



## Risks

- Mathematics was only little connected with natural science subjects, vocational technical subjects and practical training, which is negative.
- Gaps in inclusion of expected outcomes of the area of natural sciences specified in relevant FEPs in school education programmes (one fifth of the monitored SEPs).
- Systems for quality teaching management and educational achievement (self-evaluation) are often not comprehensive in schools.
- Some secondary schools do not have methodological bodies for natural science subjects or such bodies do not function systematically.
- Students are only rarely led to independence when suggesting steps to be used in problem solving or when expressing their opinions and experience for formulating hypotheses (this problem overlaps with the area of natural science procedures according to the definition of OECD/PISA; competences to solve problems).
- Exchanges of information among teachers of one school are not sufficiently used in schools.
- One fifth of lessons of natural sciences in the fields not completed by the school-leaving examination are taught by unqualified teachers.
- When the situation in this area is compared with that in basic schools links to real life situations are weaker and instruction is poor in using diversified methods and forms.
- In some schools there are gaps in possession of teaching aids for students and there is a need to modernise schools' equipment.

## Links between educational areas support for the development of functional literacy and favourable climate

- Activities pertaining to **reading literacy and social literacy** in secondary schools **mutually support each other**, in particular activities leading to the development of aesthetic perception, experiencing and the creativity of students and activities creating opportunities for becoming familiar with local culture.
- Activities leading to the development of reading literacy and foreign languages support not only each other but they significantly support activities stimulating multicultural education.
- More often orientation towards activities pertaining to the area of social literacy is appropriately linked to the motivation of students towards acquiring knowledge and habits of a healthy lifestyle.

## IV. School Management and Effective Strategies of Secondary Education

The area of management evaluation and effective strategies included summarised findings on head teachers and the results of an analysis of risks lowering the effectiveness of teaching in relation to the objectives of SEPs. In the past school year some serious risks in school management were detected in 11.6 % of SSs. A year-on-year growth in the number of negative evaluations was connected mainly with deficiencies in the quality of SEP, but the high administrative