and the content of education, both the managerial and didactical levels, which considerably affects school ethics and education towards necessary habits in relationships between students as well as between students and teachers.
- In the course of education school uses optimal prerequisites and a unique opportunity to make individualised work of children with PC outside schools more social, to replace e-communication with social communication, to suppress negative types of behaviour (aggression), to diminish some manifestations of computer abuse or (in contrast) phobias of using technology occurring among a part of young population.
- Experience shows that implementation of state-of-the- art ICT does not lead to physical damage (vandalism) but it contributes to a responsible approach of students (as well as teachers) towards the school environment and to respect for school assets.