



More frequent explanation of unknown terms and foreign words (the area of foreign languages) mostly relates to the creation of opportunities for the use of information found (reading literacy) and to the utilisation of new findings, in particular in the area of natural sciences.

IV. School Management and Effective Strategies of Pre-school Education

Kindergarten Head Teachers

The average age of kindergarten head teachers was 49.9 years and the average time of their pedagogical practice was 28.4 years, of which the average time of management practice was 12.5 years. Changes in the office of kindergarten head teachers were minimal. The representatives of the CSI participated in 167 interviews within which new kindergarten head teachers were selected and appointed.

The high proportion of qualified head teachers (94.9 %) is positive. Introduction of compulsory training in management have helped them to cope with difficult tasks relating to legal issues as well as to the preparation and development of new school education programmes.

On the whole the required situation was achieved in 84 % of kindergartens; the proportion of schools displaying some risks was less than 16 % and the proportion of schools with management problems increased by 4.3 % when compared with the previous year. On the basis of a higher rate of risks and at the same time according to above standard evaluations (10.5 %) of the “School Management” criterion it is possible to infer large differences among individual kindergartens in ensuring school operations. The consequence of a higher proportion of management risks and staffing risks (15.6 %) is also a higher share of risks reducing the effectiveness of the organisation of education (14.3 %) and finally also the functioning of systemic evaluation of school achievement (10.1 %).

Table 15 Evaluation of the level of managerial skills of kindergarten head teachers

Monitored indicators	Frequency of achieving required status (%)		
	2009/2010	2010/2011	Trend
Strategies, SEP, innovation in the content of education	82.5	89.3	+
School management, meeting duties of a head teacher	88.6	84.4	-
Creation of staffing preconditions, risk assessment	86.3	83.9	-
Implementation of the results of evaluation system and of assessment of success rate of children	86.0	89.7	+
Development of partnerships	97.8	98.0	+
Active knowledge of a foreign language	17.2	35.6	+
Participation in projects	39.1	36.3	-

Schools no longer had a problem naming intentions and setting long-term objectives. However, it has remained a problem to further develop general objectives into particular goals and to work with educational objectives in general, i.e. to understand relations between key competences and particular (partial) goals in different sections of FEP PE and to implement them in the education process. It was mainly non-systematic assessment of education achievement and problems with staffing to provide good instruction that were among the frequent risks.