

## Annex 5

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### **Memorandum on Teaching of Mathematics**

In Prague on 6th April 2011 the Czech School Inspectorate organised the “National Meeting on the Results of Inspections relating to Mathematical Literacy”, which was attended by representatives of the MEYS, the National Institute for Technical and Vocational Education, the National Institute for Information on Education, the Institute of Pedagogical and Psychological Consultancy, delegates from the Union of Czech Mathematicians and Physicists, occupational associations of pedagogical workers and representatives of kindergartens, basic and secondary schools from all regions of the Czech Republic.

Participants in this unique working meeting received detailed information on the results of inspections carried out in the area of the evaluation of support for the development of mathematical literacy in pre-school and basic education. In this context participants supported the conclusions formulated in the CSI thematic report “Support for the Development of Mathematical Literacy in Pre-school and Basic Education”, which was discussed in February 2011 with MEYS management.

In general, it is becoming apparent that in order for Czech pupils to achieve a better level the Government should pay much more attention to and care for the development of mathematical literacy. The results of relevant surveys (for example the survey conducted by the Society of Teachers of Mathematics, higher education institutions and research institutes) are not available to schools and are not used by public authorities responsible for the school system either.

As early as in their 2009/2010 Annual Report the CSI submitted suggestions that the newly prepared long-term policy objectives should encompass a national programme of development and support for mathematical literacy in the context of lifelong learning. Specific measures should focus on the enhancement of information provision both to professionals and the general public, on preparation of the further education and methodological guidance of teachers, on the development of professional pedagogical guidelines and appropriate forms of motivating pupils as well as on special care for pupils exhibiting development disorders.

It is important to follow up past successful achievement in this area of education. The support for an interest in mathematics, the development of mathematical competences and systematic work with gifted pupils should therefore become a core part of the vast majority of school education programmes starting from the pre-school level. At the same time it is necessary to complete standards in framework education plans and consider the option of singling out support for the development of mathematical literacy as a separate educational area of FEPs.

In their discussion, participants of the meeting supported the conclusions of the “Final Report of Sub-groups of the National Economic Council of the Government for Competitiveness and Entrepreneurship Support” of 28th February 2011, with a substantial reservation relating to the section (page 25) devoted to the proposal for bachelor’s undergraduate programmes of teachers. Teachers of secondary schools should be prepared exclusively in Master’s degree programmes.