



School Management

With respect to school management the situation in secondary schools is more demanding than in other schools and the excessive administrative burden related to admission of pupils for studies and, of course, administering the accomplishment of studies remains a problem. Large school facilities providing education in many branches and using several forms of studies were particularly negatively affected. In addition, demands on head teachers were also increased because they were responsible for decision-making within administrative proceedings. It was positive that almost all schools made efficient use of ICT and different commercial SW for the administrative management of schools.

Secondary schools were also facing the risk caused by the parallel development of SEPs, the necessity to cope with large changes pertaining to enrolment proceedings and preparations for the reformed school-leaving examination. Nearly all schools providing education in branches completed with apprenticeship certificates at the same time had to implement changes relating to final examinations (závěrečná zkouška).

The area pertaining to partnership development is assessed as being at a very good level in SSs. Among SGSs 10% of schools were evaluated as being excellent in this area, mainly in relation to School Boards and founders, while in secondary technical and vocational schools good cooperation with economic partners from the region dominated. The CSI recommends that SSs aim especially at improving communication with parents where the highest number of incidents occurred when all levels of education are considered. 38% of secondary school head teachers and 25% of teachers evaluated cooperation with students' parents as being at a good level. As regards communication with students most complaints and suggestions filed in SSs concern the evaluation of educational achievement, the course and organisation of education in a given school.

A number of secondary schools cooperated well with school advisory centres and it can be said that 9% of SGSs and 8% of technical and vocational schools had excellent advisory systems.

Founders of secondary schools most often use their right to establish their own criteria for the evaluation of schools or they purchase, using public resources, external commercial tests for their schools. A range of SSs was actively involved in professional associations both at national and international levels or in regional projects.

Evaluation of Secondary School Teachers

The number of teachers in SSs calculated on the basis of IIE statistical records was 46,488.8 teachers (i.e. recalculated as the number of teachers employed full time); of these the proportion of female teachers was 58.6%. The average number of students per teacher was 13.6.

The proportion of fully qualified teachers was 86.4% (a moderate increase by 0.2% of the total number of teachers). 5.5% of teachers worked in classes/groups of students with SEN, of whom the proportion of teachers who were fully qualified for such work was 51.9% (when this number is compared to the school year 2008/2009 a growth by 4.5% was recorded). Data from the visited schools and their comparisons with the data collected in previous school years are included in Table B10. The CSI found that the proportion of qualified teachers in the schools visited was 88.5% while the proportion of teachers with special qualifications for teaching students with SEN was 31.2%. 46.8% of teachers performed the work of class teachers. When individual regions are compared, the highest proportion of qualified teachers was reported from the Vysocina Region (98.6%) followed by the Olomouc Region (96.4%). On the other hand, the lowest rate of professional qualifications was ascertained in the Usti Region (84.5%).

The average age moderately dropped to 43.5 years. The average teaching time was 17.5 years. The proportion of teachers teaching less than three years was 10.5%; the

