



is considered as positive. In contrast to this decrease, the number of qualified teachers was negative as the share of unqualified teachers accounted for 10.2 %. The proportion of **qualified teachers** is higher among older teachers who have had a longer pedagogical practice. This group proves to have, on the one hand, a higher level of knowledge and skills relating to SEPs, and, on the other hand, a lower level of knowledge of ICT and its utilisation in lessons.

The average salary of teachers in the kindergartens visited was CZK 21,483, which is almost the same as in the school year 2009/2010 (CZK 21,410). Both the tariff and sliding components of salaries fell (4.1 % and 41.6 %). The trend of decrease in costs for overtime hours (by a further 33.4 %) continued. Average expenditure on the further education of teachers decreased almost to one third of the amount paid in the school year 2009/2010. Reduction of all these values corresponds to the trend of the aforementioned nation-wide cost savings.

As far as the kindergartens visited are concerned the average age of teachers was 43.7 years. The growth in the share of fresh teachers teaching less than then years was positive – 14.9 %, whilst the proportion of teachers having practised for 35 years and more was 8.1 % in the same schools. A larger variety of forms and methods of teaching, motivating activities, creating opportunities and supporting functional literacy mostly related to the **longer pedagogical practice of teachers**. However, they were less connected with the qualifications of teachers and with a higher level of knowledge and skills concerning SEP.

Influence of these professional qualities was reflected in the more frequent use of comprehensive methods of teaching, in leading children towards recognition of relations between educational areas through appropriate inclusion of integrated blocks, further in the search for and use of information and new findings appropriate to the intellectual maturity of different age groups of children. Qualified teachers managed more than others to create an environment of open mutual communication and to encourage the interest of children in education.

When all parts of the system of education are taken into account a very low proportion of teachers (4.7 %) with professional specification was reported from kindergartens.

The development of the monitored indicators since 2008/2009 is described in more detail in Part B, Table B 12, “Selected indicators of comparisons of staffing in kindergartens, basic and secondary schools visited between 2008 and 2011”.

When kindergartens are compared with other segments, interpersonal relations and conflict free communication between adults were detected in 68.6 % of kindergartens.

### **Availability of Experts in Kindergartens**

The proportion of kindergarten teachers who have some specialisation was 4.7 % and was the lowest among all groups of pedagogical staff. In this segment the proportion of class teachers accounted for 19 %, the share of teachers educated in special pedagogy was 5 %, the share of SEP coordinators was 2.3 % of teachers, and the share of teachers with ICT specialisation reached only 1.5 % whilst the minimum of teachers worked as trainers (0.3 %).