



Availability of Experts, Specialised Teachers in Basic Schools

The proportion of teachers with a specialisation accounted for 41.4% in BSs. The CSI also evaluated the preparedness of basic school teachers for changes which are currently underway. The excellent provision of information on the FEP was positive since information on the document concerned has already been provided to 98.5% of teachers. Teachers either participated in short-term training courses or were assisted by trained coordinators and some teachers used self-learning. 86% of teachers stated that they had had an opportunity to participate in the development of the education strategy of their school, therefore they could affect it. 40% of basic school teachers had grasped an opportunity to get involved in and/or use subsidised projects.

Results of inspection evaluations also indicate that a certain number of teachers (approximately 14%) approach changes only formally and they do not intend to change anything in their established methods or ways of class instruction. As in kindergartens this risky group comprises all the evaluated groups, including beginner teachers.

Summarised findings on qualifications and additional data concerning teachers broken down according to the level of their knowledge of the Czech language, ICT and the level of qualifications according to individual school subjects are included in Table B12.

By using additional data the CSI monitored to what degree teachers know a foreign language and what their level of ICT skills is. The knowledge of foreign languages of BS teachers has moderately improved. Teachers spoke mainly English (56.1%), followed by German (23.0%), Russian (14.7%) and French (1.6%).

The main barrier for using ICT in class teaching in basic schools is the very low level of information literacy among teachers. The CSI found that the preparedness of teachers concerning information literacy continued to be unsatisfactory in basic schools. The majority of teachers had completed only basic preparation (52.8%), extended ICT courses organised in the framework of the further education of teachers were completed by 38.0% of teachers and the proportion of ICT coordinators was only 3.9%. There is a risky group of teachers who are not prepared for work with ICT at all (5.2% of teachers) and therefore they do not involve ICT in their work.

The highest proportion of teachers without any qualifications for work with ICT was detected in the Vysocina Region (10.2% of teachers) and in the Central Bohemian Region (9.9% of teachers). The best information literacy among teachers was recorded in the Karlovy Vary Region, where 98.7% of teachers had completed relevant training courses and in the Moravian–Silesian Region (98.1%). Small schools suffered from insufficient ICT equipment and they were also lacking appropriate guidance when developing their SEPs and teachers had only very limited access to methodological guidance portals.

Evaluation of Further Education of Basic School Teachers

When motivation and opportunities for personal development are compared then they are at a better level in BSs than in kindergartens. In some schools there was low accessibility of specialisation in relation to the new requirements stipulated in the FEP. For more details on the involvement of basic schools and their teachers in different forms of further education see Table B20.

Participation of teachers in, at least, one form of further education of teachers was detected in 77.1% of BSs. Conditions for teachers are unambiguously better in large schools, where the proportion of teachers involved in the further education of teachers was 88.5%, whereas in small BSs it was just 66.2%. A quite high proportion of schools (55.4%) allowed their teachers to study so that they could complete their qualification requirements. This phenomenon is very positive. The proportion of teachers who had not studied on any training course organised within further education of teachers was 22.9%; in small schools such a proportion rose to 33.8%. Results of analyses show that studies aimed at ICT were beneficial for improvement of the effectiveness of certain