

Table 39 Evaluation of the level of managerial skills of basic school head teachers

Monitored indicators	Frequency of achieving required status (%)		Trend
	2009/2010	2010/2011	
Meeting duties of a head teacher pursuant to the Education Act	89.6	94.3	+
Creation of conditions for further education and activities of the School Board	91.1	98.5	+
Using financial resources allocated from the state budget cost-effectively and for the prescribed purposes	89.0	96.8	+
Dealing with the opinions and statements of self-governing pupils' bodies	was not reviewed	81.4	
Active knowledge of the English language	20.5	22.2	+
Level of information literacy (advanced and higher levels)	was not reviewed	81.7	
Participation in projects	77.4	99.4	++

In the school year reviewed in total 44.4 % of head teachers claimed **active knowledge of a foreign language**, of whom 13.9 % had passed a certified examination. Out of this number the proportion of head teachers who spoke English was quite high (50.5 %), and they were followed by head teachers who spoke German (49.2 %) and Russian (45.0 %).

18.3 % of basic school head teachers claimed to have the basic level of **information literacy** (according to the scale used in projects implemented within the State Information Policy in Education), 68.3 % of head teachers achieved the advanced level of work with ICT, 6.7 % of head teachers had a specialisation in ICT and the same number, i.e. 6.7 % of head teachers, could work as ICT coordinators.

The share of managerial staff was 11.0 % in the schools visited with the highest share of managers being in the Vysocina region (22.2 % of the total number of pedagogical staff).

School Climate in Basic Education

A favourable school climate is a recognised factor in pupils' education achievement. As regards this area the CSI assessed the working climate in classes and the overall school climate using three main indicators (out of 12 indicators) but also the development of partnerships and the factual focus of suggestions and complaints received in basic education.

When compared to kindergarten teachers, basic school teachers evaluated the school climate as being at the lower level in all the main indicators. The climate was comparable only in indicators showing satisfaction with the school environment, opportunities for creative usage of existing conditions and possibilities of care for the environment in school. Natural loyal behaviour according to the indicator of coexistence with the school was evaluated very positively, which