



mainly in terms of their graphic-motor skills and general overview and awareness of the world. Among the main drawbacks of children attending 1st grades were problems with communication, socialisation and accepting a role in the children's collective, but also problems with concentration and sustaining attention.

A moderate decline (to 21.1 %) in the proportion of children whose compulsory school attendance was postponed is considered as a positive phenomenon. However, the most frequent reason for postponement of compulsory schooling was still a speech disorder, or some other health problems. According to the results of statistical surveys the rate of postponement of compulsory school attendance was between 20 % and 23 %, with the exceptions being Prague (25.1 %) and the South Moravian Region (23.2 %). The lowest number of children in this group was reported from the Vysocina Region (19.1 %).

III.

The Quality of Conditions of Schools Involved in Pre-school Education

Head Teachers of Kindergartens

The CSI monitored how kindergarten head teachers (in the Czech Republic there are only female head teachers of kindergartens) fulfil the demanding tasks arising from the activities of a head teacher pursuant to Sec. 164 of the Education Act and how they satisfy the qualification requirements under Sec. 5 of Act No. 563/2004 Coll. on Pedagogical Staff and on the Amendment to Some Other Acts, as amended.

The kindergartens visited admitted an obvious benefit arising from the Act on Pedagogical Staff in kindergartens. The proportion of fully qualified head teachers was 95.4 %.

The average age of kindergarten head teachers was 49.5 years and the average time of their pedagogical practice was 26.7 years. The average time of management practice was 11.3 years, which relates to the low proportion of new head teachers. In the past school year there were 167 selection interviews (tenders), which means that head teachers were newly selected in 3.5 % of kindergartens. For more information on selection interviews broken down according to individual regions see Table B11.

Within its complementary observations the CSI found that 17.2 % of head teachers had active knowledge of a foreign language (English) whilst 35.6 % of head teachers displayed passive knowledge of a foreign language.

Those head teachers who had completed compulsory studies in managerial skills demonstrated improved management skills in all the monitored areas.

Table 5

Evaluation of the level of managerial activities of kindergarten head teachers

Monitored indicator	Frequency of achieving required status (%)		
	2008/2009	2009/2010	Trend
Strategy, SEP, innovation in the content of education	62.1	82.5	+
Strategy and planning	81.0	89.2	+
School management, meeting tasks of a head teacher	80.0	88.6	+
Creation of staffing preconditions, risk assessment	66.6	86.3	+
Implementation of the results of system evaluation and of success rate of children	76.2	86.0	+
Development of school partnerships	90.2	97.8	+
Active knowledge of a foreign language	x	17.2	
Participation in projects	24.3	39.1	+

x = was not evaluated