



### Evaluation of Kindergarten Teachers

According to the statistical data published by the IIE the number of kindergarten teachers recalculated on the basis of the nation-wide statistical records was 24,584.3 (i.e. recalculated as teachers employed full time), of which the proportion of female teachers reached 99.8%. The proportion of fully qualified teachers was 91.1% (a moderate decline by 1% of the total number of pedagogical staff). 5.7% of teachers taught in specialised classes/groups for children with SEN. Of this number, 74.2% of teachers were fully qualified for such work (an increase of 2.3% when the numbers are compared with the previous school year).

The CSI found a lower proportion of qualified teachers (85.9%) than stated in the statistical reports made by the IIE (91.1% of kindergarten teachers) in the schools visited. For more data on kindergartens see Table B10. When a comparison of regions is made the highest proportion of qualified teachers was recorded in the South Bohemian Region (94.2% of kindergarten teachers) and in the Vysocina Region (93.3% of kindergarten teachers), whereas the lowest rate of qualified teachers was identified in the Central Bohemian Region (79.9% of kindergarten teachers) and in the Karlovy Vary Region (80.0% of kindergarten teachers).

The average age of pedagogical staff decreased slightly to 43.6 years. The average length of pedagogical practice is 20.6 years. The proportion of teachers who had taught less than three years increased to 14.7%, whilst the proportion of pedagogical staff who have practised for 35 years and more dropped to 6.7% of all kindergarten teachers.

### Availability of Experts, Specialised Pedagogical Staff in Kindergartens

The proportion of specialised teachers in kindergartens was 4.2% of all kindergarten teachers.

Good knowledge of the FEP has been demonstrated as 93% of teachers had acquired information on this document, most often through participation in short-term training courses and by means of self-learning. 88% of teachers stated that they had the opportunity to affect the education strategy of their schools and 81% of teachers accepted an option to partake in the development of their SEPs. On the other hand only 12% of kindergarten teachers had an opportunity to get involved in subsidised projects.

Results of inspection evaluations also indicate that a certain number of kindergarten teachers (12%) want to accept curricular reform only formally and that they are not willing to change anything in their established methods and content of instruction. It is interesting that this group is very heterogeneous and includes teachers from all the evaluated groups, including fresh teachers.

Additionally, the CSI monitored the degree of knowledge of foreign languages in the context of the vision to begin teaching children the English language within pre-school education. The CSI found that 20.6% of pedagogical staff had active knowledge of the language and 51.7% of kindergarten teachers displayed passive knowledge of English. 0.6% of teachers continued their studies to meet the qualification requirements for teaching foreign languages and 2.5% of teachers participated in further education of teachers focused on foreign language instruction.

Three main barriers still prevent effective utilisation of ICT. These are: a) obsolete equipment; b) poor knowledge of appropriate software products for teaching children of pre-school age; and c) inappropriate preparedness of kindergarten teachers. The CSI found that 18.5% of kindergarten teachers had not been prepared for work with ICT at all and 68.3% of teachers attained only the basic knowledge (trained for a basic module) of ICT education. The highest proportion of teachers without ICT education was reported from the Zlin Region (38.1% of kindergarten teachers) and the Usti Region (36.0% of kindergarten teachers). Information literacy was rated best in the Liberec Region, where 97.9% of kindergarten teachers had completed the relevant training.