

The CSI monitored the level of skills of teachers in the field of ICT using the scale included in State Information Policy in Education. Altogether 78 % of teachers had acquired a first degree, 20.5 % of teachers had acquired an advanced level degree, while only 1.5 % of teachers had specialisation or could work as coordinators of ICT. The different level of ICT knowledge and skills of teachers did not substantially influence the course of teaching in individual areas of education. Only slightly lower use of verbal methods (storytelling, lecture, dialogue) was observed with respect to teachers who had attained a higher rather than basic level of knowledge and skills of ICT.

Further Education of Kindergarten Teachers

Participation of some teachers in one of the forms of further education was detected in 48 % of the kindergartens visited. With regard to the problems of cover for teachers this share was bigger in large kindergartens (67 %), while in small kindergartens (up to 50 children) only teachers in 35 % of schools got the opportunity to participate in further education of teachers. The table below demonstrates how specified forms of studies are used in kindergartens.

Table 16 Further education of kindergarten teachers – under Sec. 1 of Decree No. 317/2005 Coll. (data as %)

Forms of further education of teachers	Small KGs	Large KGs	Total KGs
To satisfy qualification requirements	13.3	8.3	9.9
To satisfy further qualification requirements – ICT	5.6	4.4	4.8
To attain further qualification requirements – prevention of socio-pathological phenomena	1.1	0.9	0.9
To extend professional qualifications	14.1	12.6	13.1

Due to economic reasons the form of short-term training courses and seminars was preferred by kindergartens, as they were less expensive and less demanding in terms of cover for teachers participating in training courses. The following overview shows the forms of further education of teachers according to topics.

Table 17 Further education of kindergarten teachers (FET) – according to topics of training courses and seminars (data as %)

Forms of further education of teachers	Small KGs	Large KGs	Total KGs
FET to extend teacher's competences in pedagogical and psychological work	35.3	29.9	31.6
FET concerning curricular reform of FEP and SEP	29.5	25.5	26.8
FET concerning special pedagogy	14.9	20.4	18.6
FET concerning assessment of children and school self-evaluation	17.5	18.5	18.2
FET concerning ICT utilisation	14.3	19.9	18.1
FET to perform managerial positions	18.3	13.0	14.7
FET – foreign language	7.4	4.8	5.6
FET for schools with few classes	1.9	0.0	0.6

The above overview clearly shows that the focus of school systems of further education of teachers was set to point out the priorities for successful implementation of SEPs and supported the long-term goals of the 2007 long-term objectives.